Hesperia High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 may 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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

School Name Hesperia High School

Street 9898 Maple Avenue

City, State, Zip Hesperia, CA 92345

Phone Number (760) 244-9898

Principal Michael Everett

Email Address michael.everett@hesperiausd.org

School Website scorpioncountry.com

Grade Span 9-12

County-District-School (CDS) Code 36-75044-3630407

District Name Hesperia Unified School District

Phone Number (760) 244-4411

Superintendent David Olney

Email Address David.Olney@hesperiausd.org

District Website hesperiausd.org

2024-25 School Description and Mission Statement

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 the condition of facilities.

We believe that Hesperia High School is the best high school in the high desert! We would like you to know that we are

2024-25 School Description and Mission Statement

committed to providing the support needed to ensure that every student has every opportunity for success, both in the classroom and beyond. As a school, we are committed to providing a 21st-century education with a focus on creativity, critical thinking, communication, collaboration, and character. We offer rigorous, high-quality curriculum and instruction, relevant preparation for college, careers and successful futures, and relationship and leadership-building opportunities through athletics and activities.

In our partnership with families, we ask that you stay involved in your student's high school experience so we can work as a team toward individual student achievement. Our goal is that every student has a positive and successful experience at Hesperia High School. Please let us know how we can best serve our students and families. We welcome any suggestions or questions you may have about the information contained in this report or about our school.

Mission:
Scorpion Family striving for excellence

Vision:
Deepening student learning through the 6C's

Hesperia High School Learner Outcomes:
Academic Excellence, Student Well-being, Family & Community Engagement

SCHOOL PROFILE
The city of Hesperia is a suburban community located 35 miles north of San Bernardino in an area known as the High Desert. Hesperia is a commuter city of 99,818 residents with a median income of $67,348 and a median housing price of $455,981. As the largest employer in the High Desert, Hesperia Unified School District serves over 22,000 students in 25 schools from Pre-K to 12. Hesperia High School serves approximately 2300 students, grades 9-12, as the original of three comprehensive high schools in Hesperia. The school demographics are similar to the community, with 64.7% socio-economically disadvantaged as measured by free and reduced lunch recipients. HHS is a Title I school, has 22.5% English Learners, 81.2% Hispanic, 8.6% white, 7.1% African American, and 1.6% Asian, Native American, or Pacific Islander.

Hesperia High School prides itself in its extensive Advanced Placement offerings and flourishing AVID program in an effort to prepare students for college. There are over 200 AP students and over 200 students enrolled in the AVID elective, with some overlap between the two. However, the data on college-going rates and parent education level indicated a need for an additional emphasis on making college a reality for HHS students. With this in mind, HHS has created the district's first Early College Academy. The ECA was developed to give students who may not have otherwise been college-bound a head start on a college degree. Hesperia High is also home to DEMA, the Design, Engineering, and Manufacturing Academy. This academy provides college and career preparation through applied learning in the visual and vocational arts.

HHS also has articulated agreements with the local community college for several Career and Technical Education courses and serves as a satellite campus for many college classes offered throughout the day and evening. In addition to our emphasis on college readiness, we have a strong focus on providing career opportunities. Through CTE and a career pathway partnership grant, we offer engineering, automotive, health, and construction programs. Our extensive arts programs are award-winning both locally and nationally, with courses offered in art, sculpture, photography, orchestra, drama, band, and choir. Hesperia High School offers a wide variety of clubs and sports to meet the demands of our very diverse community. HHS boasts over 45 active clubs—providing many opportunities for students to serve the community. We are committed to providing the depth and breadth of opportunities necessary in preparing our students for their futures and creating an engaging learning environment.

About this School

Grade 9	614
Grade 10	653
Grade 11	536
Grade 12	522
Total Enrollment	2,325

Female	47.2
Male	52.8
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	7.1
Filipino	0.3
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.3
White	8.6
English Learners	22.5
Foster Youth	1.6
Homeless	7.6
Socioeconomically Disadvantaged	63.9
Students with Disabilities	14

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 72.20 77.51 855.70 81.59 228366.10 83.12

Intern Credential Holders Properly Assigned 3.50 3.76 19.00 1.81 4205.90 1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA) 1.70 1.83 54.00 5.15 11216.70 4.08

