

School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



Hesperia Community Day

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 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. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

School		District	
School Name	Hesperia Community Day	District Name	Hesperia Unified
Street	16527 1/2 Lemon Street	Phone Number	(760) 244-4411
City, State, Zip	Hesperia, CA, 92345	Website	www.hesperia.org
Phone Number	(760) 244-1771	Superintendent	Mark McKinney
Principal	Nate Lambdin	E-mail Address	mark.mckinney@hesperia.org
E-mail Address	nate.lambdin@hesperia.org	CDS Code	36750443630944

Principal's Message (2009-10 School Year)

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

PRINCIPAL'S MESSAGE

I'd like to welcome you to Hesperia Community Day'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.

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 which includes 3 choice schools. At the secondary level Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

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Hesperia Community Day is located in the central area of Hesperia, next to Mojave High, and serves students in grades seven through twelve. The community day school is a district program that serves students who have been expelled, on probation, or referred by the school attendance review board or district Hearing Panel. A low student-to-teacher ratio enables students to receive individualized instruction and assessment in a small classroom environment; support services from a counselor are provided as needed. Our general demographics report for 2009-10 indicated 41 students were enrolled, including 0% in special education, 25% qualifying for English learner support, and 78% receiving free or reduced-price lunch.

Parental Involvement (2009-10 School Year)

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

Contact Person Name:	Nate Lambdin	Contact Person Phone Number:	760-244-1771
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Parents are encouraged to participate in individualized orientations, school events, conferences, community service projects, and school committees. The School Site Council, and Open House provide opportunities for parents to get involved with their student's educational experience. Parent who want more information or wish to participate may contact Principal Nate Lambdin at (760) 244-1771.

Regular school-to-home communication is provided in both English and Spanish. School news, important dates, and general information is sent home periodically through school bulletins. Every three weeks, parents receive letters advising them of their student's behavior and academic progress and to discuss appropriate interventions for remediation. Teachers are accessible by phone. They will send letters and/or notes home to parents for more personal communication when the need arises. General information can also be found on the school website.

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	2007-08				2008-09				2009-10			
	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												
Mathematics												
Science												
Social Science												

Student Enrollment by Grade Level (2009-10 School Year)

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

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Kindergarten	0	Grade 8	9
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	22
Grade 3	0	Grade 10	5
Grade 4	0	Grade 11	5
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	41

Student Enrollment by Group (2009-10 School Year)

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
Black or African American	17.1%	White (not Hispanic)	24.4%
American Indian or Alaska Native	0.0%	Two or More Races	0.0%
Asian	0.0%	Socioeconomically Disadvantaged	78.0%
Filipino	4.9%	English Learners	25.0%
Hispanic or Latino	53.7%	Students with Disabilities	0.0%
Native Hawaiian or Pacific Islander	0.0%	n/a	--

II. School Safety and Facilities

School Safety Plan (2009-10)

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

Date School Safety Plan last reviewed:	August 2009
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The Comprehensive School Site Safety Plan was developed for Hesperia Community Day school 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 2009. Staff training to discuss staff responsibilities and safety plan updates took place during staff in-service days in August 2009. A copy of the

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school site safety plan may be obtained at Hesperia Community Day school's main office or the Hesperia Unified School District office. This safety plan is coordinated with the Hesperia Alternative Education Center's Plan (the Community Day School is located on the Alternative Education Center's facility).

Suspensions & 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.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspension Rate	124.0%	102.0%	98	32.0%	24.0%	25%
Expulsion Rate	0.0%	0.0%	0	1.0%	1.0%	1%

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.

Hesperia Community Day provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1996; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff.

CAMPUS DESCRIPTION

Acreage = 4

Square Footage = 26,880

Number of Permanent Classrooms = 0

Number of Portable Classrooms = 3

Number of Restrooms (student use) = 1 set

Computer Lab = 1*

Counseling/Behavior Center = 1*

Cafeteria/Multipurpose Room = 1*

ROP Classrooms = 6*

Staff Work Room/Lounge = 2*

* Some facilities shared with and located on Mojave High campus.

CAMPUS SUPERVISION

Each morning as students come to school, one teacher and two campus aides greet students at a single gated entry and screen students for prohibited items. Students are then escorted to their classroom. When students regroup for reading and math instruction, teachers and instructional aides monitor and supervise the transition. When students are released for the day, they are escorted to the student pickup area or the public transportation area to ensure students leave campus safely. The district's school police department

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coordinates with Hesperia Community Day in order to maintain a safe, secure, and peaceful campus. Officers are available to help students with problems involving family, drugs, and personal issues. Any student who commits a serious violation (i.e., fighting) is subject to arrest, citation, and referral to the Juvenile Probation Office.

CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principal meets when necessary with custodians to discuss cleaning schedules, processes, custodial needs, maintenance issues, and special projects. Hand-held radios enhance two-way communication efforts and help facilitate an immediate response to urgent situations.

Custodial staff for Hesperia Community Day is shared with staff assigned to The Alternative Education Program and comprised of one part-time day custodian and one part-time evening custodian who follow a daily cleaning routine. 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 his regular duties, the day custodian is responsible for cleaning classrooms and the computer lab. After students have left for the day, the evening custodian is responsible for cleaning restrooms, classrooms, and community areas.

