

Topaz Preparatory Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Topaz Preparatory Academy
Street	14110 Beech Street
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 244-4622
Principal	Karen Prestwood
E-mail Address	karen.prestwood@hesperiausd.org
Web Site	
CDS Code	36-75044-6111751

District Contact Information	
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David McLaughlin
E-mail Address	david.mclaughlin@hesperiausd.org
Web Site	www.hesperiausd.org

School Description and Mission Statement (School Year 2016-17)

PRINCIPAL'S MESSAGE

I'd like to welcome you to Topaz Preparatory Academy's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Topaz Preparatory Academy provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum from dedicated professional staff, focusing on our mission statement, "...to maximize the individual potential in every student." Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Topaz Preparatory Academy students, and welcome any suggestions or questions you may have about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

SCHOOL MISSION STATEMENT

The mission of Topaz Preparatory Academy is to maximize the individual potential in every student. We believe that Topaz, through the cooperative efforts of culturally aware parents, teachers, students and community members, is a secure, supportive, and caring place. It is a learning home, where all students, and their unique learning styles, are encouraged to take risks and become lifelong learners. Our vision statement is also an important key to the success of our school model. Topaz Preparatory Academy is a parent-choice school where students are empowered to realize and reach their potential through serving the community, creating healthy habits, and developing the ability to become effective life-long problem solvers.

SCHOOL PROFILE

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 21,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools, 2 Kindergarten through 6th grades Parent Choice schools and 1 Transitional Kindergarten through 6th grades Parent Choice school, 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school and 5 charter schools. Topaz Preparatory Academy is located in the western area of Hesperia and serves students in grades transitional kindergarten through sixth. According to the CDE, in the 2015-16 school year, 827 students were enrolled, including 8% in special education, 25% qualifying for English Language Learner support, 65% Hispanic, and 72% Socioeconomically Disadvantaged. Classroom instruction, enrichment, and intervention programs are designed to support students at all learning levels, encouraging every student to realize their full potential.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	96
Grade 1	72
Grade 2	75
Grade 3	84
Grade 4	99
Grade 5	96
Grade 6	99
Grade 7	97
Grade 8	88
Total Enrollment	806

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	1
Asian	3
Filipino	0.1
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0
White	15.6
Two or More Races	3.5
Socioeconomically Disadvantaged	74.7
English Learners	25.9
Students with Disabilities	8.2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October, 2012

All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board.

In October, 2012, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2012/13-11 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California (2002)	Yes	0%
Mathematics	Harcourt Math 2002 (2001)	Yes	0%
Science	Houghton Mifflin California Science (2006)	Yes	0%
History-Social Science	Houghton Mifflin Social Science (2007)	Yes	0%
Foreign Language			0%
Health			0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Topaz Preparatory Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1994; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. Throughout the years, portable classrooms have been added to the campus to accommodate growth in enrollment. The District's maintenance and operations staff do an excellent job of maintaining campus facilities on an ongoing basis, minimizing the need for major upkeep and repairs. The campus is comprised of the following:

Acreage = 10 acres

Square Footage 58,846

Number of permanent classrooms = 20

Number of portables = 10

Number of restrooms (student use) = 2 sets (plus 2 kindergarten restrooms)

Computer lab = 1

Cafeteria = 1

Library = 1

Music Room = 1

Health Office = 1

Quad Area = 1

Staff work room/lounge = 1

CAMPUS SUPERVISION

Two proctors supervise the corner crosswalks and helps students safely cross the street before and after school. Each morning, five proctors are at designated areas of the campus to supervise students as they enter school grounds. During recess, teachers are on the playground to monitor behavior and playground activities. Five proctors provide supervision during the lunch recess and monitor both cafeteria and playground activities. At the end of the day, teachers escort students to the student pickup areas, and on-campus after-school programs to ensure students leave campus in a safe and orderly manner.

CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure playgrounds, classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff and visitors. The principal and day custodian communicates regularly regarding the maintenance issues and special projects; hand-held radios enhance two-way communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Topaz Preparatory Academy. The day custodian communicates and coordinates cleaning schedules with evening custodial staff. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of the daytime routine, the day custodian is responsible for cleaning the bathrooms throughout the day and cleaning the cafeteria after breakfast and lunch have been served. The day custodian checks the restrooms frequently throughout the day as a proactive measure in keeping restrooms stocked, safe, and sanitary. The evening custodians clean classrooms, desks, restrooms, and are responsible for set-up and take down of equipment and/or furniture for afternoon and evening events. Topaz Preparatory Academy works closely with the district's Maintenance and Operations department (M&O) for larger projects and school inspections. M&O employs a work order process that enables Topaz to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07/10/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X	X		A few of our water fountains are in need of refinishing.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X	X		A few areas of our roof are in the process of being repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/10/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	38	31	34	44	48
Mathematics	20	25	19	21	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	84	98.8	32.1
	4	93	92	98.9	34.8
	5	97	94	96.9	41.5
	6	95	94	99.0	38.3
	7	83	82	98.8	36.6
	8	91	89	97.8	46.1
Male	3	42	42	100.0	35.7
	4	52	51	98.1	33.3
	5	59	58	98.3	34.5
	6	51	51	100.0	37.3
	7	45	44	97.8	40.9
	8	48	46	95.8	52.2
Female	3	43	42	97.7	28.6
	4	41	41	100.0	36.6
	5	38	36	94.7	52.8
	6	44	43	97.7	39.5
	7	38	38	100.0	31.6
	8	43	43	100.0	39.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	59	59	100.0	28.8
	4	57	57	100.0	35.1
	5	64	63	98.4	38.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	67	66	98.5	34.9
	7	62	61	98.4	29.5
	8	57	57	100.0	40.4
White	3	13	12	92.3	41.7
	4	18	18	100.0	38.9
	5	19	18	94.7	50.0
	6	16	16	100.0	50.0
	7	--	--	--	--
	8	16	15	93.8	53.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	66	65	98.5	26.1
	4	77	76	98.7	31.6
	5	67	65	97.0	32.3
	6	70	69	98.6	34.8
	7	65	64	98.5	32.8
	8	72	71	98.6	40.9
English Learners	3	26	26	100.0	19.2
	4	29	29	100.0	17.2
	5	17	17	100.0	11.8
	6	23	23	100.0	8.7
	7	16	16	100.0	12.5
	8	15	15	100.0	13.3
Students with Disabilities	3	14	14	100.0	7.1
	4	--	--	--	--
	5	12	12	100.0	8.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	83	97.7	42.2
	4	93	92	98.9	29.4
	5	96	93	96.9	20.4
	6	95	93	97.9	14.0
	7	83	82	98.8	20.7
	8	91	89	97.8	23.6
Male	3	42	42	100.0	52.4
	4	52	51	98.1	27.4
	5	59	58	98.3	19.0
	6	51	51	100.0	15.7
	7	45	44	97.8	22.7
	8	48	46	95.8	34.8
Female	3	43	41	95.3	31.7
	4	41	41	100.0	31.7
	5	37	35	94.6	22.9
	6	44	42	95.5	11.9
	7	38	38	100.0	18.4
	8	43	43	100.0	11.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	59	59	100.0	39.0
	4	57	57	100.0	24.6
	5	64	63	98.4	17.5
	6	67	65	97.0	7.7
	7	62	61	98.4	14.8
	8	57	57	100.0	22.8
White	3	13	11	84.6	63.6
	4	18	18	100.0	33.3
	5	19	18	94.7	33.3
	6	16	16	100.0	37.5
	7	--	--	--	--
	8	16	15	93.8	26.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	3	66	64	97.0	35.9
	4	77	76	98.7	27.6
	5	66	64	97.0	14.1
	6	70	68	97.1	10.3
	7	65	64	98.5	18.8
	8	72	71	98.6	19.7
English Learners	3	26	26	100.0	30.8
	4	29	29	100.0	20.7
	5	17	17	100.0	11.8
	6	23	23	100.0	
	7	16	16	100.0	
	8	15	15	100.0	13.3
Students with Disabilities	3	14	14	100.0	42.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	12	12	100.0	8.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	39	41	46	36	33	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	187	182	97.3	40.7
Male	107	104	97.2	44.2
Female	80	78	97.5	35.9
Hispanic or Latino	121	120	99.2	32.5
White	35	33	94.3	63.6
Socioeconomically Disadvantaged	138	135	97.8	34.1
English Learners	32	32	100.0	15.6
Students with Disabilities	20	20	100.0	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.7	27.7	28.7
7	31.7	29.3	6.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