Credentialed Teachers Assigned Out-of Field (“out-of-field” under ESSA) 1.60 1.72 29.10 2.78 12115.80 4.41 **Unknown/Incomplete/NA** 14.10 15.17 90.80 8.66 18854.30 6.86 **Total Teaching Positions** 93.10 100.00 1048.80 100.00 274759.10 100.00

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement

76.40 78.95 851.70 79.75 234405.20 84.00

(properly assigned)

Intern Credential Holders Properly

Assigned 1.00 1.03 26.80 2.52 4853.00 1.74

Teachers Without Credentials and Misassignments (“ineffective” under

3.90 4.11 50.90 4.77 12001.50 4.30

ESSA)

Credentialed Teachers Assigned Out-of

Field (“out-of-field” under ESSA) 2.10 2.17 37.50 3.52 11953.10 4.28 **Unknown/Incomplete/NA** 13.20 13.71 100.80 9.44 15831.90 5.67 **Total Teaching Positions** 96.80 100.00 1067.90 100.00 279044.80 100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) 80.60 80.68 838.80 78.90 231142.40 100.00

Intern Credential Holders Properly Assigned 0.00 0.00 25.40 2.39 5566.40 2.00

Teachers Without Credentials and Misassignments ("ineffective" under ESSA) 6.40 6.45 72.10 6.78 14938.30 5.38

Credentialed Teachers Assigned Out-of Field ("out-of-field" under ESSA) 0.00 0.00 38.00 3.58 11746.90 4.23 **Unknown/Incomplete/NA** 12.80 12.86 88.70 8.35 14303.80 5.15 **Total Teaching Positions** 100.00 100.00 1063.20 100.00 277698 100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.80	3.20	3.7
Misassignments	0.90	0.70	2.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.70	3.90	6.4

~~Misassignments~~

Credentialed Teachers Authorized on a Permit or Waiver	0.90	2.10	0	**Local Assignment Options**	0.70	0.00	0	**Total Out-of-Field Teachers**	1.60	2.10	0

Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.10	1.6	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	1.6	1.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Year and month in which the data were collected September 2024

Reading/Language Arts 2017 - CollegeBoard - SpringBoard English Language Arts

Yes 0%

2017- Bedford/St. Martins Literature Composition 2nd Edition

Mathematics 8 – 12 — enVision Integrated I — enVision/Savvas Learning

Yes 0%

Year Adopted: 2023
8 - 12 Digital Student Edition (2019) — on Chromebook, English — Ratio: Per Student
9 – 12 — enVision Integrated II — enVision/Savvas Learning
Year Adopted: 2023
9 - 12 Digital Student Edition (2019) — on Chromebook, English — Ratio: Per Student
10 – 12 — enVision Integrated I — enVision/Savvas Learning
Year Adopted: 2023
10 - 12 Digital Student Edition (2019) — on Chromebook, English — Ratio: Per Student
11 – 12 — Finite Mathematics with Applications, 11th Edition — Pearson Education
Year Adopted: 2017
11 - 12 Digital Student Edition — on Chromebook, English — Ratio: Per Student
10 – 12 — Statistics and Probability with Applications, Fourth Edition — Bedford, Freeman & Worth High School Publishers
Year Adopted: 2021
10 - 12 Digital Student Edition — on Chromebook, English — Ratio: Per Student
2008 - Houghton Mifflin - Precalculus with Limits, 5th Edition
2008 - Houghton Mifflin - Calculus with Anayltic Geometry, 8th Edition
2017 - Barron's - AP Computer Science A, 7th Edition
2017 - Skylight Publishing - Java Methods, 3rd Edition

