

Carmel Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Carmel Elementary School
Street	9321 Glendale Ave
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 947-3188
Principal	Craig Gunter
Email Address	craig.gunter@hesperiausd.org
Website	carmelementary.org
County-District-School (CDS) Code	36-75044-6108120

Entity	Contact Information
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	Dave Olney
Email Address	dave.olney@hesperiausd.org
Website	www.hesperia.org

School Description and Mission Statement (School Year 2019-20)

PRINCIPAL'S MESSAGE

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

Carmel Elementary teaches students how to become real leaders by teaching them the 7 Habits for Highly Effective People. This process is an "inside/out approach" that provides our students a stimulating environment where they are actively involved in learning academics, as well as habits to help them succeed in life. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. Our school functions as a Professional Learning Community, where we are constantly seeking the best research-based strategies to support our students. In our PLC, we focus on data-driven instruction to ensure that our students' instruction is differentiated for each of them. Together through our hard work, our students will be challenged to reach their maximum potential and to "find their voice (Habit 8).

Carmel Elementary School has received funding to continue as a Lighthouse Leader in Me School where we teach leadership skills to each of our students based on the 7 Habits of Highly Effective People as taught by Dr. Steven Covey. As a Lighthouse School, we have been distinguished as one of the strongest Leader in Me Schools across the country. Each year we train our students to be leaders by teaching them to be proactive (I'm in charge of my words, actions, and choices), begin with the end in mind (have a plan for their life), put first things first (work first then play), think win-win (develop relationships where everyone can win), seek first to understand, then to be understood (listen with your head, your heart, and your ears), synergize (together is better), and sharpen the saw (balance feels best).

SCHOOL MISSION STATEMENT: Carmel Elementary School mission is:

LEADIng our students toward greatness with:

L lifelong learning
 E expectations of excellence
 A countability
 D etermination

SCHOOL VISION STATEMENT:

By sharing and discovering our own voice we will inspire others to find theirs.

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.

Carmel Elementary is located in the southeast area of Hesperia and serves students in grades transitional kindergarten through six. At the beginning of the 2018-2019 school year, 790 students were enrolled, including 8% in special education, 24% qualifying for English Language Learner (ELL) support, and free and/or reduced lunch is provided to all of our students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	131
Grade 1	106
Grade 2	89
Grade 3	106
Grade 4	102
Grade 5	111
Grade 6	132
Total Enrollment	777

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.4
Asian	0.5
Filipino	0.3
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0.1
White	28.2
Two or More Races	0.3
Socioeconomically Disadvantaged	74.1
English Learners	22.1
Students with Disabilities	10.9
Foster Youth	1
Homeless	5.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	33	35	945
Without Full Credential	1	1	0	39
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October, 2019

*Materials not approved by the State Board of Education were determined to be standards-aligned and to best meet the needs of the students by the district's local adoption process

**HUSD is in the middle of a Science adoption but these textbooks are from former state adoption

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - Heinemann - Fountas & Pinnell Classroom *No 2017 - Cengage Learning - Reach for Reading National Geographic (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	2016 - Pearson Education - Investigations 3 in Number, Data, and Space *No 2016 - CollegeBoard - SpringBoard Math (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%
Science	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (Yes)		0%
History-Social Science	2012 - Houghton Mifflin Harcourt: Splash into Pre-K - TK - (Yes) 2019 - Teacher Created Materials - Exploring Social Studies California K-5 *No 2019 - McGraw Hill - Impact California World History & Geography: Ancient Civilizations - 6 (Yes)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES AND SAFETY

Carmel Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1994; ongoing maintenance and modernization ensure the campus provides adequate space for students and staff. Two portable classrooms and a new student restroom were added to the campus during the 2005-06 school year to accommodate growth in enrollment. The campus is comprised of the following:

Acreage = 10

Square footage = 60,806

Number of permanent classrooms = 21

Number of portable classrooms = 15

Number of restrooms (student use) = 2 sets (2-boy; 2-girl)

S.T.E.A.M. Lab = 1

Cafeteria = 1

Library = 1

Parent Teacher Room/Music room = 1 (one of the current existing portable classrooms)

Outside quad area = 1

Staff workroom/lounge = 1

Health office = 1

CAMPUS SUPERVISION As students arrive on campus in the morning, proctors supervise students in the bus and student drop off areas. During recess, teachers are on the playground to monitor behavior and playground activities. At the end of the day, teachers escort students to after-school/on-campus programs, the bus area, and the student pickup area. Teachers and administrators remain in the departure areas to ensure all students have left campus in a safe and orderly manner.

CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Carmel Elementary and work closely with the principal and assistant principal for routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily and follow weekly and monthly schedules for cleaning, maintenance, and special projects/events preparation. The Day Lead Custodian meets with the principal every Monday morning in a regularly scheduled office meeting. Every morning before school begins the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving to school. The evening custodians clean classrooms, desks, and restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events, and other projects as needed.

