Sultana High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sultana High School
Street	17311 Sultana Avenue
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 947-6777
Principal	Lawrence Bird - Principal Sultana High
E-mail Address	larry.bird@hesperiausd.org
Web Site	http://www.sultanahighschool.com/
CDS Code	36-75044-3630746

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

School Description and Mission Statement (School Year 2018-19)

PRINCIPAL'S MESSAGE

Greetings from Sultana High School! We are excited to welcome you to our wonderful school, a school that received a 6 Clear WASC accreditation, has been voted Best of the Desert for two straight years, and is noted as a bronze medal school by U.S. News and Report! It is my pleasure to be your principal, and I look forward to partnering with you to help our students succeed! There is no question our school community is one of the best in the High Desert! Our partnership is so valuable in meeting our mission to graduate all of our students "college and career ready". We also will prepare students with important “real world” and life skills to help them meet the challenge of an ever changing world.

Our school has completed 24 years of serving the students on the east side of Hesperia! Each year we create memories and traditions that will be remembered for a lifetime! We are a family here at Sultana. We emphasize this in our hash tag #WeAreSultana and #onceasultanalwaysasultan. To be successful our students must feel safe, and we believe identifying as a family will help our students be successful in the classroom and their extracurricular activities. Our students are focused on having great attendance, finishing all work on time, preparing for tests and projects completely, and striving to give their best in all that they do. Making every day count will help ensure great results. We have a safe and secure school that allows us to focus on providing differentiated learning to meet our students’ needs. Students receive a curriculum based on state standards, regularly receiving opportunities to think critically, collaborate, communicate, and be creative. We focus on the "whole person" here in order to provide a well- rounded education. Our students are ready for college and vocational opportunities, through pathways like construction, automotive, health, consumer sciences, foods, child care, robotics, and fine arts

We know four years come and go so quickly. Together, we can pursue passion in all our endeavors, making every day have a purpose! You are welcome here! Come by a join us!

Sincerely,
Larry Bird
Principal

SCHOOL MISSION STATEMENT

The mission of Sultana High School is to graduate all students college and career ready.

SCHOOL VISION STATEMENT

We envision Sultana High School as a safe, intellectually challenging environment where staff, parents, and community work in partnership to provide rigorous academic and career training through customized guidance and support for all students. We will build relationships with technical schools, colleges, and universities to ease the transition to higher education and high-skill, high-demand, high-wage careers.

SCHOOL PROFILE

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

Sultana High is located in the southeast area of Hesperia and services students in grades nine through twelve. During the 2018-19 school year, 1847 students were enrolled, including 12.7% in special education, 15.7% qualifying for English learner support, and 77% receiving free or reduced-price lunch. Since the inception of the CAASPP, Sultana has performed near or above the state average in both English/ Language Arts and Math.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	524
Grade 10	492
Grade 11	461
Grade 12	424
Total Enrollment	1,901

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	0.7
Asian	0.4
Filipino	0.3
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.4
White	23.1
Socioeconomically Disadvantaged	76.3
English Learners	13.5
Students with Disabilities	13.2
Foster Youth	0.8

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	77	80	81	
Without Full Credential	5	3	5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions	1		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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October, 2018

