

Canyon Ridge High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Canyon Ridge High School
Street	12850 Muscatel Street
City, State, Zip	Hesperia, CA 92344
Phone Number	(760) 244-4411
Principal	Mary Porras
E-mail Address	mary.porras@hesperiausd.org
Web Site	canyonridge.me
CDS Code	36-75044-0115444

District Contact Information	
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David McLaughlin
E-mail Address	david.mclaughlin@hesperiausd.org
Web Site	www.hesperiausd.org

School Description and Mission Statement (Most Recent Year)

PRINCIPAL'S MESSAGE

Hello and welcome to Canyon Ridge High School, one of two continuation high schools in the Hesperia Unified School District. Canyon Ridge High School was opened during the 2007-2008 school year to meet the unique needs of students who had fallen behind in credits and needed another opportunity to be successful in high school and beyond.

The document you are reading is Canyon Ridge High's School Accountability Report Card (SARC). In accordance with Proposition 98, every school in California is required to issue an annual report that fulfills state and federal disclosure requirements. In this report, parents and guardians will find valuable information about our academic achievement, professional staff, curricular programs, classroom environment and the condition of facilities. To fully experience the magic of Canyon Ridge High, however, it would be necessary to actually spend time on our unique campus.

Canyon Ridge High School students attend school full-time and are expected to complete the same requirements for graduation as all other students in the district. In addition, all of our students must pass both parts of the California High School Exit Exam (CAHSEE) in order to earn a high school diploma. The teaching staff is working hard to make certain that all students receive a comprehensive, rigorous and relevant education. Many hands-on, active learning approaches are utilized, including Marzano strategies, Thinking Maps and Write for the Future.

Canyon Ridge's mission is to promote opportunities for personal insight and growth, improved social skills, and academic achievement. Our vehicle of support is the genuine relationship between students and staff through which all students learn that life changing attitudes make a positive and productive future. We believe Canyon Ridge High offers a unique high school experience. We hope you will take the time to review this document and perhaps visit our school in the future.

SCHOOL MISSION STATEMENT

Canyon Ridge High School promotes opportunities for personal insight and growth, improved social skills, and academic achievements by providing:

1. Powerful teaching in small classes by a caring staff in a safe environment;
2. Respectful staff/student interaction;
3. A means to graduate from high school and make a positive and productive future.

SCHOOL PROFILE

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools, 2 choice schools, 3 middle schools, 3 comprehensive high schools, 2 continuation high schools, 1 alternative school, grades K-12, 1 community day school and 6 charter schools.

Canyon Ridge High is one of the district's two continuation high schools located in the west area of Hesperia and serves students in grades nine through twelve. Students who attend Canyon Ridge High are provided a safe, flexible learning environment to complete graduation requirements and explore post-secondary options. During the 2013-2014 school year, Canyon Ridge had 233 students enrolled.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 10	6
Grade 11	84
Grade 12	140
Total Enrollment	230

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.9
Asian	0.4
Filipino	0.0
Hispanic or Latino	67.4
Native Hawaiian or Pacific Islander	0.0
White	14.8
Two or More Races	1.3
Socioeconomically Disadvantaged	75.7
English Learners	19.6
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	11	11	11	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.82	2.18
High-Poverty Schools in District	97.82	2.18
Low-Poverty Schools in District	0.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: December, 2014

