

# School Accountability Report Card

Reported for the 2009-10 School Year

Published During 2010-11



## Topaz Preparatory Academy

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>	Topaz Preparatory Academy	<b>District Name</b>	Hesperia Unified
<b>Street</b>	14110 Beech Street	<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) 244-4622	<b>Superintendent</b>	Mark McKinney
<b>Principal</b>	Karen Prestwood	<b>E-mail Address</b>	mark.mckinney@hesperia.org
<b>E-mail Address</b>	karen.prestwood@hesperia.org	<b>CDS Code</b>	36750446111751

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

Topaz Elementary provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum from dedicated professional staff, focusing 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.

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We have made a commitment to provide the best educational program possible for Topaz Elementary students, and welcome any suggestions or questions you may have about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## SCHOOL MISSION STATEMENT

The mission of Topaz School is to maximize the individual potential in every student. We believe that Topaz School, through the cooperative efforts of culturally aware parents, teachers, students and community members, is a secure, supportive, and caring place. It is a learning home, where all students and their unique learning style are encouraged to take risks and become lifelong learners.

## 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, 1 choice school, 1 sixth grade academy, 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school and 6 charter schools.

Topaz Elementary is located in the western area of Hesperia and serves students in grades kindergarten through five. At the beginning of the 2009-10 school year, 638 students were enrolled, including 4% in special education, 35% qualifying for English Language Learner support, and 69% qualifying for free or reduced-price lunch. Topaz Elementary achieved a 2009 Academic Performance Index (API) score of 759 and meet 2009 Adequate Yearly Progress criteria. Classroom instruction, enrichment, and intervention programs are designed to support students at all learning levels, encouraging every student to realize their full potential.

## 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>		<b>Contact Person Phone Number:</b>	760-244-4622
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At Topaz Elementary, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms, the library, and computer lab. All parents are encouraged to participate in the Parent Teacher Club, School Site Council, and English Language Advisory Committee. The principal and school staff welcome parents to participate in Back or School Night, Open House, FLAIR Academy (20 adults, twice a week), Family Reading and Math Nights, tutoring programs, Parent Volunteer Training, and adult English language tutoring and classes. Parents may contact the front office at (760) 244-4622 to obtain more information.

All school-to-home communication is provided in both English and Spanish. School event information, the school calendar, and special announcements can be found in the school newsletter and school website. Testing information is sent home with students in notebooks nine times a year. The school marquee displays special announcements and important reminders.

## Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08	2008-09	2009-10
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	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	20	5	0	0	31	0	3	0	33	4	0	0
Grade 1	20	5	0	0	19	5	0	0	33	0	3	0
Grade 2	20	4	1	0	19	3	0	0	33	0	3	0
Grade 3	19	5	0	0	19	4	0	0	33	0	3	0
Grade 4	27	1	4	0	32	0	2	1	34	0	1	1
Grade 5	31	0	4	0	28	0	3	0	34	0	2	0
Grade 6	0	0	0	0	28	0	3	0	34	0	1	1
K-3	0	0	0	0	19	1	0	0	0	0	0	0
K-1	0	0	0	0	0	0	0	0	34	0	0	1
4-8	0	0	0	0	28	0	1	0	0	0	0	0
4-5	0	0	0	0	0	0	0	0	31	0	1	0
5-6	0	0	0	0	0	0	0	0	29	0	1	0

## Average Class Size and Class Size Distribution (Secondary)

### 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
Kindergarten	91	Grade 8	0
Grade 1	100	Ungraded Elementary	0
Grade 2	94	Grade 9	0
Grade 3	86	Grade 10	0
Grade 4	74	Grade 11	0
Grade 5	91	Grade 12	0
Grade 6	92	Ungraded Secondary	0
Grade 7	0	Total Enrollment	628

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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	8.6%	White (not Hispanic)	23.4%
American Indian or Alaska Native	2.1%	Two or More Races	0.0%
Asian	3.0%	Socioeconomically Disadvantaged	80.0%
Filipino	0.6%	English Learners	32.0%
Hispanic or Latino	61.9%	Students with Disabilities	5.0%
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
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The Comprehensive School Site Safety Plan was developed for Topaz Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, 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 disaster safety plan may be obtained at Topaz Elementary'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>	12.0%	12.0%	55	32.0%	24.0%	25%
<b>Expulsion Rate</b>	0.0%	0.0%	0	1.0%	1.0%	1%

### School Facility Conditions

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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.

