

Maple 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	Maple Elementary School
Street	10616 Maple Street
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 244-3096
Principal	Tabitha Foraker
Email Address	tabitha.foraker@hesperiausd.org
Website	http://www.mapleelementary.org/
County-District-School (CDS) Code	36-75044-6103337

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)

The vision of Maple Elementary School is to produce a solid foundation, academically and socially, for students so they can be successful, productive, and contributing members in a democratic society. At Maple Elementary, School of Innovation, our mission is to produce innovative learners who thrive in a collaborative environment. Our school site focus is to equip all students with the skills they need to effectively read, write, understand, analyze, and use structured academic discourse with grade-appropriate text.

We are dedicated to preparing our students for the 21st century by providing a safe and positive learning environment in which students are engaged in a rigorous academic program that promotes collaboration, problem solving, communication with a diverse community, and creativity. We believe that every child can be successful and we strive to support each child's individual academic and social growth. We are committed to academic success and believe in the importance of working collaboratively with parents, students, and staff to ensure success for all students. Maple Elementary is located in the northwest area of Hesperia and serves approximately 850 students in transitional kindergarten through sixth grade.

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

Grade Level	Number of Students
Kindergarten	153
Grade 1	114
Grade 2	115
Grade 3	125
Grade 4	108
Grade 5	108
Grade 6	124
Total Enrollment	847

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.4
Asian	0.6
Filipino	0.2
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.5
White	15
Two or More Races	0.6
Socioeconomically Disadvantaged	72.3
English Learners	26.4
Students with Disabilities	15.6
Foster Youth	1.7
Homeless	0.6

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	33	35	40	945
Without Full Credential	5	4	1	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 - Founta & 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

Maple Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1983; 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 = 10

Square Footage = 39,929

Number of Permanent Classrooms = 22

Number of Portable Classrooms = 22

Number of Restrooms (student use) = 2 sets

Health Office = 1

Staff Lounge = 1

Staff Workroom = 1

CAMPUS SUPERVISION and MAINTENANCE

One proctor supervises the crosswalks and helps students safely cross the street before and after school. Each morning before school starts, proctors supervise students as they enter school grounds. During recess, teachers and a proctor are on the upper and lower playgrounds to monitor behavior and playground activities. During lunch, proctors monitor both quad area (cafeteria) and playground activities. At the end of the day, teachers escort students to on-campus after-school programs, the bus loading area, student pickup areas, and to the buses to ensure students leave campus safely. 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 custodians communicate daily regarding 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, one full-time evening custodian, and one part-time evening custodian are assigned to Maple Elementary and work closely with the assistant principal for routine maintenance, daily custodial duties, and special day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of the daily schedule, the day custodian is responsible for cleaning the cafeteria when students are finished with breakfast and lunch. The restrooms are checked regularly during the day by the custodian. The evening custodians clean classrooms, desks, school offices, and restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events. The principal and assistant principal communicate daily with custodial staff to address maintenance needs, safety issues, and cleaning practices.

Maple 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 Maple Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. 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 facilities improvements:

Repair flooring in portable restrooms

Fire alarm testing

Paint exterior of school (completed in July 2018)

Roof Repair (completed July 2018)

Repave blacktop areas and parking lot (completed Summer 2019)