Science	2017 - Pearson Education - AP Campbell Biology in Focus, 2nd Edition 2007 - Glenco - Biology 2023 - HUSD Teachers- Biology 2017 - Pearson Education - Campbell Biology in Focus 2nd Edition AP 2007 - Prentice Hall - Chemistry 2023 - HUSD Teachers- Chemistry 2007 - Zumdahl - Chemistry 7th Edition 2007 - Prentice Hall - Earth Science 2011 - W.H. Freeman & Company - Environmental Science for AP 2012 2007 - Holt - Physics 2023 - HUSD Teachers- Physics 2003 - Prentice Hall 2002 - Physics 5th Edition AP 2017 - McGraw Hill - Zoology Tenth Edition 2023 - HUSD Teachers- Integrated Science	No	0%
History-Social Science	2006 - Prentice Hall - Civilization in the West Since 1300, 6th Edition 2017 - Prentice Hall - Western Heritage Since 1300, 11th Edition 2006 - South-Western Thomson - Economics Principles and Policy, 10th Edition 2006 - Pearson - Government in America, 12th Edition 2019 - Worth Publishers - Psychology in Everyday Life, 4th Edition 2006 - Worth Publishers - Exploring Psychology in Modules, 6th Edition 2017 - Oxford University Press - Philosophy Here and Now 2019 - McGraw-Hill - Principles of American Democracy 2019- McGraw-Hill - Principles of Economics 2019- McGraw-Hill - US History, Geography Community & Change 2019- McGraw-Hill - World History Culture & Geography The Modern World	Yes	0%
Foreign Language	2025- Carnegie Learning - ¡Qué chévere! 1 (3rd Edition) - Spanish 1 2025- Carnegie Learning - ¡Qué chévere! 2 (3rd Edition) - Spanish 2 2025- Carnegie Learning - ¡Qué chévere! 3 (3rd Edition) - Spanish 3 2025- Carnegie Learning - T'es branché? 1 (3rd Edition) - French 1 2025- Carnegie Learning - T'es branché? 2 (3rd Edition) - French 2 2025- Carnegie Learning - T'es branché? 3 (3rd Edition) - French 3 2023- Klett World Language - Mapas 1 1st Edition - Heritage Span I 2023- Klett World Language - Mapas 2 1st Edition - Heritage Span 2 2025- Carnegie Learning - ¡Qué chévere! 4 (3rd Edition) - AP Spanish 2025- Carnegie Learning - T'es branché? 4 (3rd Edition) - AP French	Yes	0%
Health	2018 Positive Prevention Plus	Yes	0%

Visual and Performing Arts	2015 - Goodheart Wilcox - Photography: Capture to Presentation 2014 - Schaum - Fingerpower Level 1 2014 - Schaum - Fingerpower Level 2	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Equipment	**Yes**	0%

Note: Cells with N/A values do not require data.

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 comprised of:

Acreage = 60
Square Footage = 220,754
Number of Permanent Classrooms = 42
Number of Portable Classrooms = 111
Number of Restrooms (student use) = 8 sets
Computer Labs = 3
Choir Room = 1
Library = 1
Cafeteria/Multipurpose Rooms = 2
Music Room = 1
ROP/Elective Shop Areas = 10
Gym and Weight Room = 2
Staff Work Room/Lounge = 3
Physical Education Facility = 5
Administrative Offices = 1
Health Office = 1
Career Center = 1
Counselor Center = 1

CAMPUS SUPERVISION

Ten campus aides, all six administrators, and a district police officer 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.

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 common areas. Day and set up and takedown 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. 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 or recently completed facilities improvements:
Remodel of gym and library
Asphalt replaced across campus

Year and month of the most recent FIT report July 18, 2023

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	:
Interior: Interior Surfaces		X ADMIN OFC AREA: 4. WATER STAIN CEILING TILES IN STUDENT SUPPORT AREA ATTENDANCE: 4. FALLING CEILING TILE/ WATER STAIN CEILING TILE NURSE: 4. WATER STAIN CEILING TILE P CAFÉ N-16: .4. WATER STAIN CEILING TILES 77. LIGHT DIFFUSER IS CRACKED 14. TRIP HAZARD AT RAMP ENTRY P CAFÉ: .4. WATER STAIN CEILING TILE/ WATER STAINS IN KITCHEN 11. PAINT CHIPPING ON RAILING P RM C-10: .4. WATER STAINS CEILING TILE IS DAMAGED 14. HOLE IN CONCRETE AT RAMP ENTRY/ TRIP HAZARD P RM N-13: .4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING/ LIGHT DIFFUSER IS BROKEN 14. TRIP HAZARD AT RAMP ENTRY 15. WINDOW SCREEN IS TORN P RM N-14: . 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE BROKEN AT ENTRY/ RUBBER MOLDING IS MISSING AND LOOSE ON WALL 7. LIGHT DIFFUSERS ARE BROKEN 14. RAMP IS SOFT/ LOOSE AT ENTRY P RM N-20: 4. WATER STAIN CEILING TILE P RM N-22: .4. WATER STAIN CEILING TILE/ CEILING TILE CRACKED 15. WINDOW SCREEN HAS HOLE P RM N-23: 4. WATER STAIN CEILING TILE P RM N-24: .4. WATER STAIN CEILING TILE 15. WINDOW SCREEN MISSING P RM N-25: .4. WATER STAIN CEILING TILES 14. ASPHALT CRACKED ON WALKWAY P RM N-26: 4. CEILING TILES ARE CRACKED P RM S-14: .4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON TRIM P RM S-15: .4. WATER STAIN CEILING TILE/ CEILING TILE HAS HOLE 14. TRIP HAZARD AT RAMP ENTRY P RM S-17: 4. WATER STAIN CEILING TILE P RM S-18: .4 WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS BROKEN P RM S-19: 4. WATER STAIN CEILING TILE P RM S-24: .4. WATER STAIN CEILING TILES 7. ELECTRICAL CONDUIT IS LOOSE ON WALL 11. PAINT CHIPPING ON THE TRIM 14. TRIP HAZARD AT RAMP ENTRY P RM S-9: .4. CEILING TILES ARE TORN 7. OUTLET COVER IS MISSING 15. WINDOW SCREENS ARE MISSING P RM W-12: .4. WATER STAIN CEILING TILES/