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

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

Planned or recently completed facility improvements:

Fire alarm testing

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

Year and month of the most recent FIT report: 7/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	P RM 702: 2. A/C IS NOT WORKING P RM 703: 2. A/C IS NOT WORKING P RM 706: 2. A/C IS NOT WORKING
Interior: Interior Surfaces	Fair	MPR: 4. CARPET IS WORN AND STAINED P RM 707: 4. WATER STAIN CEILING TILES P RM 708: 4. WATER STAIN CEILING TILES RM 201: 4. WATER STAIN CEILING TILES AT ENTRY RM 206: 4. WATER STAIN CEILING TILES RM 207: 4. WATER STAIN CEILING TILES RM 209 CLC/SA: 4. WATER STAIN CEILING TILES

System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM 211 CLC/SA: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 306 COMP LAB: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE TEACHERS LOUNGE: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOORS
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	P RM 601: 5. ROOM SMELLS MUSTY
Electrical: Electrical	Good	RM 204 SUPPLIES: 7. LIGHT SWITCH COVER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	TEACHERS LOUNGE: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOORS
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 211 CLC/SA: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM 301: 15. DOOR DOES NOT CLOSE PROPERLY RM 302: 15. DOOR DOES NOT CLOSE PROPERLY RM 311: 15. INTERIOR DOOR WILL NOT OPEN PROPERLY
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	34	34	36	50	50
Mathematics (grades 3-8 and 11)	26	26	22	24	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	451	447	99.11	0.89	34.00
Male	228	226	99.12	0.88	34.07
Female	223	221	99.10	0.90	33.94
Black or African American	25	25	100.00	0.00	24.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	290	98.64	1.36	30.69
Native Hawaiian or Pacific Islander					
White	125	125	100.00	0.00	42.40

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	361	358	99.17	0.83	32.96
English Learners	107	107	100.00	0.00	25.23
Students with Disabilities	65	64	98.46	1.54	9.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	36	36	100.00	0.00	19.44

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	453	448	98.90	1.10	26.12
Male	229	226	98.69	1.31	30.97
Female	224	222	99.11	0.89	21.17
Black or African American	26	26	100.00	0.00	11.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	295	290	98.31	1.69	23.79
Native Hawaiian or Pacific Islander					
White	125	125	100.00	0.00	32.80
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	363	359	98.90	1.10	26.74
English Learners	108	107	99.07	0.93	20.56
Students with Disabilities	66	65	98.48	1.52	3.08
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	37	37	100.00	0.00	18.92

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

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 2019-20)

Contact Person Name: Mr. Craig Gunter at 760-947-3188 & Mrs. Michelle Torres, Family Resource Specialist

Parents are encouraged to volunteer in the classroom, office and library, help with school activities, and get involved in the decision-making process through school committees. The School Site Council (SSC), Parent Teacher Association (PTA), District Advisory Council (DAC), English Language Advisory Council (ELAC), Back-to-School Night, or the Fall Festival Committee. Mr. Gunter and four Carmel staff members, Mrs. Acosta and Mrs. Bunch, Mrs. Byrd, and Mr. Richardson, continue to provide training in parenting by teaching the 7 Habits for Successful Families. Parents who want more information on school activities or committees may contact the principal or the assistant principal at (760) 947-3188. The staff at Carmel recognize parents in the Spring at our Parent Volunteer Luncheon. All school-to-home communication is provided in both English and Spanish. Weekly Tweets are sent out by the principal or posted on the school marquee and/or website. We regularly update the front office tele-marquee to help keep parents informed on school events, safety issues, and announcements.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	3.4	2.6	6.7	6.1	6.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.4	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Carmel Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school staff took place in October 2019 at the October staff meeting. Staff training to discuss staff responsibilities and safety plan updates also took place during the 2018-2019 school year. A copy of the school site safety plan may be obtained at Carmel Elementary's main office or the Hesperia Unified School District office. You may contact our assistant principal, Mr. Richardson for more details.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	3		24		5		26		5	
1	24		4		24		3		23		4	
2	23		4		23		4		25		4	
3	24		4		23	1	4		22		5	
4	26	1	2	2	27	1	1	2	26		4	
5	30		4		34		1	3	28		4	
6	27	1	3	1	27	1	2	2	33			4
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6156.39	762.43	5393.96	
District	N/A	N/A	5953.45	\$81,656.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-9.9	-5.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-27.7	-15.5

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 2018-19)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2018-19 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,476	\$48,612
Mid-Range Teacher Salary	\$83,160	\$74,676
Highest Teacher Salary	\$104,954	\$99,791
Average Principal Salary (Elementary)	\$131,863	\$125,830
Average Principal Salary (Middle)	\$135,510	\$131,167
Average Principal Salary (High)	\$147,850	\$144,822
Superintendent Salary	\$215,498	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	14	10

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 districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district single assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

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

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the 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.