

# School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



## Hesperia High

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/](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. School Information

### Contact Information (2010-11 School Year)

This section provides the school's contact information.

| School                  |                            | District              |                            |
|-------------------------|----------------------------|-----------------------|----------------------------|
| <b>School Name</b>      | Hesperia High              | <b>District Name</b>  | Hesperia Unified           |
| <b>Street</b>           | 9898 Maple Avenue          | <b>Phone Number</b>   | (760) 244-4411             |
| <b>City, State, Zip</b> | Hesperia, CA, 92345        | <b>Website</b>        | www.hesperia.org           |
| <b>Phone Number</b>     | (760) 244-9898             | <b>Superintendent</b> | Mark McKinney              |
| <b>Principal</b>        | Bob Schnebeck              | <b>E-mail Address</b> | mark.mckinney@hesperia.org |
| <b>E-mail Address</b>   | bob.schnebeck@hesperia.org | <b>CDS Code</b>       | 36750443630407             |

### Principal's Message (2009-10 School Year)

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

#### PRINCIPAL'S MESSAGE

I would like to welcome you to Hesperia High'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.

Hesperia High provides a safe, structured environment where students are actively involved in learning academics, as well as, positive values. Students receive a standards-based, challenging curriculum 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 Hesperia High's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through hard work, our students will be challenged to reach their maximum potential.

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## SCHOOL MISSION STATEMENT

Our mission is to provide every student a challenging learning experience in a safe and supportive environment. Hesperia High School focuses on:

Academic Rigor through:

Standards-based curriculum

Data informed instructional strategies

Personal Relevance through:

Cross-curricular connections

College and career connections

Supportive Relationships through:

Student-centered classrooms

Smaller Learning Communities

## 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.

Hesperia High is located in the western region of Hesperia and serves students in grades nine through twelve. At the beginning of the 2009-10 school year, 1966 students were enrolled, including 9% in special education, 19% qualifying for English learner support and 67% receiving free or reduced-price lunch. Hesperia High achieved a 2010 Academic Performance Index (API) score of 707.

Students and teachers are grouped into "houses," commonly referred to as Smaller Learning Communities. Students in each "house" share the same set of teachers for core subjects; each team of teachers shares the same prep period. The Smaller Learning Community structure enables teachers to meet weekly during their common prep period to closely monitor student progress, share effective instructional practices, collaborate across all curricular areas, and adjust instructional practices uniformly to meet current needs of students.

## Parental Involvement (2009-10 School Year)

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

|                             |               |                                     |              |
|-----------------------------|---------------|-------------------------------------|--------------|
| <b>Contact Person Name:</b> | Bob Schnebeck | <b>Contact Person Phone Number:</b> | 760-244-9898 |
|-----------------------------|---------------|-------------------------------------|--------------|

Parents are encouraged to attend grade level orientations, chaperone school field trips and events, and get involved in the decision-making process through school committees. The School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and

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Talented Education (GATE), Parent Center, and booster clubs provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may contact Bob Schnebeck, Principal, at (760) 244-9898.

Regular school-to-home communication about tutoring, athletics, counseling, and school activities can be found at [www.hesperia.org/hhs](http://www.hesperia.org/hhs). Occasionally, the school will mail important information to students' homes or use the school or district's ConnectEd telephone system to contact parents. Administrators use ConnectEd, an automated telephone message system, to contact parents quickly concerning important announcements and reminders. Parents may access current information about their child's attendance, course grades, and homework assignments through the schools website using EdLine ([www.edline.net/pages/hesperia\\_high\\_school](http://www.edline.net/pages/hesperia_high_school)).

## 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+ |
| <b>English</b>        | 28              | 36                   | 63    | 47  | 28              | 44                   | 41    | 55  | 28              | 21                   | 25    | 39  |
| <b>Mathematics</b>    | 29              | 17                   | 75    | 32  | 29              | 15                   | 71    | 28  | 27              | 17                   | 33    | 21  |
| <b>Science</b>        | 31              | 5                    | 53    | 32  | 31              | 6                    | 46    | 42  | 31              | 17                   | 1     | 45  |
| <b>Social Science</b> | 31              | 2                    | 45    | 23  | 32              | 0                    | 37    | 34  | 26              | 11                   | 40    | 9   |

