Cottonwood 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	Cottonwood Elementary School
Street	8850 Cottonwood Ave.
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 949-1390
Principal	Chris Mauger
Email Address	chris.mauger@hesperiausd.org
Website	www.cottonwoodelementary.org
County-District-School (CDS) Code	36-75044-6105498

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

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

PRINCIPAL'S MESSAGE

The purpose of the School Accountability Report Card (SARC) is to provide parents with information about Cottonwood Elementary School's instructional programs, academic achievement, materials, and facilities, and the staff.

Parents and community play a very important role in our schools. Understanding our educational program, student achievement, and curriculum development can assist both our schools and the community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students, build around a theme of Social, Physical, and Academic Fitness. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values and healthy lifestyles. Together through our hard work, our students will be challenged to reach their maximum potential.

SCHOOL MISSION STATEMENT

The mission of Cottonwood Elementary School is dedication to the highest quality of academic instruction and service to all members of the school community delivered with a sense of compassion, friendliness, individual pride, and school spirit.

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. 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.

Cottonwood Elementary is located in the southwest area of Hesperia and serves students in grades K-6. At the beginning of the 2019-20 school year, 896 students were enrolled, including 5% in special education, 27% qualifying for English Language Learner support, 54% qualifying for free or reduced-price lunch (however, our new program allows all students to have free lunch).

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

Grade Level	Number of Students
Kindergarten	134
Grade 1	111
Grade 2	128
Grade 3	128
Grade 4	125
Grade 5	135
Grade 6	129
Total Enrollment	890

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.3
Asian	1.7
Filipino	0.2
Hispanic or Latino	68.3
Native Hawaiian or Pacific Islander	0.4
White	20.8
Two or More Races	0.8
Socioeconomically Disadvantaged	79.1
English Learners	23.1
Students with Disabilities	12.9
Foster Youth	1.9
Homeless	2.4

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	40	40	40	945
Without Full Credential	2	2	2	30
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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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%
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 & SAFETY
Cottonwood Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1987; ongoing maintenance and modernization ensure the campus provides adequate space for students and staff. The campus is comprised of the following:

Acreage = 10
Square Footage = 57,793
Number of Permanent Classrooms = 18
Number of Portable Classrooms = 25
Number of Restrooms (student use) = 2 sets
Library = 1
Music Room = 1
Quad Area = 1
Staff Work Room/Lounge = 2

CAMPUS SUPERVISION
Seven proctors are strategically placed in various areas of the campus and at crosswalks to supervise students as they enter school grounds. During recess, teachers are on the playground to monitor behavior and playground activities. Proctors (seven) provide supervision during the lunch recess and monitor both cafeteria and playground activities. At the end of the day, teachers escort students to after-school on-campus programs, the bus area, and student pickup areas to ensure students leave campus in a safe and orderly manner. A checklist system is used to ensure students have either left the campus or are in their designated after-school program.

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

One full-time custodian and two full-time evening custodians are assigned to Cottonwood Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. 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. Restrooms are checked at least three times a day for cleanliness and then cleaned as needed. The evening custodians clean classrooms, desks, restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Cottonwood Elementary works closely with the district's Maintenance & Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Cottonwood 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, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Planned or recently completed facility improvements:
Paint portable 29
Replace asphalt between portables and fixed buildings
Grind and repair asphalt in multiple areas
Replace roof

Removed asphalt and installed new concrete at the two entrances to the lunch area
New blacktop area on west side of campus
Painted the school