2016 - CollegeBoard – Springboard Mathematics 2 & 3

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - CollegeBoard - SpringBoard English Language Arts 2017 - Bedford/StMartins - The Language of Composition 2nd Edition	Yes	0%
Mathematics	2017 - Pearson Education - Finite Mathematics with Applications 11th Edition 2008 - Larson/Hstetler/Edwards - Precalculus with Limits 2016 - CollegeBoard - SpringBoard Integrated Math I, II, III 2010 - Pearson - Stats Modeling the World 3rd Edition 2010	Yes	0%
Science	2017 - Pearson Education - AP Campbell Biology in Focus, 2nd Edition 2007 - Glenco - Biology 2017 - Pearson Education - Campbell Biology in Focus 2nd Edition AP 2007 - Prentice Hall - Chemistry 2007 - Zumdahl - Chemistry 7th Edition 2007 - Prentice Hall - Earth Science 2011 - W.H. Freeman & Company - Environmental Science for AP 2012 2007 - Holt - Physics 2003 - Prentice Hall 2002 - Physics 5th Edition AP 2017 - McGraw Hill - Zoology Tenth Edition	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2006 - Thomson/South-Western - Economics Prince&Policies 10th Edition AP 2006 - Glencoe - Economics-Principles & Practices 2006 - Worth Publishers - Exploring Psychology 6th Edition AP 2006 - Worth Publishers - Psychology 8th Edition 2007 2006 - Houghton Mifflin - The American Pageant 13th Edition HS US Hist AP 2006 - McDougal Littell - The Americans-Reconstruction to the 21st Century 2017 - Pearson - The Western Heritage Since 1300 Revised AP Edition	No	0%
Foreign Language	2017 - Houghton Mifflin Harcourt - Abriendo Puertas HS 2017 - Houghton Mifflin Harcourt - Avencemos 1, 2, 3 2017 - Houghton Mifflin Harcourt - Discovering French Today 1, 2, 3 2011 - Glenco McGraw Hill - El espanol para nostros 1 2006 2011 - Glencoe McGraw Hill - El espanol para nosotros 2 2006 2014 - Smith/Lentz/Mikos - Signing Naturally Units 1-6 2017 - Vista Higher Learning - Temas 2017 - Vista Higher Learning - Themes	Yes	0%
Health	Positive Prevention Plus		0%
Visual and Performing Arts	2015 - F.Kleiner, C.Mamiya - Gardner's Art Through the Ages 12th Edition 2015 - Goodheart Wilcox - Photography: Capture to Presentation 2015 - Davis Publications - The Visual Experience 2015 - Davis Publications - Exploring Visual Design	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES AND SAFETY

Sultana High provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1995; ongoing maintenance and modernization projects ensure facilities remain safe and up to date as well as provide adequate space for students and staff. Throughout the years, portable classrooms have been added to the campus to accommodate growth in enrollment. The campus is comprised of the following:

Acreage = 40 acres
Square Footage = 207,263
Number of permanent classrooms = 45
Number of portable classrooms = 62
Number of restrooms (student use) = 7 sets
Administrative Offices = 3
Choir Room = 1
Weight Room = 1
Wrestling Room = 1
Library = 1
Cafeteria/Multipurpose Room = 1
Music Room = 1
Health Office = 1
Physical Education Facility = 1
Counselor Center = 1
Career Center = 1
ROP/Elective Shop Area = 1
Gym = 1
Staff Work Room/Lounge = 2

CAMPUS SUPERVISION

Ten campus assistants, six administrators, and a district police officer supervise students as they enter the campus each morning, between classes, during lunch periods, and after school as students either leave the campus or remain for athletics, clubs or tutoring activities. The district's police department coordinates with Sultana 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. Surveillance cameras are strategically placed to monitor campus grounds to secure a safe learning environment throughout the day and evening. All vice principals, all campus assistants, both police officers, the activities office, the athletic director, the principal's secretary and vice principal's secretary, the reception desk, physical education teachers, and custodians carry hand-held radios to enhance routine two-way communication and facilitate an immediate response to urgent situations. In 2008, Sultana purchased a repeated station that allows greater coverage of area by increasing radio signal. No longer is the school confined just around campus, but radio calls can now be transmitted several miles away from campus.

CAMPUS MAINTENANCE

The custodial staff and school district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and keep safe and functioning for students, staff and visitors. The administrative team and custodians communicate regularly to discuss custodial needs, maintenance issues and special projects.

Sultana High School's Plant Supervisor oversees and supervises custodial staff which is comprised of two full-time day custodians and eight evening custodians. Every morning before school begins, the day custodians and school administrators 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 ensure the campus, cafeteria, and restrooms are clean throughout the day. The evening custodians clean the classrooms, desks, gymnasium, locker rooms, restrooms, and common areas. Day and evening custodians share the responsibility and coordinate efforts for set up and take down of equipment and/or furniture for afternoon and evening events.

Planned or recently completed facility improvements:
Remodel ADA requirements around the school gymnasium and install a new gymnasium floor
Build and install new work station in counseling
Install new carpet in admin