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 October, 2012, 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.2012/13-11 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 9-12, inclusive.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2001: Sadler/Oxford: Vocabulary Workshop 2002: McDougal Littell: Language of Literature 2001: Scholastic: Scholastic Spelling 2001: National Textbook Co.: Public Speaking 3rd Edition	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	(N/A): Holt Rinehart: Intro to Algebra 2008: Larson, Hostetler, Edwards 2008: Pre Calculus with Limits, Fifth Ed. 2001: Advantage Learning: Accelerated Math 2009: Prentice Hall 2009: California Algebra Readiness 2005: Venture Publishing: Calculus Concepts & Calculators 2nd Edition 2001: D. C. Heath: Algebra 1 Integrated Approach 2008: Lial, Greenwell, Ritchey 2008: Finite 2009: Prentice Hall 2009: California Pre-Algebra 2001: D. C. Heath 1995: Algebra II Integrated Approach (N/A): D. C. Heath: Calculus 2001: Prentice Hall: Informal Geometry 2001: D. C. Heath: Geometry 2008: Prentice Hall 2008: California Algebra 2 (N/A): Prentice Hall: Advanced 2009: Prentice All 2009: California Algebra 1 2008: Prentice Hall 2008: California Geometry 2004: Pearson Education: Elementary Statistics 9th Edition	Yes	0%
Science	2007: Glencoe: Biology 2007: Prentice Hall: Earth Science 2007: McGraw Hill: Hole's Essentials of Human Anatomy 2007: Holt: Physics 2007: Prentice Hall: Chemistry 2007: CPO: Integrated Science	Yes	0%
History-Social Science	2006: Thomas/South-Western: Economics Principles & Policies 2006: Woth Publishers: Exploring Psychology 6th Edition 2006: Glencoe: Economics - Principles and Practices 2006: McDougal Littell: The Americans-Reconstruct 2006: Houghton Mifflin: The American Pageant 13th Edition 2006: Pearson: Civilization in the West 2001: McDougal Littell: American Government, Student Handbook 2006: McDougal Littell: Modern World History- Patterns of Interaction	Yes	0%
Science Laboratory Equipment (grades 9-12)	Microscopes, dissection kits, human body slide set		

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES

Canyon Ridge High provides a safe clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 2005; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. The campus is comprised of:

Acreage = .25

Square Footage = 4,800

Number of Permanent Classrooms = 0

Number of Portable Classrooms = 18

Number of Restrooms (student use) = 1 set

Cafeteria/Multipurpose Room = 1

CAMPUS SUPERVISION

Three campus aides and school administrators supervise students as they enter the campus each morning. Once students arrive, they may not leave at any time during the school day except in case of an emergency or with prior administrative approval. Campus aides and administrators monitor behavior while students travel from class to class and during the nutrition and lunch periods. When students are released for the day, the campus aides and administrators ensure students leave campus safely. The district's police department coordinates with Canyon Ridge High in order to maintain a safe, secure, and peaceful campus. Officers are available to help students with problems involving family, drugs, and personal issues. Any student who commits a serious violation, i.e., fighting is subject to arrest, citation, and referral to the Juvenile Probation Office.

CAMPUS MAINTENANCE

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

Canyon Ridge's custodial staff is comprised of one full-time lead custodian and one part-time evening custodian. Every morning before school begins; the lead custodian inspects facilities for safety hazards, graffiti, or other conditions that need attention prior to students and staff entering school grounds. As part of his regular duties, the custodian ensures campus grounds, restrooms, classrooms, and office areas are kept clean throughout the school day. The evening custodian cleans restrooms and campus childcare facilities. When necessary, the lead custodian sets up and takes down furniture and equipment for afternoon and evening events.

Canyon Ridge High works closely with the district's Maintenance and Operations (M & O) department for larger projects, routine facilities maintenance projects, and school inspections. The Maintenance and Operations department employs a work order process that enables Canyon Ridge High to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/8/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/8/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Some peeling wallboard on 2 buildings.

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	13	11	19	51	51	47	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Student at the School	19
Male	18
Female	19
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	10
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	11	7	14	47	49	46	54	56	55
Mathematics	3	1	4	40	41	39	49	50	50
History-Social Science	8	10	13	38	41	40	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-52	16	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			76
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			95
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

CTE Programs:

- Arts, Media & Entertainment
- Building Trades & Construction
- Education, Child Development & Family
- Finances & Business
- Health Science & Medical
- Hospitality, Tourism & Recreation
- Marketing, Sales & Service
- Public Services
- Transportation

ROP Courses:

- Automotive Systems – NATEF
- Childcare Occupations
- Computer Business Applications
- Cosmetology
- Dental Assisting
- Digital Design
- EKG Technician
- Graphic Communication
- Health Careers
- Law Enforcement
- Manicuring
- Medical Terminology
- Nursing Careers Restaurant Occupation
- Office Operations & Technology (Computers)
- Sports Therapy & Fitness
- Website Design