## 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 |
|---------------------|--------------------|----------------------------|--------------------|
| <b>Kindergarten</b> | 0                  | <b>Grade 8</b>             | 1                  |
| <b>Grade 1</b>      | 0                  | <b>Ungraded Elementary</b> | 0                  |
| <b>Grade 2</b>      | 0                  | <b>Grade 9</b>             | 540                |
| <b>Grade 3</b>      | 0                  | <b>Grade 10</b>            | 606                |
| <b>Grade 4</b>      | 0                  | <b>Grade 11</b>            | 456                |
| <b>Grade 5</b>      | 0                  | <b>Grade 12</b>            | 690                |
| <b>Grade 6</b>      | 0                  | <b>Ungraded Secondary</b>  | 0                  |
| <b>Grade 7</b>      | 0                  | <b>Total Enrollment</b>    | 2293               |

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## 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           | 8.7%                        | White (not Hispanic)            | 26.1%                       |
| American Indian or Alaska Native    | 0.5%                        | Two or More Races               | 0.1%                        |
| Asian                               | 1.9%                        | Socioeconomically Disadvantaged | 64.0%                       |
| Filipino                            | 0.6%                        | English Learners                | 20.0%                       |
| Hispanic or Latino                  | 60.7%                       | Students with Disabilities      | 11.0%                       |
| Native Hawaiian or Pacific Islander | 0.3%                        | n/a                             | --                          |

## II. School Safety and Facilities

### School Safety Plan (2009-10)

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

|   |             |
|---|-------------|
| <b>Date School Safety Plan last reviewed:</b> | August 2009 |
|---|-------------|

The Comprehensive School Site Safety Plan was developed for Hesperia High 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 school site safety plan may be obtained at Hesperia High's main office or the Hesperia Unified School District office.

### 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 |
| <b>Suspension Rate</b> | 57.0%   | 34.0%   | 751     | 32.0%    | 24.0%   | 25%     |
| <b>Expulsion Rate</b>  | 1.0%    | 1.0%    | 27      | 1.0%     | 1.0%    | 1%      |

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## 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

Hesperia High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1984; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. Throughout the years, portable classrooms have been added to the campus to accommodate growth in enrollment. The campus is comprised of:

Acreage = 60

Square Footage = 220,754

Number of Permanent Classrooms = 29

Number of Portable Classrooms = 97

Number of Restrooms (student use) = 8 sets

Computer Labs = 7

Choir Room = 1

Library = 1

Cafeteria/Multipurpose Rooms = 2

Music Room = 1

ROP/Elective Shop Areas = 10

Gym and Weight Room = 1

Staff Work Room/Lounge = 3

Physical Education Facility = 5

Administrative Offices = 1

Health Office = 1

Career Center = 1

Counselor Center = 1

### CAMPUS SUPERVISION

Thirteen campus aides, all eight administrators, and two district police officers are located at designated areas to supervise students as they enter the campus each morning, as they switch classrooms during breaks, during the lunch periods, and after school as they leave the campus or remain for athletics, clubs, or tutoring activities. The district's police department coordinates with Hesperia High in order to maintain a safe, secure, and peaceful campus. 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. Administration meets regularly 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.

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Hesperia High's plant supervisor oversees and supervises eleven custodial staff which is comprised of both day and evening custodians. Every morning before school begins, the day custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of regular duties, the day custodians clean the campus grounds, cafeteria, locker rooms, gym, and restrooms throughout the day. The evening custodians clean the classrooms, desks, gymnasium, locker rooms, restrooms, and common areas. Day and evening custodians share the responsibility and coordinate efforts for set up and take down of equipment and/or furniture for afternoon and evening events.

Hesperia High works closely with the district's Maintenance and Operations (M & O) department for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Hesperia High took place on August 2009. Maintenance and Operations employs a work order process that enables Hesperia High 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 |   |
| <b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer     | X             |      |      | None                                      |
| <b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)                                  | X             |      |      | None                                      |
| <b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | X             |      |      | None                                      |
| <b>Electrical:</b> Electrical Systems (interior and exterior)   | X             |      |      | None                                      |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)                           | X             |      |      | None                                      |
| <b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)              | X             |      |      | None                                      |
| <b>Structural:</b> Structural Condition, Roofs  | X             |      |      | None                                      |

