

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Carmel Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Carmel Elementary	District Name	Hesperia Unified
Street	9321 Glendale Avenue	Phone Number	(760) 244-4411
City, State, Zip	Hesperia, CA 92345	Web Site	www.hesperia.org
Phone Number	760-947-3188	Superintendent	Mark McKinney
Principal	Chris Mauger	E-mail Address	mark.mckinney@hesperia.org
E-mail Address	chris.mauger@hesperia.org	CDS Code	36-75044-6108120

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School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

PRINCIPAL'S MESSAGE

I would like to welcome you to Carmel Elementary's Annual School Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual SARC 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.

Carmel Elementary 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 by dedicated professional staff and based on the individual needs of the students. 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 Carmel Elementary's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our students will be challenged to reach their maximum potential.

SCHOOL MISSION STATEMENT

The mission at Carmel Elementary is to maintain a positive learning environment through the partnership of students, parents, and staff members. This includes a focus on California Standards, and a commitment to achievement.

SCHOOL PROFILE

Hesperia Unified School District (HUSD) is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 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 sixth grade academies, 3 middle schools, 2 comprehensive high schools, 1 alternative high school, 2 continuation high schools, 1 community day school and 6 charter schools.

Carmel Elementary is located in the southeast area of Hesperia and serves students in grades kindergarten through six. At the beginning of the 2007-08 school year, 876 students were enrolled, including 7% in special education, 24% qualifying for English Language Learner (ELL) support, and 66% qualifying for free or reduced-price lunch. Carmel Elementary achieved a 2008 Academic Performance Index (API) score of 782 and met all 2008 Adequate Yearly Progress (AYP) criteria.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:

Contact Person Phone Number:

Parents are encouraged to volunteer in the classroom, office and library, help with school activities, and get involved in the decision-making process through school committees. The School Site Council (SSC), Parent Teacher Association (PTA), Parent Coordinating Council (PCC), Family Nights (reading, math and science), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE) Advisory Council, Back-to-School Night, and Parent Bar-B-Que are an example of the many opportunities available to parents who want to get involved with their child's educational experience. The principal hosts a breakfast meeting every other month, inviting parents to an open forum discussion; meeting dates are announced in the school newsletter and fliers, and on the school's website and marquee. Workshops are held twice a year for parents seeking additional information about school discipline and testing processes to better support their child's learning process at home. Parents who want more information on school activities or committees may contact the principal, assistant principal or PTA president at (760) 947-3188.

All school-to-home communication is provided in both English and Spanish. Weekly classroom letters, a monthly newsletter, the school marquee, fliers, and the school website help keep parents informed on school events, safety issues, and announcements.

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Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	99	Grade 8	0
Grade 1	112	Ungraded Elementary	0
Grade 2	117	Grade 9	0
Grade 3	117	Grade 10	0
Grade 4	139	Grade 11	0
Grade 5	152	Grade 12	0
Grade 6	140	Ungraded Secondary	0
Grade 7	0	Total Enrollment	876

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.51%	White (not Hispanic)	35.62%
American Indian or Alaska Native	1.03%	Multiple or No Response	1.48%
Asian	0.57%	Socioeconomically Disadvantaged	66.00%
Filipino	0.46%	English Learners	24.00%
Hispanic or Latino	54.11%	Students with Disabilities	7.00%
Pacific Islander	0.23%	n/a	--

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Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	32.7	0	1	2	32.0	0	2	1	33.0	0	0	3
1	20.3	3	1	0	19.2	6	0	0	18.3	6	0	0
2	20.0	5	0	0	19.4	5	0	0	19.7	6	0	0
3	19.9	7	0	0	19.6	8	0	0	19.0	8	0	0
4	30.0	0	4	0	29.3	0	4	0	27.2	0	5	0
5	25.5	0	4	0	31.3	0	4	0	31.8	0	4	0
6	31.8	0	3	1	29.8	0	4	0	31.5	0	4	0
k-3	20.0	2	0	0	28.0	0	1	0	0.0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	31.0	0	1	0	29.0	0	1	0	32.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Comprehensive School Site Safety Plan was developed for Carmel Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school staff took place in August 2008. Staff training to discuss staff responsibilities and safety plan updates took place during staff in-service days in August 2008. A copy of the school site safety plan may be obtained at Carmel Elementary's main office or the Hesperia Unified School District office.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	33.1	26.6	17.5	39.9	38.1	32.4
Expulsions	0.1	0.0	0.3	0.9	0.7	0.9

Date School Safety Plan last reviewed: August 2008

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IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

SCHOOL FACILITIES AND SAFETY

Carmel Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1994; ongoing maintenance and modernization ensure the campus provides adequate space for students and staff. Two portable classrooms and a new student restroom were added to the campus during the 2005-06 school year to accommodate growth in enrollment. The campus is comprised of the following:

Acreage = 10

Square footage = 60,806

Number of permanent classrooms = 27

Number of portable classrooms = 16

Number of restrooms (student use) = 2 sets

Computer lab = 1

Cafeteria = 1

Library = 1

Music room = 1

Outside quad area = 1

Staff workroom/lounge = 1

Health office = 1

CAMPUS SUPERVISION

As students arrive on campus in the morning, proctors supervise students in the bus and student drop off areas. During recess, teachers are on the playground to monitor behavior and playground activities. At the end of the day, teachers escort students to after-school on-campus programs, the bus area, and the student pickup area. Teachers and administrators remain in the departure areas to ensure all students have left 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. One full-time day custodian, one full-time evening custodian, and two part-time evening custodians are assigned to Carmel Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily and follow weekly and monthly schedules for cleaning, maintenance, and special projects/events preparation.

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. Any graffiti or signs of vandalism are removed prior to students arriving to school. The evening custodians clean classrooms, desks, and restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events, and other projects as needed.

Carmel Elementary works closely with the district's Maintenance and Operations (M & O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Carmel Elementary took place on July 7, 2008. Maintenance and Operations employs a work order process that enables Carmel Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

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Planned Improvement

DEFERRED MAINTENANCE

Hesperia Unified School district participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Carmel Elementary received \$57,877 in deferred maintenance funds which were used for asphalt, and electrical projects throughout the campus.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: July 7, 2008

Completion date of inspection form: July 7, 2008

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

	School			District
	2005-06	2006-07	2007-08	2007-08
Teachers				
With Full Credential	32	36	36	831
Without Full Credential	4	2	4	167
Teaching Outside Subject Area of Competence	--	--	--	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	--
Vacant Teacher Positions	0	0	--
Total Teacher Misassignments	0	0	--

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	--	--

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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. On September 9, 2008, 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.2008/09-24 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 9-11, inclusive.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Carmel Elementary does not have any textbook insufficiencies.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading California	2002
History-Social Science	Houghton Mifflin Social Science	2006
Mathematics	Harcourt Math 2002	2001
Science	Houghton Mifflin California Science	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	--
Mathematics	--
Science	--
History-Social Science	--
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (grades 9-12)	--

Textbook Information Collection Date: September 2008

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4,927.13	\$868.19	\$4,058.94	\$64,000
District	n/a	n/a	--	\$57,552.00
Percent Difference – School Site and District	--	--	--	10.1%
State	n/a	n/a	\$5,300.00	\$63,458.00
Percent Difference – School Site and State	--	--	30.6%	0.8%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the District received approximately \$1,731.07 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Gifted & Talented
- Home-to-School Transportation
- Instructional Materials
- Special Education
- School Library Block Grant
- Tenth Grade Counseling
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

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Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,790.00	\$39,708.00
Mid-Range Teacher Salary	\$63,057.00	\$63,805.00
Highest Teacher Salary	\$79,582.00	\$82,081.00
Average Principal Salary (Elementary)	\$103,787.00	\$102,166.00
Average Principal Salary (Middle)	\$106,657.00	\$107,816.00
Average Principal Salary (High)	\$123,801.00	\$116,474.00
Superintendent Salary	\$154,290.00	\$183,478.00
Percent of Budget for Teacher Salaries	39.4%	40.6%
Percent of Budget for Administrative Salaries	5.8%	5.2%

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	38%	35%	47%	35%	35%	38%	42%	43%	46%
Mathematics	43%	42%	54%	32%	33%	35%	40%	40%	43%
Science	17%	26%	28%	24%	28%	37%	35%	38%	46%
History-Social Science	--	--	--	24%	24%	28%	33%	33%	36%

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	34%	34%	27%	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39%	48%	20%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	59%	65%	38%	--
Male	43%	50%	29%	--
Female	50%	57%	27%	--
Economically Disadvantaged	40%	50%	22%	--
English Learners	31%	44%	14%	--
Students with Disabilities	10%	18%	--	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	24.80%
7	0.00%
9	0.00%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

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API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	4	4
Similar Schools	5	5	5

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score 2007-08
	2005-06	2006-07	2007-08	
All Students at the School	17	15	38	782
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	5	42	752
Pacific Islander	--	--	--	--
White (not Hispanic)	11	16	49	839
Socioeconomically Disadvantaged	2	25	49	762
English Learners	23	17	14	748
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

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AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	No

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	0
Percent of Schools Currently in Program Improvement	--	0%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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

Certificated staff build teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2007-08 school year, the district made available one staff development buy-back day and supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of writing and math. Each school site then identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the district's designated focus areas.

During the 2007-08 school year, Carmel Elementary held one staff development buy-back day to reinforce Write From the Beginning (introduced in 2005-06). Staff development 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 around 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 two 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 and out-of-state 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 three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, ExCEL philosophy, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	2006-07	2007-08
Annual number of school days dedicated to staff development	2	1	1