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	
Interior: Interior Surfaces	Poor	<p>*RM P-O: 4. WATER STAIN ON CENTER BEAM/ CEILING TILES ARE TORN/ CARPET IS SEPARATING AT SEAM 7. OUTLET COVER IS MISSING</p> <p>*RM P-P: 4. WATER STAIN CEILING TILES THROUGHOUT/ CARPET IS SEPARATING AT SEAM</p> <p>ADMIN OFC AREA: 4. WATER STAIN CEILING TILES</p> <p>K-1: 4. WATER STAIN CEILING TILES IN RM AND WRK RM</p> <p>K-2: 4. WATER STAIN CEILING TILES</p> <p>LIBRARY: 4. WATER STAIN CEILING TILES</p> <p>LOUNGE: 4. WATER STAIN CEILING TILES</p> <p>P K-3: 4. PENCIL SHARPENER COVER IS MISSING/ INJURY HAZARD</p> <p>RM 1: 4. FLOOR TILES ARE CRACKED AT ENTRY/ FORMICA IS BROKEN ON COUNTER/ WATER STAIN CEILING TILES</p> <p>RM 10 CHAMPS 1: 4. WATER STAIN CEILING TILES</p> <p>RM 11 CHAMPS K: 4. WATER STAIN CEILING TILES</p> <p>RM 13: 4. WATER STAIN CEILING TILES</p> <p>RM 14: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING IS LOOSE ON WALL AT ENTRY</p> <p>RM 17: 4. WATER STAIN CEILING TILES</p> <p>RM 18: 4. FLOOR TILE HAS HOLES</p> <p>RM 19: 4. WATER STAIN CEILING TILES/ HOLE IN CEILING TILES</p> <p>RM 2: 4. WATER STAIN CEILING TILES</p> <p>RM 20: 4. WATER STAIN CEILING TILES/ FORMICA IS MISSING BY SINK</p> <p>RM 21: 4. FORMICA IS MISSING BY SINK</p> <p>RM 22 PARENT CNTR: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE CRACKED AT ENTRY 7. CLOCK IS MISSING ON WALL</p> <p>RM 3 K/1ST: 4. WATER STAIN CEILING TILES</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>RM 4: 4. FLOOR TILES HAVE HOLE/ WATER STAIN CEILING TILES</p> <p>RM 5: 4. WATER STAIN CEILING TILES</p> <p>RM 6: 4. WATER STAIN CEILING TILES</p> <p>RM 7/8: 4. WATER STAIN CEILING TILES</p> <p>RM 9: 4. WATER STAIN CEILING TILES</p> <p>RM P-A: 4. WATER STAIN ON CENTER BEAM/ RUST 14. TRIP HAZARD AT RAMP ENTRY</p> <p>RM P-B: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 12. DRY ROT ON EAVES 14. TRIP HAZARD @ RAMP ENTRY</p> <p>RM P-C: 4. WATER STAIN CEILING TILES</p> <p>RM P-D BAND: 4. WATER STAIN ON CENTER BEAM/ RUST 14. TRIP HAZARD AT RAMP ENTRY 15. WEATHER STRIPPING IS MISSING AND TORN</p> <p>RM P-G: 4. CEILING TILES ARE TORN/ WATER STAIN CEILING TILES</p> <p>RM P-I: 4. WALLPAPER IS TORN AT ENTRY/ WATER STAIN CEILING TILES 12. RAMP IS LOOSE/ TRIP HAZARD</p> <p>RM P-J: 4. WATER STAIN CEILING TILES</p> <p>RM P-K: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY</p> <p>RM P-L: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED</p> <p>WORKROOM: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING 7. LIGHT PANEL IS OUT</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	<p>*RM P-O: 4. WATER STAIN ON CENTER BEAM/ CEILING TILES ARE TORN/ CARPET IS SEPARATING AT SEAM 7. OUTLET COVER IS MISSING</p> <p>RM 22 PARENT CNTR: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE CRACKED AT ENTRY 7. CLOCK IS MISSING ON WALL</p> <p>RM P-F: 7. LIGHT DIFFUSER IS CRACKED</p> <p>STAFF RR: 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>WORKROOM: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING 7. LIGHT PANEL IS OUT</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	RM P-B: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 12. DRY ROT ON EAVES 14. TRIP HAZARD @ RAMP ENTRY RM P-E K: 12. BOARD IS LOOSE ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY RM P-I: 4. WALLPAPER IS TORN AT ENTRY/ WATER STAIN CEILING TILES 12. RAMP IS LOOSE/ TRIP HAZARD
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM P-A: 4. WATER STAIN ON CENTER BEAM/ RUST 14. TRIP HAZARD AT RAMP ENTRY RM P-B: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 12. DRY ROT ON EAVES 14. TRIP HAZARD @ RAMP ENTRY RM P-D BAND: 4. WATER STAIN ON CENTER BEAM/ RUST 14. TRIP HAZARD AT RAMP ENTRY 15. WEATHER STRIPPING IS MISSING AND TORN RM P-E K: 12. BOARD IS LOOSE ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY RM P-K: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY RM P-M: 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)	30	35	34	36	50	50
Mathematics (grades 3-8 and 11)	21	29	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	463	448	96.76	3.24	35.27
Male	255	249	97.65	2.35	33.33
Female	208	199	95.67	4.33	37.69
Black or African American	34	32	94.12	5.88	15.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	349	339	97.13	2.87	35.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	67	95.71	4.29	40.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	373	362	97.05	2.95	34.53
English Learners	145	142	97.93	2.07	33.80
Students with Disabilities	72	68	94.44	5.56	14.71
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	463	449	96.98	3.02	29.40
Male	255	249	97.65	2.35	30.12
Female	208	200	96.15	3.85	28.50
Black or African American	34	32	94.12	5.88	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	349	341	97.71	2.29	29.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	66	94.29	5.71	31.82
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	373	362	97.05	2.95	26.24
English Learners	145	143	98.62	1.38	25.17
Students with Disabilities	72	68	94.44	5.56	5.88
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Maple Elementary, parents are encouraged to become active members in our learning community. All parents are encouraged to participate in the Parent Teacher Club(PTC), School Site Council, and English Language Advisory Committee (ELAC). In addition, parents may volunteer in other capacities as coordinated by our Parent Liaison. The principal and school staff welcome parents to participate in classroom activities, Back to School Night, parent conferences, Spring Festival, parenting classes, literacy classes and English language classes. Parents may contact the school office at (760) 244-3096 to obtain more information or complete a volunteer sign-up form.

School-to-home communication is provided in both English and Spanish and is facilitated through the our school website, school social media pages, phone calls and text messages, and flyers. It includes information on campus activities, upcoming events, the school calendar, and other information as necessary. Many teachers prepare a weekly class newsletter that is sent home with students. General information is provided on the school marquee and website.

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	3.0	4.6	3.5	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 Maple 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 January 2018. A copy of the school site safety plan may be obtained at Maple 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	1	6		23	1	6	
1	22		5		19	5			22		5	
2	24		5		22		5		21		5	
3	20	1	4		20	1	5		22	1	5	
4	28		3		33		1	2	26		4	
5	34			2	27	1	3		30		3	
6	28	1	3	1	26	1	4		28	1	3	1
Other**	13	1							11	1		

*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	6504.28	1397.09	5107.19	62144.74
District	N/A	N/A	5953.45	\$81,656.00
Percent Difference - School Site and District	N/A	N/A	-15.3	-22.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.0	-26.1

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 2018-19)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 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	68	40.5	42

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 a comprehensive needs assessment, 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, science, social studies and math were provided at site request via District and Site Coaches as well as through attendance at academic conferences.

Supplemental training topics are determined by the principal, assistant principal, and Leadership team based upon a comprehensive needs assessment. Training programs and topics were chosen based upon the comprehensive needs assessment, school focus, and student needs. Results from the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC) and district and school-wide assessments, teacher feedback, classroom assessments, 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 Literacy through the 4Cs and Innovation. 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 a comprehensive needs assessment, input from the site leadership team, Principals' Roundtable, and teacher survey results.

New teachers receive intensive support and training through the district's Induction Program and New Teacher 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 is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.