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|   |   |  |  |   |
|---|---|--|--|---|
| <b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds | X |  |  | Significant cracks, trip hazards, holes or deterioration (remedied) |
|---|---|--|--|---|

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

|  |         | Facility Condition |      |      |      |
|--|---------|--------------------|------|------|------|
|  |         | Exemplary          | Good | Fair | Poor |
| <b>Overall Summary</b>                     |         |                    | X    |      |      |
| <b>Date of inspection:</b>                 | 8/25/10 |                    |      |      |      |
| <b>Completion date of inspection form:</b> | 8/25/10 |                    |      |      |      |

## 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.

### 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.

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| Subject Area                  | Textbook Title and/or Publisher  | Year of Adoption  |
|-------------------------------|--|---|
| <b>English-Language Arts</b>  | McDougal Littell: Language of Literature, National Textbook Co.: Public Speaking 3rd Edition, Sadler/Oxford: Vocabulary Workshop, Scholastic: Scholastic Spelling  | 2002, 2001, 2001, 2001  |
| <b>History-Social Science</b> | Glencoe: Economics - Principles and Practices, Thomas/South-Western: Economics Principles and Policies, McDougal Littell: American Government Student Handbook, McDougal Littell: Modern Wrld History Patterns of Interactions, Houghton Mifflin: The American Pageant 13th Edition, Woth Publishers: Exploring Psychology 6th Edition, McDougal Littell: The Americans-Reconstruct, Pearson: Civilization in the West   | 2006, 2006, 2001, 2006, 2006, 2006, 2006, 2006  |
| <b>Mathematics</b>            | D. C. Heath: 1995 Algebra II Integrated Approach, D. C. Heath: Geometry, Venture Publishing: Calculus Concepts & Calculators 2nd Edition, D. C. Heath: Calculus, Advantage Learning: Accelerated Math, Pearson Education: Elementary Statistics 9th Edition, Holt Rinehart: Intro to Algebra, Prentice Hall: Advanced Mathematics, D. C. Heath: Algebra 1 Integrated Approach, Prentice Hall: Informal Geometry, Prentice Hall Mathematics-California Algebra 2, Larson, Hostetler, Edwards-Pre Calculus with Limits, Fifth Edition, Prentice Hall Mathematics-California Algebra 1, Prentice Hall Mathematics-California Algebra Readiness, Prentice Hall Mathematics-California Geometry, Prentice Hall Mathematics-California Pre-Algebra, Lial, Greenwell, Ritchey- Finite Mathematics | 2001, 2001, 2005, N/A, 2001, 2004, N/A, N/A, 2001, 2001, 2008, 2008, 2009, 2009, 2008, 2009, 2008 |
| <b>Other</b>                  |  |   |
| <b>Science</b>                | Holt: Physics, CPO: Integrated Science, Prentice Hall: Earth Science, Glencoe: Biology, McGraw Hill: Hole's Essentials of Human Anatomy, Prentice Hall: Chemistry  | 2007, 2007, 2007, 2007, 2007, 2007  |

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## Availability of 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                      | 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 |
|---------------------------------------|--------|

## 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

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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 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 |
| <b>English-Language Arts</b> | 33.0%   | 37.0%   | 38.0%   | 38.0%    | 42.0%   | 45.0%   | 46.0%   | 50.0%   | 52.0%   |
| <b>Mathematics</b>           | 14.0%   | 16.0%   | 13.0%   | 35.0%    | 38.0%   | 38.0%   | 43.0%   | 46.0%   | 48.0%   |
| <b>Science</b>               | 27.0%   | 27.0%   | 37.0%   | 37.0%    | 40.0%   | 47.0%   | 46.0%   | 50.0%   | 54.0%   |
| <b>Social Science</b>        | 28.0%   | 33.0%   | 36.0%   | 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 |
| <b>All Students in the District</b>        | 45.0%  | 38.0%       | 47.0%   | 37.0%                  |
| <b>All Students at the School</b>          | 38.0%  | 13.0%       | 37.0%   | 36.0%                  |
| <b>Black or African American</b>           | 26.0%  | 10.0%       | 27.0%   | 29.0%                  |
| <b>American Indian or Alaska Native</b>    | *  | *           | *       | *                      |
| <b>Asian</b>                               | 78.0%  | 41.0%       | 75.0%   | 70.0%                  |
| <b>Filipino</b>                            | 50.0%  | 8.0%        | *       | *                      |
| <b>Hispanic or Latino</b>                  | 35.0%  | 11.0%       | 33.0%   | 32.0%                  |
| <b>Native Hawaiian or Pacific Islander</b> | *  | *           | *       | *                      |
| <b>White (not Hispanic)</b>                | 48.0%  | 16.0%       | 46.0%   | 45.0%                  |
| <b>Two or More Races</b>                   | NA   | NA          | NA      | NA                     |
| <b>Male</b>                                | 34.0%  | 14.0%       | 39.0%   | 42.0%                  |