Hesperia Community Day works closely with the district's Maintenance & Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Hesperia Community Day took place on January 10, 2010. Site inspections, under the direction of the lead custodian, are held monthly. M&O employs a work order process that enables Hesperia Community Day to communicate unscheduled maintenance needs, urgent repairs or special projects. Emergency situations are regularly resolved in one hour or less.

Planned Improvements (2010-11 School Year)

None

School Facility Good Repair Status (2010-11 School Year)

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	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			None
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	X			None
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			None
Electrical: Electrical Systems (interior and exterior)	X			None

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Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			None
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			None
Structural: Structural Condition, Roofs	X			None
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			None

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

		Facility Condition			
		Exemplary	Good	Fair	Poor
Overall Summary			X		
Date of inspection:	1/6/10				
Completion date of inspection form:	1/6/10				

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

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. In September 2009, 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.2009/10-14 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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Textbook and Instructional Materials List

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	American Literature/Globe Fearon, Practical English/Globe Fearon, Basic English/Globe Fearon, English Composition/Globe Fearon, World Literature/Globe Fearon	2004, 2004, 2004, 2004, 2004
History-Social Science	World History/American Guidance Service, World Geography & Cultures/Globe Fearon, United States History/American Guidance Service, Economics/Globe Fearon, American Government/Globe Fearon	2004, 2004, 2004, 2004, 2004
Mathematics	Algebra/American Guidance Service, California Geometry/Prentice Hall, Pre Calculus with Limits, Fifth Ed./Larson, Hostetler, Edwards, California Pre-Algebra/Prentice Hall, Finite Mathematics/Lial, Greenwell, Ritchey, California Algebra Readiness/Prentice Hall, California Algebra 2/Prentice Hall, California Algebra1/Prentice Hall	2004, 2008, 2008, 2009, 2008, 2009, 2008, 2009
Other	Life Skills Health/American Guidance Service, Health/Globe Fearon, Careers/Globe Fearon, Skills for Independent Living/Globe Fearon	2004, 2004, 2004, 2004
Science	Biology/American Guidance Service, Physical Science/American Guidance Service, General Science/American Guidance Service	2004, 2004, 2004

Availability of Textbooks and Instructional Materials

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

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Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (Grades 9-12)	0

Textbook Information Collection Date:	9/8/09
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Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

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

No textbook insufficiencies.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or

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without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	12.0%	29.0%	20.0%	38.0%	42.0%	45.0%	46.0%	50.0%	52.0%
Mathematics	11.0%	19.0%	11.0%	35.0%	38.0%	38.0%	43.0%	46.0%	48.0%
Science	0.0%	31.0%	23.0%	37.0%	40.0%	47.0%	46.0%	50.0%	54.0%
Social Science	7.0%	0.0%	19.0%	28.0%	31.0%	37.0%	36.0%	41.0%	44.0%

Standardized Testing and Reporting 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 Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	45.0%	38.0%	47.0%	37.0%
All Students at the School	20.0%	11.0%	23.0%	19.0%
Black or African American	*	*	*	*
American Indian or Alaska Native				
Asian	0.0%	0.0%	0.0%	
Filipino				
Hispanic or Latino	17.0%	11.0%	0.0%	*
Native Hawaiian or Pacific Islander				
White (not Hispanic)	0.0%	0.0%	*	*
Two or More Races	NA	NA	NA	NA
Male	20.0%	13.0%	18.0%	17.0%
Female	0.0%	0.0%	0.0%	*
Economically Disadvantaged	15.0%	14.0%	0.0%	14.0%
English Learners	0.0%	0.0%	0.0%	*

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Students with Disabilities	0.0%	0.0%		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	0.0	0.0	100
9	13.3	20.0	40.0

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/>.

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	2007	2008	2009
Statewide	0	0	0
Similar Schools	0	0	0

Academic Performance Index Growth 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.

Group	Actual API Change
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	2007-08	2008-09	2009-10
All Students at the School	0	0	0
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	AS
Filipino	N/A	N/A	N/A
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	0	0	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	0	0	0
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	District	State
All Students at the School	--	744	767
Black or African American	--	663	685
American Indian or Alaska Native	--	731	728
Asian	--	863	889
Filipino	--	--	851
Hispanic or Latino	--	729	715
Native Hawaiian or Pacific Islander	--	--	754
White (not Hispanic)	--	789	838
Two or More Races	--	--	807

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Socioeconomically Disadvantaged	--	721	712
English Learners	--	687	691
Students with Disabilities	--	526	580

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/>.

AYP Overall and by Criteria (2009-10 School Year)

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.

	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	Yes	No
API	Yes	Yes
Graduation Rate	No	Pend

Federal Intervention Program (2010-11 School Year)

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

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First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	--	7
Percent of Schools Currently in Program Improvement	--	23.0%

IV. Teachers & Support Staff

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/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	3	3	3	782
Without Full Credential	0	0	0	34
Teaching Outside Subject Area of Competence	0	0	0	--

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.