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: 7/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN AREA: 4. WATER STAIN CEILING TILES P RM 19: 4. WATER STAINS CEILING TILES/ RUBBER MOLDING IS BROKEN/ LOOSE ON WALLS/ CEILING TILES ARE MISSING P RM 20: 4. RUBBER MOLDING IS LOOSE ON WALL 7. ETHERNET BOX IS LOOSE ON WALL 15. WEATHER STRIPPING IS LOOSE ON WINDOW FRAME P RM 23: 4. WATER STAIN ON CENTER BEAM 12. GROUND WIRE IS MISSING ON RAMP P RM 24: 4. RUBBER MOLDING IS LOOSE ON WALL 12. GROUND WIRE IS NOT ATTACHED ON PORTABLE P RM 26: 4. WATER STAIN CEILING TILE P RM 28: 4. RUBBER MOLDING IS MISSING ON WALL P RM 29: 4. CEILING TILE IS TORN P RM 30: 4. CEILING TILE IS TORN 11. PAINT IS CHIPPING ON INTERIOR OF DOOR P RM 31: 4. CEILING TILE IS TORN/ RUBBER MOLDING IS LOOSE ON WALL 7. LIGHT PANEL IS OUT P RM 32: 4. WATER STAIN CEILING TILES 14.TRIP HAZARD ASPHALT WALKWAY P RM 33: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER/ LIGHT DIFFUSER IS MISSING/ OUTLET COVERS MISSING 14. TRIP HAZARD AT RAMP ENTRY P RM 34: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY P RM 35: 4. WATER STAIN CEILING TILES P RM 36: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING AT ENTRY P RM 39: 4. CEILING TILE IS CRACKED P RM 40: 4. WATER STAIN CEILING TILE

System Inspected	Rating	Repair Needed and Action Taken or Planned
		P RM 41: 4. SMALL WATER STAIN CEILING TILES P RM 42: 4. CEILING TILE IS CRACKED 14. ASPHALT IS CRACKED ON WALKWAY RM 1: 4. WATER STAIN CEILING TILES RM 10: 4. WATER STAIN CEILING TILE/ FLOOR TILES ARE CRACKED AT ENTRY 7. WATER STAIN IN LIGHT DIFFUSER RM 11: 4. FLOOR TILES ARE CRACKED RM 110 WORK ROOM: 4. WATER STAIN CEILING TILES RM 119 LIBRARY: 4. CEILING TILES ARE CRACKED WITH HOLES RM 13: 4. FLOOR TILES ARE CRACKED AT ENTRY RM 14: 4. FLOOR TILES ARE CRACKED AT ENTRY RM 17: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED RM 18: 4. WATER STAIN CEILING TILES RM 2: 4. FLOOR TILES ARE CRACKED AND BUBBLING AT ENTRY/ WATER STAIN CEILING TILES RM 253 K-3: 4. WATER STAIN CEILING TILES RM 3: 4. WATER STAIN CEILING TILES RM 6: 4. WATER STAIN CEILING TILE RM 7: 4. FLOOR TILE HAS HOLE AT ENTRY/ RUBBER MOLDING IS MISSING AT ENTRY TO CENTER ROOM/POD 7. OUTLET COVER IS CRACKED RM 8: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS CRACKED RM 9: 4. WATER STAIN CEILING TILE 7. OUTLET COVER IS BROKEN AT ENTRY TEACHERS LOUNGE: 4. WATER STAIN CEILING TILES WRK RM/ POD: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	P RM 20: 4. RUBBER MOLDING IS LOOSE ON WALL 7. ETHERNET BOX IS LOOSE ON WALL 15. WEATHER STRIPPING IS LOOSE ON WINDOW FRAME P RM 31: 4. CEILING TILE IS TORN/ RUBBER MOLDING IS LOOSE ON WALL 7. LIGHT PANEL IS OUT P RM 33: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER/ LIGHT

System Inspected	Rating	Repair Needed and Action Taken or Planned
		DIFFUSER IS MISSING/ OUTLET COVERS MISSING 14. TRIP HAZARD AT RAMP ENTRY P RM 36: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING AT ENTRY RM 10: 4. WATER STAIN CEILING TILE/ FLOOR TILES ARE CRACKED AT ENTRY 7. WATER STAIN IN LIGHT DIFFUSER RM 7: 4. FLOOR TILE HAS HOLE AT ENTRY/ RUBBER MOLDING IS MISSING AT ENTRY TO CENTER ROOM/POD 7. OUTLET COVER IS CRACKED RM 8: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS CRACKED RM 9: 4. WATER STAIN CEILING TILE 7. OUTLET COVER IS BROKEN AT ENTRY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P RM 25 PTC: 11. PAINT IS CHIPPING ON CEILING TILE P RM 30: 4. CEILING TILE IS TORN 11. PAINT IS CHIPPING ON INTERIOR OF DOOR
Structural: Structural Damage, Roofs	Good	OUTDOOR COURTS: 12. CRACKS, LOW SPOTS AND HOLE IN ASPHALT P RM 21: 12. GROUND WIRE IS MISSING ON RAMP P RM 22: 12. GROUND WIRE IS MISSING ON RAMP P RM 23: 4. WATER STAIN ON CENTER BEAM 12. GROUND WIRE IS MISSING ON RAMP P RM 24: 4. RUBBER MOLDING IS LOOSE ON WALL 12. GROUND WIRE IS NOT ATTACHED ON PORTABLE P RM 27: 12. DRY ROT ON RAMP SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM 20: 4. RUBBER MOLDING IS LOOSE ON WALL 7. ETHERNET BOX IS LOOSE ON WALL 15. WEATHER STRIPPING IS LOOSE ON WINDOW FRAME P RM 32: 4. WATER STAIN CEILING TILES 14.TRIP HAZARD ASPHALT WALKWAY P RM 33: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER/ LIGHT DIFFUSER IS MISSING/ OUTLET COVERS MISSING 14. TRIP HAZARD AT RAMP ENTRY P RM 34: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY

System Inspected	Rating	Repair Needed and Action Taken or Planned
		P RM 37: 14. ASPHALT IS CRACKLED ON WALKWAY/ TRIP HAZARD AT RAMP ENTRY P RM 42: 4. CEILING TILE IS CRACKED 14. ASPHALT IS CRACKED ON WALKWAY
Overall Rating	**Fair**	

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)	28	27	34	36	50	50
Mathematics (grades 3-8 and 11)	22	20	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	498	495	99.40	0.60	27.07
Male	263	261	99.24	0.76	26.82
Female	235	234	99.57	0.43	27.35
Black or African American	37	36	97.30	2.70	13.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	337	337	100.00	0.00	24.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	103	101	98.06	1.94	30.69
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	414	412	99.52	0.48	25.24
English Learners	141	141	100.00	0.00	23.40
Students with Disabilities	74	73	98.65	1.35	5.48
Students Receiving Migrant Education Services					
Foster Youth	11	11	100.00	0.00	18.18
Homeless	14	14	100.00	0.00	14.29

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	498	494	99.20	0.80	20.45
Male	263	260	98.86	1.14	23.08
Female	235	234	99.57	0.43	17.52
Black or African American	37	36	97.30	2.70	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	337	336	99.70	0.30	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	103	101	98.06	1.94	22.77
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	414	411	99.28	0.72	18.25
English Learners	141	140	99.29	0.71	12.86
Students with Disabilities	74	72	97.30	2.70	4.17
Students Receiving Migrant Education Services					
Foster Youth	11	10	90.91	9.09	10.00
Homeless	14	14	100.00	0.00	21.43

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)

At Cottonwood Elementary, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms, at our PTC activities, in our library, and at school functions. All parents are encouraged to participate in the Parent Teacher Club, School Site Council, and English Language Advisory Committee. The principal and school staff welcome parents to participate in field trips, classroom programs, tutoring programs, and English language classes. Parents may contact the school to obtain more information or complete a volunteer sign-up form. Additionally, Cottonwood provides opportunities for parents to share their ideas and concerns such as Breakfast With the Principal, and a variety of evening parent workshops. Parents are recognized for their participation at Volunteer Night, and also through the different components of our Social, Physical, and Academic Fitness program. We have also implemented a program called WatchDOGS, where fathers, uncles, and other male role models volunteer on campus and in school events.

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	4.2	4.1	3.1	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 Cottonwood 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 September 2019. A copy of the school site safety plan may be obtained at Cottonwood Elementary's main office or the Hesperia Unified School District office.

D. Other SARC Information

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

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	22	1	5		21	3	5		20	2	5	
1	25		4		24		4		22		5	
2	22	1	4		25		5		24		5	
3	24		5		24		5		25		5	
4	26	1	4		27	1	4		30		4	
5	24	1	4		30		4		26		5	
6	29		5		26		5		25		5	
Other**	7	1							8	3		

*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)	3.0

*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.

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	6567.24	1179.26	5387.98	67246.24
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	-10.0	-14.5
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-27.8	-18.3

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 2017-18school 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	17	19	30

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

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

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school's theme, school's instructional focus and student needs. Results for the California Standardized Tests and district summative 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.