LINOLEUM FLOORING IS DAMAGED
P RM W-13: 4. WATER STAIN CEILING TILE
P RM W-15: .4. WATER STAIN CEILING TILES 14.
TRIP HAZARD AT RAMP ENTRY
P RM W-16: 4. WATER STAIN CEILING TILE
P RM W-17: 4. WATER STAIN CEILING TILE
P RM W-19: 4. WATER STAIN CEILING TILE

P RM W-20: 4. WATER STAIN CEILING TILE
P RM W-3: .4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING AT RAMP ENTRY
P RM W-6: 4. WATER STAIN CEILING TILE
P RM W-8: .4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING
RM C-1: 4. FLOOR TILES HAVE HOLES
RM C-3: .4. WATER STAIN CEILING TILES/ TRIM IS LOOSE ON DIVIDER WALL
RM D-3: 4. WATER STAIN CEILING TILE
RM E-13: .4. WATER STAIN CEILING TILES/ FORMICA IS BROKEN ON COUNTER
RM N-28: 4. RUBBER MOLDING IS BROKEN ON WALL
RM N-29: .4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING
RM P 23: 4. WATER STAIN CEILING TILE
RM P-1: 4. WATER STAIN CEILING TILE
RM P-11: 4. WATER STAIN CEILING TILE
RM P-12: 4. WATER STAIN CEILING TILE
RM P-13: 4. CARPET WORN AND TORN 15. WINDOW SCREEN IS TORN
RM P-2: 4. WATER STAIN CEILING TILE
RM P-26: .4. FLOOR TILES ARE CRACKED 7. LIGHT DIFFUSER IS CRACKED
RM P-3: 4. WATER STAIN CEILING TILE
RM P-5: 4. WATER STAIN CEILING TILE
RM P-6: 4. WATER STAIN CEILING TILE
RM P-7: 4. WATER STAIN CEILING TILE
STAFF LOUNGE: 4. WATER STAIN CEILING TILE

Cleanliness:

X

Overall Cleanliness, Pest/Vermin Infestation

Electrical X ALC RM P-23: 7. LIGHT DIFFUSER CRACKED 13. GUTTER DOWN SPOUT IS BENT 15. WINDOW FRAME TRIM IS LOOSE
P CAFÉ N-16: .4. WATER STAIN CEILING TILES 77. LIGHT DIFFUSER IS CRACKED 14. TRIP HAZARD AT RAMP ENTRY
P RM N-13: .4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING/ LIGHT DIFFUSER IS BROKEN 14. TRIP HAZARD AT RAMP ENTRY 15. WINDOW SCREEN IS TORN
P RM N-14: . 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE BROKEN AT ENTRY/ RUBBER MOLDING IS MISSING AND LOOSE ON WALL 7. LIGHT DIFFUSERS ARE BROKEN 14. RAMP IS SOFT/ LOOSE AT ENTRY
P RM S-18: .4 WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS BROKEN
P RM S-22: 7. LIGHT DIFFUSER IS BROKEN 14. TRIP HAZARD AT RAMP ENTRY
P RM S-24: .4. WATER STAIN CEILING TILES 7. ELECTRICAL CONDUIT IS LOOSE ON WALL 11. PAINT CHIPPING ON THE TRIM 14. TRIP HAZARD AT RAMP ENTRY
P RM S-3: 7. LIGHT DIFFUSERS CRACKED