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** July, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM B-203: 2. DIRTY VENTS BLOWING DUST 4. WATER STAIN CEILING TILE
Interior: Interior Surfaces	Poor	CAREER CENTER: 4. CEILING TILE HAS HOLE 7. LIGHT PANEL IS LOOSE NURSE: 4. WATER STAIN CEILING TILES P RM 1: 4. WATER STAIN CEILING TILE P RM 13: 4. WATER STAIN CEILING TILES THROUGHOUT (PAINTED) P RM 14: 4. WATER STAIN CEILING TILES THROUGHOUT (PAINTED) P RM 16: 4. WATER STAIN CEILING TILES P RM 18: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS MISSING P RM 4: 4. WATER STAIN CEILING TILE/ WALLPAPER TORN 14. TRIP HAZARD ON CEMENT WALKWAY AT SEAM P RM 5: 4. WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS CRACKED 14. GAP BETWEEN CONCRETE AND ASPHALT/ TRIP HAZARD P RM 7: 4. WATER STAIN CEILING TILE 14. CRACK IN ASPHALT CEMENT SEAM ON WALKWAY/ TRIP HAZARD RM A-104: 4. WATER STAIN CEILING TILES RM A-109: 4. WATER STAIN CEILING TILE RM A-110: 4. WATER STAIN CEILING TILES RM A-111: 4. WATER STAIN CEILING TILES RM A-112: 4. WATER STAIN CEILING TILES RM A-113: 4. WATER STAIN CEILING TILES RM A-114: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM B-203: 2. DIRTY VENTS BLOWING DUST 4. WATER STAIN CEILING TILE RM B-204: 4. WATER STAIN CEILING TILE/ HOLE IN SOUTH WALL RM B-206: 4. CEILING TILE HAS HOLE RM B-208: 4. WATER STAIN CEILING TILES RM B-209 WORK RM: 4. WATER STAIN CEILING TILE 15. DOOR STOP IS BROKEN RM B-216: 4. WATER STAIN CEILING TILES 15. SWING ARM IS BROKEN ON DOOR/ DOOR DOES NOT CLOSE PROPERLY RM B-218: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		RM B-220: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM B-224: 4. WATER STAIN CEILING TILE RM B-225: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED RM B-226: 4. WATER STAIN CEILING TILE RM C-300: 4. WATER STAIN CEILING TILES RM C-301: 4. WATER STAIN CEILING TILES RM C-302: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM C-303: 4. WATER STAIN CEILING TILES RM C-304: 4. WATER STAIN CEILING TILES RM C-305: 4. WATER STAIN CEILING TILES RM C-306: 4. WATER STAIN CEILING TILES RM C-307: 4. WATER STAIN CEILING TILE/ CEILING TILE HAS HOLE RM C-308: 4. WATER STAIN CEILING TILES RM C-309: 4. WATER STAIN CEILING TILES RM C-311: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM C-312: 4. WATER STAIN CEILING TILES RM C-313: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM F-600: 4. WATER STAIN CEILING TILES RM F-601: 4. WATER STAIN CEILING TILE RM F-605: 4. WATER STAIN CEILING TILE RM F-607: 4. WATER STAIN CEILING TILES RM F-608: 4. WATER STAIN CEILING TILES RM G-704: 4. WATER STAIN CEILING TILE/ CEILING TILE HAS HOLE RM G-705: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM G-707: 4. WATER STAIN CEILING TILES RM G-715: 4. WATER STAIN CEILING TILES 7. LIGHT SWITCH COVER IS CRACKED RM H-801: 4. WATER STAIN CEILING TILES RM H-802: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM H-803: 4. WATER STAIN CEILING TILES RM W-5: 4. WATER STAIN CEILING TILES STORAGE: 4. WATER STAIN CEILING TILE WEIGHT RM: 4. WATER STAIN CEILING TILES WORK RM RM F-604: 4. WATER STAIN CEILING TILE WRESTLING RM: 4. WATER STAIN CEILING TILE/ CEILING TILES MISSING 7. 8 LIGHT DIFFUSERS MISSING WRK RM: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Electrical: Electrical	Good	CAREER CENTER: 4. CEILING TILE HAS HOLE 7. LIGHT PANEL IS LOOSE P RM 18: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS MISSING P RM 21: 7. WATER STAIN IN LIGHT DIFFUSER IN 2ND RESTROOM/ LIGHT DIFFUSER IS MISSING IN 1ST RESTROOM P RM 5: 4. WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS CRACKED 14. GAP BETWEEN CONCRETE AND ASPHALT/ TRIP HAZARD RM A-114: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM B-220: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM C-313: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM G-715: 4. WATER STAIN CEILING TILES 7. LIGHT SWITCH COVER IS CRACKED RM W-14: 7. WATER STAIN IN LIGHT DIFFUSER RM W-15: 7. WATER STAIN IN LIGHT DIFFUSER STAFF LOUNGE RM F-610: 7. WATER STAIN IN LIGHT DIFFUSER WRESTLING RM: 4. WATER STAIN CEILING TILE/ CEILING TILES MISSING 7. 8 LIGHT DIFFUSERS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P RM 1A: 11. PAINT IS CHIPPING ON DOOR RM A-102: 10. SAFETY GLASS IS MISSING ON FIRE EXTINGUISHER CABINET RM B-218: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR RM G-705: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR
Structural: Structural Damage, Roofs	Good	P RM 8: 13. GUTTER TORN AT SPOUT/ INJURY HAZARD 14. GAP IN ASPHALT CEMENT SEAM ON WALKWAY/ TRIP HAZARD