Indicators	School		
	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2009-10 School Year)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the

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free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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	33	67
All Schools in District	96.39	3.61
High-Poverty Schools in District	98	2
Low-Poverty Schools in District	96	4

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 builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2009-10 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 districts designated focus areas.

During the 2009-10 school year, Hesperia Community Day held one staff development buy-back day to explore computer assisted instruction. Staff development topics were selected by the teaching staff and the principal. 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 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 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.

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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.

Indicator	Professional Development Days		
	2007-08	2008-09	2009-10
Annual number of school days dedicated to staff development	1	1	1

Academic Counselors and Other Support Staff (2009-10 School Year)

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	1	41
Counselor (Social /Behavioral or Career Development)	0	--
Library Media Teacher (Librarian)	0	--
Library Media Services Staff (paraprofessional)	0	--
Psychologist	0	--
Social Worker	0	--
Nurse	0	--
Speech/Language/Hearing Specialist	0	--
Resource Specialist (non-teaching)	0	--
Other	0	--

V. High School Information (if applicable)

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2008–09 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	School	District	State
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All Students	Click here to enter text.	Click here to enter text.	--
Black or African American	Click here to enter text.	Click here to enter text.	--
American Indian or Alaska Native	Click here to enter text.	Click here to enter text.	--
Asian	Click here to enter text.	Click here to enter text.	--
Filipino	Click here to enter text.	Click here to enter text.	--
Hispanic or Latino	Click here to enter text.	Click here to enter text.	--
Native Hawaiian or Pacific Islander	Click here to enter text.	Click here to enter text.	--
White (not Hispanic)	Click here to enter text.	Click here to enter text.	--
Two or More Races	Click here to enter text.	Click here to enter text.	--
Socioeconomically Disadvantaged	Click here to enter text.	Click here to enter text.	--
English Learners	Click here to enter text.	Click here to enter text.	--
Students with Disabilities	Click here to enter text.	Click here to enter text.	--

Advanced Placement Courses (2009-10 School Year)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	--
English	0	--
Fine and Performing Arts	0	--
Foreign Language	0	--
Mathematics	0	--
Science	0	--
Social Science	0	--
All Courses	0	0

Admission Requirements for California Public Universities

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University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/>.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/admission/>.

Courses for University of California and/or California State University Admission (2008-09 School Year)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1 Year)	24.0%	13.0%	Click here to enter text.	5.0%	5.0%	Click here to enter text.	4.0%	4.0%	Click here to enter text.
Graduation Rate	77.0%	75.0%	Click here to enter text.	77.0%	75.0%	Click here to enter text.	81.0%	80.0%	Click here to enter text.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.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

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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.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	0.0%	0.0%	0.0%	46.0%	46.0%	45.0%	53.0%	53.0%	54.0%
Mathematics	0.0%	0.0%	0.0%	42.0%	42.0%	44.0%	51.0%	51.0%	53.0%

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	24.8	26.7	38.6	24.4	28.6	37.1
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	*	*	*	*	*	*
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	*	*	*	*	*	*

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Students Receiving Migrant Education Services	*	*	*	*	*	*
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Career Technical Education Programs (2009-10 School Year)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

CAREER TECHNICAL REGIONAL OCCUPATION PROGRAMS FOR 2009-10 Auto Technology - Sultana High Childcare Occupations - Sultana High Cosmetology - Alternative Education Center and Hesperia High School Dental Assistant - Alternative Education Center Digital Design - Hesperia High School Diversified Occupations - Alternative Education Center and Hesperia High School Intro to Computers - Alternative Education Center Intro to Health Careers - Hesperia High School Medical Terminology - Alternative Education Center Medical Transcription - Alternative Education Center Health Aide - Alternative Education Center Office Operations - Alternative Education Center and Sultana High School Pharmacy Technician - Alternative Education Center Restaurant Occupations - Hesperia High School Sports Therapy and Fitness - Hesperia High School TV/Video Productions - Hesperia High School Website Design - Hesperia High School

Career Technical Education Participation (2009-10 School Year)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

VI. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

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/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$13,611.68	\$13,455.34	\$156.34	\$66,488.28
District	--	--	\$7,737.00	\$62,318.00
State	--	--	\$5,681.00	\$68,179.00

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Percent Difference – School and District	--	--	--	--
Percent Difference – School and State	--	--	--	--

Types of Services Funded (2009-10 Fiscal Year)

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 2009-10 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
- 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 (2008-09 Fiscal Year)

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	Sate Average for Districts in the Same Category
Beginning Teacher Salary	\$42,706.00	\$42,377.00
Mid-Range Teacher Salary	\$67,677.00	\$67,667.00
Highest Teacher Salary	\$85,413.00	\$87,102.00
Average Principal Salary (Elementary)	\$108,340.00	\$108,894.00

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Average Principal Salary (Middle)	\$111,336.00	\$113,713.00
Average Principal Salary (High)	\$129,233.00	\$124,531.00
Superintendent Salary	\$161,078.00	\$223,323.00
Percent of Budget for Teacher Salaries	39	--
Percent of Budget for Administrative Salaries	6	--

VII. 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.