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## SCHOOL FACILITIES & SAFETY

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

Acreage = 10 acres

Square Footage 58,846

Number of permanent classrooms = 12

Number of portables = 14

Number of restrooms (student use) = 2 sets

Computer lab = 1

Cafeteria = 1

Library = 1

Music Room = 1

Health Office = 1

Quad Area = 1

Staff work room/lounge = 1

## CAMPUS SUPERVISION

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

## CAMPUS MAINTENANCE

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

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Topaz Elementary. The day custodian communicates and coordinates cleaning schedules with evening custodial staff. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of the daytime routine, the day custodian is responsible for cleaning the bathrooms throughout the day and cleaning the cafeteria after breakfast and lunch have been served. The day custodian checks the restrooms frequently throughout the day as a proactive measure in keeping restrooms stocked, safe, and sanitary. The evening custodians clean classrooms, desks, restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events. Topaz Elementary works closely with the district's Maintenance and Operations department (M&O) for larger projects and school inspections. The most recent facilities inspection at Topaz Elementary took place on December 9, 2009; M&O employs a work order process that

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enables Topaz Elementary 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
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			Cracks in asphalt on playground need to be repaired.

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

	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>		X		

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<b>Date of inspection:</b>	12/9/09
<b>Completion date of inspection form:</b>	12/9/09

## 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.

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

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<b>Other</b>		
<b>Science</b>	Houghton Mifflin California Science	2007

## 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
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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.

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## 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 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	40.0%	44.0%	49.0%	38.0%	42.0%	45.0%	46.0%	50.0%	52.0%
Mathematics	42.0%	47.0%	52.0%	35.0%	38.0%	38.0%	43.0%	46.0%	48.0%
Science	34.0%	30.0%	52.0%	37.0%	40.0%	47.0%	46.0%	50.0%	54.0%
Social Science	0.0%	0.0%	0.0%	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	49.0%	52.0%	52.0%	0.0%
Black or African American	25.0%	36.0%	*	
American Indian or Alaska Native	*	*	*	
Asian	79.0%	79.0%	0.0%	

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<b>Filipino</b>	*	*		
<b>Hispanic or Latino</b>	48.0%	49.0%	49.0%	
<b>Native Hawaiian or Pacific Islander</b>	*	*		
<b>White (not Hispanic)</b>	56.0%	63.0%	67.0%	
<b>Two or More Races</b>	NA	NA	NA	NA
<b>Male</b>	48.0%	52.0%	50.0%	
<b>Female</b>	50.0%	51.0%	55.0%	
<b>Economically Disadvantaged</b>	44.0%	47.0%	48.0%	
<b>English Learners</b>	40.0%	47.0%	35.0%	
<b>Students with Disabilities</b>	11.0%	16.0%	*	
<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/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
<b>5</b>	15.4	29.7	48.4
<b>7</b>			
<b>9</b>			

## 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.

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API Rank	2007	2008	2009
Statewide	4	4	4
Similar Schools	5	4	6

## 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		
	2007-08	2008-09	2009-10
All Students at the School	13	19	27
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	AS
Filipino	--	--	--
Hispanic or Latino	5	12	35
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	-13	0	56
Two or More Races	--	--	--
Socioeconomically Disadvantaged	7	23	28
English Learners	3	24	38
Students with Disabilities	--	--	--

## 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	785	744	767
Black or African American	--	663	685
American Indian or Alaska Native	--	731	728

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Asian	--	863	889
Filipino	--	--	851
Hispanic or Latino	774	729	715
Native Hawaiian or Pacific Islander	--	--	754
White (not Hispanic)	838	789	838
Two or More Races	--	--	807
Socioeconomically Disadvantaged	764	721	712
English Learners	764	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	No	No
Percent Proficient – Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend

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## 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	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 1	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	29	25	22	782
Without Full Credential	2	3	0	34
Teaching Outside Subject Area of Competence	0	0	1	--

### 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

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<b>Total Teacher Misassignments</b>	0	0	0
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## 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 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>	100	0
<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, Topaz Preparatory Academy held one staff development buy-back day which covered (1) data disaggregation and (2) Write for the Beginning. Follow-up training taking place after school and during teacher collaboration time focused on Thinking Maps and Balanced Literacy/Guided Reading. Training topics were selected by the principal in collaboration with the district's professional development director.

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 results to identify professional development 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.

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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 utilizes 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 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	0	--
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. School Finances

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## 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
<b>School</b>	\$5,141.66	\$851.36	\$4,290.30	\$61,810.68
<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)

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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
<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	--

## VI. 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.