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM 17: 15. WINDOW SCREEN IS TORN P RM 4: 4. WATER STAIN CEILING TILE/ WALLPAPER TORN 14. TRIP HAZARD ON CEMENT WALKWAY AT SEAM P RM 5: 4. WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS CRACKED 14. GAP BETWEEN CONCRETE AND ASPHALT/ TRIP HAZARD P RM 6: 14. TRIP HAZARD ON CEMENT WALKWAY AT SEAM P RM 7: 4. WATER STAIN CEILING TILE 14. CRACK IN ASPHALT CEMENT SEAM ON WALKWAY/ TRIP HAZARD P RM 8: 13. GUTTER TORN AT SPOUT/ INJURY HAZARD 14. GAP IN ASPHALT CEMENT SEAM ON WALKWAY/ TRIP HAZARD RM B-209 WORK RM: 4. WATER STAIN CEILING TILE 15. DOOR STOP IS BROKEN RM B-216: 4. WATER STAIN CEILING TILES 15. SWING ARM IS BROKEN ON DOOR/ DOOR DOES NOT CLOSE PROPERLY RM H-802: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July, 2018	
Overall Rating	**Good**

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	57.0	48.0	33.0	34.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	19.0	21.0	22.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	379	95.71	48.28
Male	196	186	94.90	43.01
Female	200	193	96.50	53.37
Black or African American	20	17	85.00	52.94
Filipino	--	--	--	--
Hispanic or Latino	254	244	96.06	40.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	84	97.67	65.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	274	96.14	44.89
English Learners	60	58	96.67	15.52
Students with Disabilities	40	32	80.00	6.25

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	407	387	95.09	18.65
Male	203	193	95.07	20.31
Female	204	194	95.1	17.01
Black or African American	20	17	85	17.65
Filipino	--	--	--	--
Hispanic or Latino	260	250	96.15	16.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	85	95.51	25.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	289	278	96.19	18.77
English Learners	61	56	91.8	1.79

Note: 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.

Note: 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.

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

CTE INDUSTRY SECTORS:
Arts, Media & Entertainment
Building and Construction Trades
Education, Child Development & Family Services
Health Science & Medical
Information & Communication Technologies
Manufacturing and Product Design
Transportation
Work Experience

ROP Courses:
Automotive Systems – NATEF
Child Development Careers
Medical Core I & II
Restaurant Culinary Arts

Special Programs:
WorkAbility

Programs are reviewed and evaluated annually by San Bernardino County Superintendent of Schools, California Department of Education, Workforce Development Department, Regional Industry Advisory Committees, Perkins Advisory Committees, and the Mountain Desert Region Career Pathways JPA. The Coordinator of Career & Adult Education serves as a representative for Hesperia Unified School District. These programs are integrated with academic courses through shared projects, applications, and curriculum through reading, writing, and listening standards. Some programs require core classes such as Biology, Anatomy, and introductory level courses as a pre-requisite to capstone level CTE/ROP course where students can earn various certifications depending on the specific industry.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	480
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.7

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.2	32.4	43.2

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to volunteer to help with Freshman Orientation and classroom activities, chaperone for school field trips and events, and get involved in the decision-making process through school committees. The School Site Council, English Language Advisory Council, District GATE (Gifted and Talented Education) Advisory Council, WASC Parent Groups, and booster clubs provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may contact the ASB Office at (760) 947-6777, ext. 4484. There is an opportunity for everyone who wants to get involved!

Daily communication between school and home takes place as teachers, counselors, and administrators call home to deal with individual student needs. The school-home communication tool, Illuminate, allows teachers to share positive comments, homework assignments, attendance, and discipline concerns with parents on a daily basis. The parent portal is an online way for parents to access up to the minute grade status of their children and is used by 100% of the staff. In addition to the communication from school to home, parents are notified of and have the opportunity to be involved in the Parent meetings, Booster/Support Groups, School Site Council, ELAC and other committees that are developed as needed. Computers are available in the front office area to access information.

