

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09



Ranchero Middle School



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	Ranchero Middle School	District Name	Hesperia Unified
Street	17607 Ranchero Road	Phone Number	(760) 244-4411
City, State, Zip	Hesperia, CA 92345	Web Site	www.hesperia.org
Phone Number	(760) 948-0175	Superintendent	Mark McKinney
Principal	Cindy Costa	E-mail Address	mark.mckinney@hesperia.org
E-mail Address	cindy.costa@hesperia.org	CDS Code	36-75044-6109359

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

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

It gives me great pleasure to introduce you to Rancho Middle School. The important information included in this document will give you a glimpse of our school. Rancho is a middle school that makes your student our number one priority. We truly are student-centered, focusing on your child's intellectual, social, emotional, and physical needs. Academic achievement and safety are emphasized on our campus. We have developed a Single Plan for Student Achievement (SPSA) and a safety/disaster plan in order to address these areas of focus. Parents, community members and staff have key roles in developing these plans. Together, we build a school of excellence.

Our goal in presenting the enclosed information is to communicate our vision and passion for helping your child succeed and for preparing him/her for the next step in his/her educational journey. Our staff strongly believes in the connection of regular assessment to daily lesson planning and instruction. We believe our diligence in this area will move our students to grade level standard and beyond. The partnership we enjoy with you is also a key to helping your child reach their potential. Welcome to Rancho Middle School.

SCHOOL VISION STATEMENT

We believe "all students can learn" through the support of our professional learning community. We are dedicated to equipping students with essential skills for successful transition to the secondary level. We are committed to providing a learning environment that promotes lifelong learning for our students and our extended community.

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 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.

Rancho Middle is located on the southeast border of Hesperia and serves students in grades seven and eight. At the beginning of the 2007-08 school year, 1358 students were enrolled, including 6% in special education, 16% qualifying for English Language Learner support, and 35% receiving free or reduced-price lunch. Rancho Middle achieved a 2008 Academic Performance Index (API) score of 719.

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, help with school events and field trips, and get involved in the decision-making process through school committees. The School Site Council, Parent Involvement Program, Conversations with the Principal, parent education workshops, English Language Advisory Council (ELAC), GATE Advisory Council (Gifted and Talented Education) Builders Club, and booster clubs provide opportunities for parents to get involved with their child's education experience. Parents who want more information or wish to participate may contact Rancho Middle's Family Resource Specialist at (760)948-0175. There is an opportunity for everyone who wants to get involved!

Regular school-to-home communication about current events, school activities, special announcements, student grades, and messages from the principal can be found on www.edline.net (must have a password issued through the counseling department), and in Rancho Middle's monthly newsletter sent home and posted on the school's website at www.hesperia.org.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	0	Grade 8	678
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	680	Total Enrollment	1358

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	5.23%	White (not Hispanic)	39.32%
American Indian or Alaska Native	0.29%	Multiple or No Response	3.09%
Asian	0.66%	Socioeconomically Disadvantaged	35.00%
Filipino	0.44%	English Learners	16.00%
Hispanic or Latino	50.66%	Students with Disabilities	6.00%
Pacific Islander	0.29%	n/a	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
k-3	0.0	0	0	0	0.0	0	0	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	4.0	6	0	0	3.0	6	0	0	3.0	6	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	22	79	5	26.6	32	52	20	25.6	43	34	26
Mathematics	23.6	25	31	1	25.1	21	29	7	24.7	20	42	2
Science	26.1	13	31	7	26.8	15	29	7	26.6	13	28	9
Social Science	27.6	8	37	4	28.1	6	32	11	28.0	9	29	11

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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 Rancho Middle 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 Rancho Middle 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	44.9	52.9	67.6	39.9	38.1	32.4
Expulsions	1.1	1.5	2.9	0.9	0.7	0.9

Date School Safety Plan last reviewed: August 2008

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

Rancho Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1993; ongoing maintenance and modernization efforts ensure facilities remain safe and up to date and provide adequate space for students and staff. Throughout the years, portable classrooms have been added to accommodate increased growth in enrollment. The campus is comprised of the following:

Acreage = 25.5 acreages

Square Footage = 97,944

Number of permanent classrooms = 26

Number of portable classrooms = 28

Number of restrooms (student use) = 5 sets

Computer Lab = 2

Physical Education Facility = 1

Choir Room = 1

Library = 1

Cafeteria/Multipurpose Room = 1

Staff Work Room/Lounge = 1

Music Room = 1

Gym = 1

Staff Work Room/Lounge = 1

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

CAMPUS SUPERVISION

Seven campus assistants, the school administrators, support staff and custodians share supervision of students and monitor behavior as students arrive on campus, during lunch periods in common areas and cafeteria, between class periods as students travel from class to class, and as students leave the campus. Throughout the day while classes are in session, campus assistants, administrators, support staff, and custodians share supervision of campus grounds to maintain a safe learning environment for staff and students. Hand-held radios are used by administrators and other school staff supervising the campus to facilitate effective two-way communication and facilitate an immediate response to urgent situations.