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|  |       |       |       |       |
|--|-------|-------|-------|-------|
| <b>Female</b>  | 43.0% | 11.0% | 34.0% | 29.0% |
| <b>Economically Disadvantaged</b>                    | 34.0% | 12.0% | 32.0% | 31.0% |
| <b>English Learners</b>                              | 8.0%  | 6.0%  | 14.0% | 15.0% |
| <b>Students with Disabilities</b>                    | 7.0%  | 4.0%  | 9.0%  | 8.0%  |
| <b>Students Receiving Migrant Education Services</b> |       |       |       |       |

## 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/pfi/>. 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 |
| <b>5</b>    |   |                       |                      |
| <b>7</b>    |   |                       |                      |
| <b>9</b>    | 21.3  | 26.8                  | 29.0                 |

## 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 |
|------------------------|------|------|------|
| <b>Statewide</b>       | 3    | 3    | 3    |
| <b>Similar Schools</b> | 6    | 7    | 4    |

## Academic Performance Index Growth by Student Group – Three-Year Comparison

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This table displays by student group the actual API changes in points added or lost for the past three years.

| Group                               | Actual API Change |         |         |
|-------------------------------------|-------------------|---------|---------|
|                                     | 2007-08           | 2008-09 | 2009-10 |
| All Students at the School          | 10                | 12      | 27      |
| Black or African American           | -5                | -1      | 79      |
| American Indian or Alaska Native    | --                | --      | --      |
| Asian                               | --                | --      | AS      |
| Filipino                            | --                | --      | --      |
| Hispanic or Latino                  | 19                | 18      | 28      |
| Native Hawaiian or Pacific Islander | --                | --      | --      |
| White (not Hispanic)                | 9                 | 9       | 8       |
| Two or More Races                   | --                | --      | --      |
| Socioeconomically Disadvantaged     | 16                | 16      | 42      |
| English Learners                    | 28                | 0       | 22      |
| Students with Disabilities          | 30                | -7      | 23      |

## 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          | 707             | 744      | 767   |
| Black or African American           | 676             | 663      | 685   |
| American Indian or Alaska Native    | --              | 731      | 728   |
| Asian                               | --              | 863      | 889   |
| Filipino                            | --              | --       | 851   |
| Hispanic or Latino                  | 693             | 729      | 715   |
| Native Hawaiian or Pacific Islander | --              | --       | 754   |
| White (not Hispanic)                | 743             | 789      | 838   |

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|  |     |     |     |
|--|-----|-----|-----|
| <b>Two or More Races</b>               | --  | --  | 807 |
| <b>Socioeconomically Disadvantaged</b> | 691 | 721 | 712 |
| <b>English Learners</b>                | 633 | 687 | 691 |
| <b>Students with Disabilities</b>      | 461 | 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 |
|---|--------|----------|
| <b>Overall</b>                                    | No     | No       |
| <b>Participation Rate – English-Language Arts</b> | Yes    | Yes      |
| <b>Participation Rate – Mathematics</b>           | Yes    | Yes      |
| <b>Percent Proficient – English-Language Arts</b> | No     | No       |
| <b>Percent Proficient – Mathematics</b>           | No     | No       |
| <b>API</b>  | Yes    | Yes      |
| <b>Graduation Rate</b>                            | 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 |
|-----------|--------|----------|
|-----------|--------|----------|

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|  |    |           |
|--|----|-----------|
| <b>Program Improvement Status</b>                          |    | In PI     |
| <b>First Year of Program Improvement</b>                   |    | 2004-2005 |
| <b>Year in Program Improvement</b>                         |    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | -- | 7         |
| <b>Percent of Schools Currently in Program Improvement</b> | -- | 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  |
| <b>With Full Credential</b>                        | 102     | 109     | 80      | 782      |
| <b>Without Full Credential</b>                     | 41      | 32      | 10      | 34       |
| <b>Teaching Outside Subject Area of Competence</b> | 0       | 0       | 4       | --       |