All school to home communication is provided in both English and Spanish. General school information, activities, and events can be found in class newsletters, school club publications and on the Internet at www.sultanahighschool.com. Important announcements, school activities, calendar of events, athletic events, and special interest news stories are regularly updated and posted on the school webpage and on Sultana's social media outlets. These are excellent ways for parents and student to stay informed about campus events. Quarterly, Sultana High students publish a school newspaper highlighting school activities and student achievements. Occasionally, the school will mail important information to students' homes or use the school's automated telephone system (Thrill Share) to contact parents. Students and parents may access Sultana High's Internet communications resources at https://campus.hesperiausd.org/campus/portal/hesperia.jsp for information about student grades and assignments. Parents create a user name and password to access their account. Please call the school for specific information or if you have problems with the system. Please consult the school's website for the calendar of events, parent groups, classes, counseling, athletics, and clubs.

Contact Person Name: AP Jerry Kaufer
Contact Person Phone Number: 760-947-6777

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.7	0.0	0.2	9.0	4.6	3.5	10.7	9.7	9.1
Graduation Rate	94.6	98.8	99.3	87.2	91.0	90.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	95.6	93.1	88.7
Black or African American	79.0	92.8	82.2
American Indian or Alaska Native	100.0	90.9	82.8
Asian	50.0	90.3	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	99.6	93.0	86.5
Native Hawaiian/Pacific Islander	100.0	85.7	88.6
White	96.3	95.3	92.1
Two or More Races	66.7	88.2	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	70.6	83.8	56.7
Students with Disabilities	79.6	93.7	67.1
Foster Youth	0.0	100.0	74.1

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.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.5	5.9	7.7	5.8	6.7	6.1	3.7	3.7	3.5
Expulsions	0.5	0.7	1.0	0.3	0.4	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Sultana 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 comprehensive safety plan is evaluated, updated and improved upon every year and has been most recently reviewed and updated by school staff and the safety committee in 2018. Staff training to discuss staff responsibilities and safety plan updates occur during regularly scheduled staff meetings and additional safety committee meetings during development as well as prior to all required drills. In addition, Sultana High School works with our local law enforcement agencies and our own Hesperia Police Department to improve the safety and security of our campus. Sultana regularly conducts various disaster drills and safety checks to ensure staff and student familiarity with procedures and expectations. A copy of the school site safety plan may be obtained at Sultana High School's administration office as well as the Hesperia Unified School District office.

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes

steps for ensuring student and staff safety during a disaster. Fire, lock down and disaster drills are conducted regularly throughout the school year. Sultana participates in the annual "Great California ShakeOut". The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear visitors' badges while on school grounds. During lunch, passing periods, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and district staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff and School Site Council. An updated copy is available to the public at the school and District offices.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	25.0	26	36	23	25.0	28	21	34	24.0	29	28	26
Mathematics	25.0	18	32	7	27.0	15	32	21	26.0	17	37	14
Science	26.0	14	45	7	26.0	18	25	24	25.0	18	46	4
Social Science	25.0	16	34	12	26.0	12	29	16	25.0	15	32	11

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.00	500
Counselor (Social/Behavioral or Career Development)	1.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	2.00	N/A
Social Worker	0.00	N/A
Nurse	1.00	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist (non-teaching)	0.00	N/A
Other	2.00	N/A

Note: Cells with N/A values 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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7669.18	865.57	6803.60	70833.81
District	N/A	N/A	5953.45	$77,743
Percent Difference: School Site and District	N/A	N/A	13.3	-9.3
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-4.6	-13.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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:

- 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,458	$47,903
Mid-Range Teacher Salary	$84,096	$74,481
Highest Teacher Salary	$100,917	$98,269
Average Principal Salary (Elementary)	$127,005	$123,495
Average Principal Salary (Middle)	$130,517	$129,482
Average Principal Salary (High)	$142,404	$142,414
Superintendent Salary	$195,473	$271,429
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	1	N/A
Science	7	N/A
Social Science	11	N/A
All courses	28	22.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All professional development activities taking place in Hesperia Unified School District at his time revolve around the Common Core Frameworks and Standards 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 2012-13 school year, the district did not provide a staff development buy-back day but has reinstated hours for staff development for the 2013-14 school year. 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. Additionally, the district is providing CCSS training for all sites in order to standardize the process as to which the district transitions to the new standards and pending Smarter Balance Assessments. 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, Guiding Coalition, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests, district summative assessments, Professional Learning Community common 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, New Teachers Academy, and mentor teachers. 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. New teachers are also assigned a mentor teacher who regularly meets with the new teacher to provide support, guidance, and feedback.

Annual number of school days dedicated to staff development

2016-17: 2
2017-18: 2
2018-19: 2