		P RM S-9: .4. CEILING TILES ARE TORN 7. OUTLET COVER IS MISSING 15. WINDOW SCREENS ARE MISSING P RM W-11: 7. LIGHT DIFFUSER IS MISSING 12. DRY ROT ON SKIRTING AT RAMP ENTRY P RM W-25: 7. ELECTRICAL CONDUITS ARE LOOSE ON WALL P RM W-8: .4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING RM N-29: .4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM P-26: .4. FLOOR TILES ARE CRACKED 7. LIGHT DIFFUSER IS CRACKED
Restrooms/Fountains: <u>Restrooms, Sinks/ Fountains</u>	X	
Safety: Fire Safety, Hazardous Materials	X	P CAFÉ: .4. WATER STAIN CEILING TILE/ WATER STAINS IN KITCHEN 11. PAINT CHIPPING ON RAILING P RM S-1: 11. PAINT IS CHIPPING ON GUTTER DOWNSPOUT P RM S-12: 11. PAINT IS CHIPPING ON EAVE P RM S-14: .4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON TRIM P RM S-2: 11. PAINT IS CHIPPING ON EAVE 14. TRIP HAZARD DEEP CRACKS IN ASPHALT P RM S-20: 11. PAINT CHIPPING ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY P RM S-23: 11. PAINT CHIPPING ON TRIM 12. DRY ROT ON SKIRTING AT RAMP ENTRY 14. TRIP HAZARD AT RAMP ENTRY P RM S-24: .4. WATER STAIN CEILING TILES 7. ELECTRICAL CONDUIT IS LOOSE ON WALL 11. PAINT CHIPPING ON THE TRIM 14. TRIP HAZARD AT RAMP ENTRY
Structural: Structural Damage, Roofs	X ALC RM P-23: 7. LIGHT DIFFUSER CRACKED 13.	GUTTER DOWN SPOUT IS BENT 15. WINDOW FRAME TRIM IS LOOSE P RM S-16: .4. WATER STAIN CEILING TILE 12. DRY ROT ON SKIRTING AT RAMP ENTRY 14. TRIP HAZARD AT RAMP ENTRY P RM S-23: 11. PAINT CHIPPING ON TRIM 12. DRY ROT ON SKIRTING AT RAMP ENTRY 14. TRIP HAZARD AT RAMP ENTRY P RM S-25: 12. DRY ROT ON SKIRTING AT RAMP ENTRY/ NAILS ARE PROTRUDING P RM W-11: 7. LIGHT DIFFUSER IS MISSING 12. DRY ROT ON SKIRTING AT RAMP ENTRY P RM W-3: .4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING AT RAMP ENTRY P RM W-4: 12. DRY ROT ON SKIRTING AT RAMP ENTRY P RM W-7: 12. DRY ROT ON SKIRTING AT RAMP ENTRY RM --21: 12. SKIRTING IS MISSING ON RAMP

RM P-22: 12. SKIRTING IS MISSING ON RAMP

External:

Playground/School Grounds, Windows/

Doors/Gates/Fences

X ALC RM P-23: 7. LIGHT DIFFUSER CRACKED 13. GUTTER DOWN SPOUT IS BENT 15. WINDOW FRAME TRIM IS LOOSE
P BOYS RR: 14. DEEP CRACK IN ASPHALT ON WALKWAY/ TRIP HAZARD
P CAFÉ N-16: .4. WATER STAIN CEILING TILES 77. LIGHT DIFFUSER IS CRACKED 14. TRIP HAZARD AT RAMP ENTRY
P RM C-10: .4. WATER STAINS CEILING TILE IS DAMAGED 14. HOLE IN CONCRETE AT RAMP ENTRY/ TRIP HAZARD
P RM N-12: 15. WINDOW SCREEN IS TORN
P RM N-13: .4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING/ LIGHT DIFFUSER IS BROKEN 14. TRIP HAZARD AT RAMP ENTRY 15. WINDOW SCREEN IS TORN
P RM N-14: . 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE BROKEN AT ENTRY/ RUBBER MOLDING IS MISSING AND LOOSE ON WALL 7. LIGHT DIFFUSERS ARE BROKEN 14. RAMP IS SOFT/ LOOSE AT ENTRY
P RM N-22: .4. WATER STAIN CEILING TILE/ CEILING TILE CRACKED 15. WINDOW SCREEN HAS HOLE
P RM N-24: .4. WATER STAIN CEILING TILE 15. WINDOW SCREEN MISSING
P RM N-25: .4. WATER STAIN CEILING TILES 14. ASPHALT CRACKED ON WALKWAY
P RM PE-7: 14. DEEP CRACKS IN ASPHALT THROUGH BASKETBALL COURTS
P RM S-10: 14. TRIP HAZARD AT RAMP ENTRY
P RM S-15: .4. WATER STAIN CEILING TILE/ CEILING TILE HAS HOLE 14. TRIP HAZARD AT RAMP ENTRY
P RM S-16: .4. WATER STAIN CEILING TILE 12. DRY ROT ON SKIRTING AT RAMP ENTRY 14. TRIP HAZARD AT RAMP ENTRY
P RM S-2: 11. PAINT IS CHIPPING ON EAVE 14. TRIP HAZARD DEEP CRACKS IN ASPHALT
P RM S-20: 11. PAINT CHIPPING ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY
P RM S-22: 7. LIGHT DIFFUSER IS BROKEN 14. TRIP HAZARD AT RAMP ENTRY
P RM S-23: 11. PAINT CHIPPING ON TRIM 12. DRY ROT ON SKIRTING AT RAMP ENTRY 14. TRIP HAZARD AT RAMP ENTRY
P RM S-24: .4. WATER STAIN CEILING TILES 7. ELECTRICAL CONDUIT IS LOOSE ON WALL 11. PAINT CHIPPING ON THE TRIM 14. TRIP HAZARD AT RAMP ENTRY
P RM S-26: 14. TRIP HAZARD AT RAMP ENTRY
P RM S-27: 14. TRIP HAZARD AT RAMP ENTRY
P RM S-31: 14. TRIP HAZARD AT RAMP ENTRY
P RM S-4: 15. WINDOW SCREEN IS TORN
P RM S-5: 15. WINDOW SCREEN IS MISSING/ WINDOW SCREEN FRAME IS BROKEN
P RM S-8: 15. WINDOW SCREENS ARE MISSING
P RM S-9: .4. CEILING TILES ARE TORN 7. OUTLET COVER IS MISSING 15. WINDOW SCREENS ARE MISSING

	P RM W-15: .4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY P RM W-22: 14. DEEP CRACK IN ASPHALT ON WALKWAY/ TRIP HAZARD 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY P RM W-27: 14. DEEP CRACK IN ASPHALT ON WALKWAY/ TRIP HAZARD P STUDIO RM N-19: 14. HOLES IN CEMENT ON WALKWAY/ TRIP HAZARD RM C-5: 14. HOLES IN CEMENT ON WALKWAY/ TRIP HAZARD RM P-13: 4. CARPET WORN AND TORN 15. WINDOW SCREEN IS TORN

X	

B. Pupil Outcomes State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students 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.

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

English Language Arts/Literacy (grades 3-8 and 11)	43	49	29	28	46	47
Mathematics (grades 3-8 and 11)	17	18	17	17	34	35

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students 520 503 96.73 3.27 48.70 **Female** 248 240 96.77 3.23 54.17 **Male** 272 263 96.69 3.31 43.68 **American Indian or Alaska Native** -- -- -- -- --

Asian -- -- -- -- -- **Black or African American** 33 32 96.97 3.03 19.35

Filipino -- -- -- -- -- **Hispanic or Latino** 418 406 97.13 2.87 49.38

Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** -- -- -- -- --

White	50	46	92.00	8.00	63.04
English Learners	103	101	98.06	1.94	19.00
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	44.44
Military	0	0	0	0	0
Socioeconomically Disadvantaged	332	320	96.39	3.61	46.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	74	94.87	5.13	5.48

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students 520 502 96.54 3.46 18.33 **Female** 248 242 97.58 2.42 16.53 **Male** 272 260 95.59 4.41 20.00 **American Indian or Alaska Native** -- -- -- -- --

Asian -- -- -- -- -- **Black or African American** 33 32 96.97 3.03 6.25

Filipino -- -- -- -- -- **Hispanic or Latino** 418 406 97.13 2.87 18.47

Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** -- -- -- -- --

White 50 46 92.00 8.00 23.91 **English Learners** 103 99 96.12 3.88 2.02

Foster Youth -- -- -- -- -- **Homeless** 36 36 100.00 0.00 11.11 **Military** 0 0 0 0 0

Socioeconomically Disadvantaged	332	322	96.99	3.01	17.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	71	91.03	8.97	1.41

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Science

(grades 5, 8 and high school)