At Topaz Preparatory Academy, parents are encouraged to become active members of the school's learning community and assist in its fulfillment of our school's mission and vision. Our Parent Community Liaison assists in coordinating special events, teaching parent English classes, and acting as our site parent representative on district committees. Parents are invited to volunteer in classrooms, the library, computer lab, and with numerous special events. All parents are asked to contribute 20 hours of community service and are encouraged to participate in the Parent Teacher Club (PTC), School Site Council, and English Language Advisory Committee. The principal and school staff welcome parents to participate in Back or School Night, Open House, FLAIR, Family Grade Level School Leadership (Reading, Math and 7 Habits) Nights, tutoring programs, Parent Volunteer Training, Love and Logic Parenting classes (classes alternate in both English and Spanish), and adult English language tutoring and classes. Parents may contact the front office at (760) 244-4622 to obtain more information.

School-to-home communication is provided in both English and Spanish. School event information, the school calendar, and special announcements can be found in class newsletters, on the school website, on social media, and via automated phone calls. Single Assessment and accountability testing information is sent home with students in throughout the year. Additionally, the electronic school marquee displays special announcements and important reminders.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.8	0.7	3.5	5.9	5.6	5.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.3	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Topaz Preparatory Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and the crisis management plan. The plan's most recent review and update by school staff took place in September 2015. A copy of the Topaz disaster safety plan may be obtained at Topaz Preparatory Academy's main office or the Hesperia Unified School District office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	80.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	2		24		3		24		3	
1	31		2		30		3		30		3	
2	33		1	2	29		3		29		3	
3	30		3		32		3		32		3	
4	30		3		34			3	34			3
5	32		3		32		2	1	32		2	1
6	30		3		34			3	34			3
Other	29		1									

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	4	10		26	2	10	2	26	2	10	2
Mathematics	21	5	10		24	3	10	2	24	3	10	2
Science	27	1	5		30		4	2	30		4	2
Social Science	27		6		30		4	2	30		4	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.6	N/A
Social Worker	0.00	N/A
Nurse	0.00	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	0.00	N/A
Other	0.00	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$2,345.17	\$2,198.98	\$4,544.15	\$55,236.46
District	N/A	N/A	--	\$69,949
Percent Difference: School Site and District	N/A	N/A	--	-11.85 %
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-20.04 %	-23.99 %

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Home-to-School Transportation
- Instructional Materials
- Special Education
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,290	\$45,092
Mid-Range Teacher Salary	\$71,772	\$71,627
Highest Teacher Salary	\$90,580	\$93,288
Average Principal Salary (Elementary)	\$114,281	\$115,631
Average Principal Salary (Middle)	\$117,442	\$120,915
Average Principal Salary (High)	\$128,138	\$132,029
Superintendent Salary	\$169,132	\$249,537
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All professional development activities in Hesperia Unified School District revolve around the California State Content Standards and Frameworks and are research-based.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2015-16 school year, the district provided staff development buy-back days. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district benchmark assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Annual number of school days dedicated to staff development
2015-2016: 3