CAMPUS MAINTENANCE

The plant supervisor, custodial staff and district's maintenance department work together to ensure sport fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principal and plant supervisor meet daily regarding the maintenance issues and special projects; the principal and the School Cabinet meet with the plant supervisor each Monday to discuss school events and custodial needs. The vice principal meets with the plant supervisor once a month to review custodial projects and staff performance.

One full-time plant supervisor is responsible for coordinating custodial staff comprised of one full-time night lead custodian, one full-time day custodian, and three full-time evening custodians. 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. The day custodians clean campus grounds, cafeteria, and clean restrooms throughout the day as part of the daily routine and in addition to special projects as assigned. The evening custodians clean classrooms, desks, and restrooms. Both day and night crews coordinate efforts for set up and take down of equipment and/or furniture for afternoon and evening events.

A campus beautification program was instituted this year where students actively contribute to keeping school grounds clean. A teacher is responsible each week for sending students to help clean up trash after lunch. This program has contributed greatly to instilling a sense of responsibility and school pride in the students. Also, a positive behavior incentive program is active at Rancho where teachers are issued "Positive Choice" tickets that they disseminate to students caught making positive choices. This program supports campus safety and care of facilities and school grounds.

Rancho Middle works closely with the district's Maintenance and Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Rancho Middle took place on September 25, 2008. M&O employs a work order process that enables Rancho Middle to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

DEFERRED MAINTENANCE

Hesperia Unified School District participates in the State School Deferred Maintenance program which provides dollar-for-dollar matching funds to assist school district with major repairs or replacement of existing school building components. Rancho Middle received \$26,954 for flooring, painting, repairing walls and doors improvement projects throughout the campus.

Planned Improvement

For safety purposes, ongoing maintenance is continuous at Rancho. Facility and grounds upgrades and projects are determined annually based on needs.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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: September 25, 2008

Completion date of inspection form: September 25, 2008

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	48	49	46	831
Without Full Credential	10	9	12	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	89.5%	10.5%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	--	--

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	3.0	452
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.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

Ranchero Middle 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	McDougal-Littell Language of Literature	2001
English-Language Arts	Perfection Learning Perfection Learning HI/LO	2001
English-Language Arts	McDougal-Littell Language of Literature	2002
History-Social Science	Holt Rinehart & Winston World History-Medieval to Early Mod	2006
History-Social Science	Houghton Mifflin Across the Centuries	1992
History-Social Science	Holt Rinehart & Winston U.S. History	2006
History-Social Science	Houghton Mifflin A More Perfect Union	1992
Mathematics	McDougal-Littell Concepts & Skills Crs2	2001
Mathematics	McDougal-Littell Algebra 1 Concepts & Skills	2001
Mathematics	Saxon Saxon 76	N/A
Mathematics	Saxon Saxon 65	N/A
Mathematics	McDougal-Littell Structure & Methods Crs1	2001
Other	McDougal-Littell En Espanol Levels 1-4	2004
Other	McDougal-Littell En Espanol 1a	2005
Science	Holt Physical Science	2007
Science	Holt Live Science	2007

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

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	\$5,586.04	\$1,151.21	\$4,434.82	\$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	--	--	19.5%	0.8%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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

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%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	39%	34%	45%	35%	35%	38%	42%	43%	46%
Mathematics	30%	26%	29%	32%	33%	35%	40%	40%	43%
Science	34%	28%	43%	24%	28%	37%	35%	38%	46%
History-Social Science	32%	25%	27%	24%	24%	28%	33%	33%	36%

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	36%	22%	29%	20%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38%	24%	35%	21%
Pacific Islander	--	--	--	--
White (not Hispanic)	54%	35%	53%	35%
Male	38%	30%	45%	29%
Female	51%	28%	40%	26%
Economically Disadvantaged	36%	24%	37%	22%
English Learners	18%	16%	15%	5%
Students with Disabilities	1%	3%	3%	3%
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	0.00%
7	45.30%
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/>.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	5	5	4
Similar Schools	6	5	3

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	1	-15	28	719
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	10	-21	27	687
Pacific Islander	--	--	--	--
White (not Hispanic)	-5	-4	25	756
Socioeconomically Disadvantaged	-3	2	36	685
English Learners	9	-34	24	633
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/>.

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	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		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, Rancho Middle School held one staff development buy-back day to reinforce Step Up to Writing, Marzano's Strategies, Thinking Maps and EL strategies. Staff development topics were selected by the principal, assistant principal, and leadership. 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 once 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. New teachers are further supported at the site through monthly new teacher's meetings with administration.

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