### 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 |
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 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

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and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the 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 |
| <b>This School</b>                      | 96.65  | 3.35                                  |
| <b>All Schools in District</b>          | 96.39  | 3.61                                  |
| <b>High-Poverty Schools in District</b> | 98   | 2                                     |
| <b>Low-Poverty Schools in District</b>  | 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 High School held one staff development buy-back day. 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 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

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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.

| 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                                   | 6                                | 380   |
| Counselor (Social /Behavioral or Career Development) | 0                                | --  |
| Library Media Teacher (Librarian)                    | 0                                | --  |
| Library Media Services Staff (paraprofessional)      | 1                                | --  |
| Psychologist   | 0                                | --  |
| Social Worker  | 0                                | --  |
| Nurse  | 1                                | --  |
| Speech/Language/Hearing Specialist                   | 0                                | --  |
| Resource Specialist (non-teaching)                   | 0                                | --  |
| Other  | 0                                | --  |

## V. High School Information (if applicable)

### Completion of High School Graduation Requirements

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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 |
|--|---------------------------|---------------------------|-------|
| <b>All Students</b>                        | Click here to enter text. | Click here to enter text. | --    |
| <b>Black or African American</b>           | Click here to enter text. | Click here to enter text. | --    |
| <b>American Indian or Alaska Native</b>    | Click here to enter text. | Click here to enter text. | --    |
| <b>Asian</b>                               | Click here to enter text. | Click here to enter text. | --    |
| <b>Filipino</b>                            | Click here to enter text. | Click here to enter text. | --    |
| <b>Hispanic or Latino</b>                  | Click here to enter text. | Click here to enter text. | --    |
| <b>Native Hawaiian or Pacific Islander</b> | Click here to enter text. | Click here to enter text. | --    |
| <b>White (not Hispanic)</b>                | Click here to enter text. | Click here to enter text. | --    |
| <b>Two or More Races</b>                   | Click here to enter text. | Click here to enter text. | --    |
| <b>Socioeconomically Disadvantaged</b>     | Click here to enter text. | Click here to enter text. | --    |
| <b>English Learners</b>                    | Click here to enter text. | Click here to enter text. | --    |
| <b>Students with Disabilities</b>          | 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 |
|---------------------------------|------------------------------|-----------------------------------|
| <b>Computer Science</b>         | Click here to enter text.    | --                                |
| <b>English</b>                  | Click here to enter text.    | --                                |
| <b>Fine and Performing Arts</b> | Click here to enter text.    | --                                |
| <b>Foreign Language</b>         | Click here to enter text.    | --                                |
| <b>Mathematics</b>              | Click here to enter text.    | --                                |
| <b>Science</b>                  | Click here to enter text.    | --                                |
| <b>Social Science</b>           | Click here to enter text.    | --                                |
| <b>All Courses</b>              | Click here to enter text.    | Click here to enter text.         |

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## Admission Requirements for California Public Universities

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        | Click here to enter text. |
| Graduates Who Completed All Courses Required for UC/CSU Admission | Click here to enter text. |

## 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) | 4.0%    | 5.0%    | 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       | 76.0%   | 73.0%   | 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

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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.