16.15 20.00 15.24 15.58 30.29 30.73

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All Students 1012 985 97.33 2.67 20.10 **Female** 477 466 97.69 2.31 17.38 **Male** 534 518 97.00 3.00 22.59 **American Indian or Alaska Native** -- -- -- -- --

Asian -- -- -- -- -- **Black or African American** 67 61 91.04 8.96 6.56

Filipino -- -- -- -- -- **Hispanic or Latino** 828 812 98.07 1.93 19.33

Native Hawaiian or Pacific Islander -- -- -- -- -- **Two or More Races** 11 10 90.91 9.09 --

White 90 88 97.78 2.22 31.82 **English Learners** 204 199 97.55 2.45 0.50

Foster Youth -- -- -- -- -- **Homeless** 65 65 100.00 0.00 13.85 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** 650 631 97.08 2.92 18.54

Students Receiving Migrant Education Services 0 0 0 0 0 **Students with Disabilities** 108 104 96.30 3.70 6.73

HUSD offers the following CTE pathways across the district: Digital Graphic Design #111, Digital Photography #111, Cabinetry, Millwork, and Woodworking #120, Residential & Commercial Construction #123, Child Development #130, Education #132, Engineering Technology #153, Fashion Design and Merchandising #160, Barbering #162B, Cosmetology #162C, Manicuring 162D, Information Support & Services #170, Networking #172, Games & Simulations #175, Business Management #182, Patient Care #198, Food Service and Hospitality #20, Machining and Forming Technologies #212, Welding and Materials Joining #213, Systems Diagnostics, Service, and Repair #221, Public Safety #232, Emergency Response #233. Contingent upon student schedules and classroom availability, these pathways are open to all HUSD students. All of HUSD's CTE pathways and courses within the program sequence are offered and hosted by the school district.

HUSD is a member of the Mountain Desert Career Pathways (MDCP) JPA, a local organization designed to coordinate regional resources and efforts to prepare local students for high-wage, high-skill, in-demand careers. The MDCP coordinates with nine local districts and industry representatives to host advisories for each industry sector as well as the overarching CTE advisory committee. For HUSD, the primary representative of the district's CTE advisory committee is Jerry Kaufer, Coordinator of College and Career Readiness.

The CTE advisory committee has a minimum of one district representative and three industry representatives for each industry

sector CTE program within the district, and regularly scheduled meetings are held.

Number of Pupils Participating in CTE 1038 **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** 59.5

Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission 97.89 **2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission** 67.72

B. Pupil Outcomes State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade 5 -- -- -- -- -- **Grade 7** -- -- -- -- -- **Grade 9** 93.4 94.5 94.9 94.5 95.6

C. Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

The HHS Parent Center is staffed with a parent community liaison who presents workshops on a variety of topics for the parents of our community. 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. Hesperia High School hosts regular Coffee Chats which are meeting between parents, counselors, and administration on suggested topics from parents. Coffee Chats are also available via Zoom for families to participate when in person attendance is not an option. The School Site Council (SSC), English Language Advisory Council (ELAC), Parent Center, and booster clubs provide opportunities for parents to get involved with their child's educational experience. Families are also encouraged to take the YouthTruth survey to provide input on their child's experience at school and provide input on supports provided and needed. Parents who want more information or wish to participate may contact Michael Everett, Principal, at (760) 244-9898.

Regular school-to-home communication about tutoring, athletics, counseling, and school activities can be found at www.scorpioncountry.com. Occasionally, the school will mail important information to students' homes or use it to contact parents. Administrators use Thrillshare, an automated telephone message/texting system, to contact parents quickly concerning important announcements and reminders. Teachers and staff utilize Talking Points as a two way texting communication to reach parents in their home language. Parents may access current information about their child's attendance, course grades, and homework assignments through the school's website using Infinite Campus. Infinite Campus parental access codes are available from the Counseling office at 760-244-9898 ext. 3950 or 3951.