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	2,891
% of pupils completing a CTE program and earning a high school diploma	90.00%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80.00%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	57.33
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	13	6	16	51	49	37	56	57	56
Mathematics	11		20	49	46	37	58	60	62

Note: Percentages are not calculated 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	26	20	53	36	11
All Students at the School	84	7	9	80	18	2
Male	92	4	4	79	17	4
Female	75	10	15	80	20	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	90	7	3	87	13	
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	88	3	9	82	18	
English Learners	100			100		
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Percentages are not calculated 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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person Name: Mary Porras, Principal at 760-244-6530

Parents are required to attend orientation and are encouraged to chaperone or attend school field trips and events and participate in the decision-making process through school committees. The School Site Council (SSC), English Language Advisory Council (ELAC), and Open House provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may call (760) 244-6530. Regular school-to-home communication about current events, tutoring, counseling, and school activities can be found on the school's website at www.canyonridge.me. Connect-Ed messages are made to keep parents informed of special events and information about our school. Transcripts are sent home monthly to keep parents informed about their student's progress, along with parent/teacher/student conferences. All school communications are published in both English and Spanish.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	25.5	27.6	30.4	13.8	11.1	9.7	14.7	13.1	11.4
Graduation Rate	43.88	51.18	33.91	79.84	82.52	83.18	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	30.95	88.59	84.56
Black or African American	60.00	89.94	75.90
American Indian or Alaska Native	0.00	81.82	77.82
Asian	100.00	50.00	92.94
Filipino	0.00	100.00	92.20
Hispanic or Latino	29.76	87.93	80.83
Native Hawaiian/Pacific Islander	0.00	81.82	84.06
White	21.43	91.47	90.15
Two or More Races	0.00	60.00	89.03
Socioeconomically Disadvantaged	23.58	84.68	82.58
English Learners	32.26	76.34	53.68
Students with Disabilities	33.33	84.58	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	34.2	28.9	17.2	9.0	6.6	5.9	5.7	5.1	4.4
Expulsions	3.2	1.0	2.6	0.5	0.2	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Canyon Ridge 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 September 2013. Staff training to discuss staff responsibilities and safety plan updates took place during a staff meeting. A copy of the school site safety plan may be obtained at Canyon Ridge High's main office or the Hesperia Unified School District office.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	20
Percent of Schools Currently in Program Improvement	---	95.2

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.7	6	5	0	14	15	4		13	14	5	
Mathematics	20.9	6	3	0	19	7	5		19	7	4	
Science	19	3	2	0	19	3	4		18	3	4	
Social Science	18.2	9	3	0	19	10	3		15	13	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	220
Counselor (Social/Behavioral or Career Development)	0.00	---
Library Media Teacher (Librarian)	0.00	---
Library Media Services Staff (Paraprofessional)	1.00	---
Psychologist	0.00	---
Social Worker	0.00	---
Nurse	0.00	---
Speech/Language/Hearing Specialist	0.00	---
Resource Specialist	0.00	---
Other	0.00	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$289.50	\$7,530.16	\$7,819.66	\$60,085.55
District	---	---		\$64,385
Percent Difference: School Site and District	---	---		-3.2
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	41.2	-13.8

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2011-12 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
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,519	\$41,761
Mid-Range Teacher Salary	\$65,796	\$66,895
Highest Teacher Salary	\$83,039	\$86,565
Average Principal Salary (Elementary)	\$105,844	\$108,011
Average Principal Salary (Middle)	\$108,771	\$113,058
Average Principal Salary (High)	\$126,255	\$123,217
Superintendent Salary	\$161,078	\$227,183
Percent of Budget for Teacher Salaries	38	38
Percent of Budget for Administrative Salaries	6	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

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

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2011-12 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and staff. 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 on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the Teacher Center for Innovation and Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Annual number of school days dedicated to staff development

2009-10: 1

2010-11: 0

2011-12: 0