## 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 |
| <b>English-Language Arts</b> | 45.0%   | 45.0%   | 47.0%   | 46.0%    | 46.0%   | 45.0%   | 53.0%   | 53.0%   | 54.0%   |
| <b>Mathematics</b>           | 40.0%   | 40.0%   | 44.0%   | 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 |
| <b>All Students in the District</b>        | 24.8                  | 26.7       | 38.6     | 24.4           | 28.6       | 37.1     |
| <b>All Students at the School</b>          | 53.0%                 | 21.0%      | 26.0%    | 56.0%          | 32.0%      | 12.0%    |
| <b>Black or African American</b>           | 56.2%                 | 20.8%      | 22.9%    | 72.9%          | 20.8%      | 6.2%     |
| <b>American Indian or Alaska Native</b>    | *                     | *          | *        | *              | *          | *        |
| <b>Asian</b>                               | 25.0%                 | 31.0%      | 44.0%    | 25.0%          | 31.0%      | 44.0%    |
| <b>Filipino</b>                            | *                     | *          | *        | *              | *          | *        |
| <b>Hispanic or Latino</b>                  | 56.0%                 | 21.0%      | 23.0%    | 58.0%          | 32.0%      | 10.0%    |
| <b>Native Hawaiian or Pacific Islander</b> | *                     | *          | *        | *              | *          | *        |
| <b>White (not Hispanic)</b>                | 47.0%                 | 19.0%      | 35.0%    | 50.0%          | 34.0%      | 16.0%    |
| <b>Two or More Races</b>                   | NA                    | NA         | NA       | NA             | NA         | NA       |
| <b>Male</b>                                | 58.0%                 | 20.0%      | 22.0%    | 53.0%          | 35.0%      | 12.0%    |
| <b>Female</b>                              | 48.0%                 | 21.0%      | 31.0%    | 60.0%          | 29.0%      | 12.0%    |
| <b>Economically Disadvantaged</b>          | 57.0%                 | 21.0%      | 22.0%    | 59.0%          | 32.0%      | 10.0%    |
| <b>English Learners</b>                    | 77.0%                 | 19.0%      | 4.0%     | 72.0%          | 25.0%      | 3.0%     |

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|  |       |      |      |       |       |      |
|--|-------|------|------|-------|-------|------|
| <b>Students with Disabilities</b>                    | 96.1% | 2.0% | 2.0% | 88.0% | 10.0% | 2.0% |
| <b>Students Receiving Migrant Education Services</b> | *     | *    | *    | *     | *     | *    |

## 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.

### ON-CAMPUS CAREER TECHNICAL REGIONAL OCCUPATION PROGRAMS (ROP) PROGRAMS

Design and Electronic Prepress Digital Design Esthetician Introduction to Health Careers Introduction to Nursing Careers Medical Terminology Nail Care Manicuring Restaurant Occupations Sports Therapy and Fitness Television and Video Production Website Design

### ON-CAMPUS CAREER TECHNICAL EDUCATION (CTE) COURSES

Agriculture Education Auto Shop Business Education - Marketing Business Education - Office Consumer Home Economics Education Construction Tech Home Economics Related Occupations Industrial and Technology Education Photo Shop Power, Energy and Transportation Technology Visual Communications, Drafting Word Processing

## Career Technical Education Participation (2009-10 School Year)

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

| Measure   | CTE Program Participation |
|---|---------------------------|
| <b>Number of pupils participating in CTE</b>  | Click here to enter text. |
| <b>Percent of pupils completing a CTE program and earning a high school diploma</b>                                   | Click here to enter text. |
| <b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b> | Click here to enter text. |

## 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/>.

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|   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| <b>School</b>                                   | \$5,093.80                   | \$835.13                              | \$4,258.68                     | \$56,544.59            |
| <b>District</b>                                 | --                           | --                                    | \$7,737.00                     | \$62,318.00            |
| <b>State</b>                                    | --                           | --                                    | \$5,681.00                     | \$68,179.00            |
| <b>Percent Difference – School and District</b> | --                           | --                                    | --                             | --                     |
| <b>Percent Difference – School and State</b>    | --                           | --                                    | --                             | --                     |

## 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 | State Average for Districts in the Same Category |
|-------|----------|--|
|-------|----------|--|

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|  |              |              |
|--|--------------|--------------|
| <b>Beginning Teacher Salary</b>                      | \$42,706.00  | \$42,377.00  |
| <b>Mid-Range Teacher Salary</b>                      | \$67,677.00  | \$67,667.00  |
| <b>Highest Teacher Salary</b>                        | \$85,413.00  | \$87,102.00  |
| <b>Average Principal Salary (Elementary)</b>         | \$108,340.00 | \$108,894.00 |
| <b>Average Principal Salary (Middle)</b>             | \$111,336.00 | \$113,713.00 |
| <b>Average Principal Salary (High)</b>               | \$129,233.00 | \$124,531.00 |
| <b>Superintendent Salary</b>                         | \$161,078.00 | \$223,323.00 |
| <b>Percent of Budget for Teacher Salaries</b>        | 39           |              |
| <b>Percent of Budget for Administrative Salaries</b> | 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.