C. Engagement State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

	2017-18	2018-19	2019-20
Dropout Rate	3.1	2.4	3.9
Graduation Rate	95.2	96.9	93.5

	2017-18	2018-19	2019-20
Dropout Rate	5.1	5.9	5.2
Graduation Rate	89.5	90.7	91.6

	2017-18	2018-19	2019-20
Dropout Rate	7.8	8.2	8.9
Graduation Rate	87.0	86.2	86.4

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

All Students 542 507 93.5 **Female** 249 236 94.8 **Male** 293 271 92.5 **Non-Binary** 0.0 0.0 0.0

American Indian or Alaska Native -- -- -- **Asian** -- -- -- **Black or African American** 43 38 88.4 **Filipino** -- -- --

Hispanic or Latino 449 424 94.4 **Native Hawaiian or Pacific Islander** 0 0 0.00 **Two or More Races** -- -- -- **White** 40 36 90.0 **English Learners** 138 120 87.0 **Foster Youth** 11 10 90.9 **Homeless** 52 46 88.5 **Socioeconomically Disadvantaged** 489 459 93.9 **Students Receiving Migrant Education Services** 0.0 0.0 0.0 **Students with Disabilities** 79 67 84.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

All Students 2608 2484 994 40.0 **Female** 1227 1168 501 42.9 **Male** 1380 1316 493 37.5 **Non-Binary** -- -- -- --

American Indian or Alaska Native -- -- -- --

Asian 21 20 1 5.0 **Black or African American** 198 188 93 49.5

Filipino -- -- -- -- **Hispanic or Latino** 2102 2006 801 39.9

Native Hawaiian or Pacific Islander -- -- -- -- **Two or More Races** 36 35 17 48.6

White 229 214 74 34.6 **English Learners** 597 572 215 37.6 **Foster Youth** 59 46 20 43.5 **Homeless** 235 212 100 47.2

Socioeconomically Disadvantaged 2017 1924 819 42.6

Students Receiving Migrant Education Services -- -- -- -- **Students with Disabilities** 384 361 179 49.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement State Priority: School Climate

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

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

This table displays suspensions data.

7.57 7.18 5.1 5.27 5.56 4.93 3.17 3.6 3.28

This table displays expulsions data.

0.46 0.47 0.12 0.24 0.33 0.22 0.07 0.08 0.07

| | | |

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

English Language Arts 23 47 41 19

Mathematics 25 28 43 12 **Science** 25 26 40 8 **Social Science** 25 19 36 9

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

English Language Arts 24 39 47 20

Mathematics 24 24 55 6 **Science** 24 27 34 13 **Social Science** 24 26 21 18

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

English Language Arts 24 43 35 28

Mathematics 24 33 38 16 **Science** 25 25 35 17 **Social Science** 25 21 31 14

This table displays the ratio of pupils to Academic Counselor. 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.

Pupils to Academic Counselor 298.08

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Counselor (Academic, Social/Behavioral or Career Development)	7.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

School Site $2,555.00 $634.00 $1,921.00 $99,619.00 **District** N/A N/A $2,311.00 $98,350 **Percent Difference - School Site and District** N/A N/A -18.4 1.3 **State** N/A N/A $10,771 $94,625 **Percent Difference - School Site and State** N/A N/A -139.5 5.1

In addition to the regular TK-12 education program, other services are funded by the general fund, categorical, Equity Multiplier, and special programs. These additional services include but are not limited to special education, counseling, library services, computer learning specialists, transportation, and ELD (English language development).

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Beginning Teacher Salary $62,846 $56,573 **Mid-Range Teacher Salary** $99,595 $87,186 **Highest Teacher Salary** $125,695 $119,665 **Average Principal Salary (Elementary)** $159,611 $148,486 **Average Principal Salary (Middle)** $164,025 $154,835 **Average Principal Salary (High)** $178,962 $170,008 **Superintendent Salary** $245,656 $338,699

Percent of Budget for Teacher Salaries 33% 31% **Percent of Budget for Administrative Salaries** 4% 5%

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses 19

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Computer Science 3 **English** 3 **Fine and Performing Arts** 6 **Foreign Language** 2 **Mathematics** 5

Science 4 **Social Science** 11 **Total AP Courses Offered**

34

Where there are student course enrollments of at least one student.

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. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the district's 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 the Coordinator of Staff Development and Academic Coaches. During the 2023-2024 school year teachers are provide with the opportunity to work with their colleagues from their PLC during a release day or during an extended collaboration time (over contract time).

Supplemental training topics were selected by the principal, assistant principal, and Leadership Team. Training programs and topics were chosen based on 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 student late arrival, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Instructional Management team, Principals' Roundtable, and teacher survey results. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

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

Annual number of school days dedicated to staff development

This table displays the number of school days dedicated to staff development and continuous improvement.

Number of school days dedicated to Staff Development and Continuous Improvement 2 6 4