

Hollyvale 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	Hollyvale Elementary School
Street	11645 Hollyvale Avenue
City, State, Zip	Victorville, CA 92392
Phone Number	(760) 947-3484
Principal	Shannon Erath
Email Address	shannon.erath@hesperiausd.org
Website	http://hollyvaleelementary.org
County-District-School (CDS) Code	36-75044-6108112

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)

Hollyvale's Mission Innovative learning through critical thinking, collaboration, communication, creativity, character and citizenship. At Hollyvale, our vision is to challenge students and inspire leadership through: A rigorous academic curriculum emphasizing project-based learning, a focus on technology as a tool for innovation, communication, and presentation, increasing competency through real life application, teaching leadership skills throughout the curriculum, and integrating State Standards and 21st Century Skills throughout all subject areas.

We are dedicated to preparing our students for the twenty-first century by providing a safe and positive learning environment, which fosters proficiency in the Common Core State Standards, the use of technology, and the experience of leadership. We encourage a shared responsibility among students, parents, and teachers. Hollyvale strives to furnish an atmosphere that allows for a growing respect for self and others. Further, we believe that it is possible for every child to be successful, and to that end, we are dedicated to the development of the whole child; academically, physically and socially.

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

Grade Level	Number of Students
Kindergarten	56
Grade 1	46
Grade 2	46
Grade 3	48
Grade 4	46
Grade 5	47
Grade 6	47
Total Enrollment	336

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13.4
American Indian or Alaska Native	0.6
Asian	1.8
Filipino	1.2
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.6
White	17
Two or More Races	2.1
Socioeconomically Disadvantaged	77.4
English Learners	17.3
Students with Disabilities	9.8
Foster Youth	1.2
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	16	18	17	945
Without Full Credential	1	1	0	39
Teaching Outside Subject Area of Competence (with full credential)	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: August 29, 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

Hollyvale Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1994; ongoing maintenance and modernization efforts ensure school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Portable classrooms have been added throughout the years to accommodate growth in enrollment. The campus consists of the following:

Acreage=10 ac

Square Footage=42,190 sf

Number of Permanent Classrooms=17

Number of Portable Classrooms=9

Number of Restrooms (student use) = 3 sets

Quad Area=1

Library=2

Music Room=1

Speech Lab=1

Staff Workroom/Lounge=2

WILLIAMS' VISIT FINDINGS

Visit Date: August 29, 2019

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

Section 8. Restrooms

Girls' Restrooms: Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional (remedied 8/29/19)

Section 14. Playground/School Grounds

Playgrounds: Signs of water drainage problems including standing water on hardscape areas

Section 15. Windows/Doors/Gates/Fences

206: Doors or door jambs are broken or damaged (remedied 8/29/19)

CAMPUS MAINTENANCE

The custodial staff and district maintenance department take great pride in Hollyvale Elementary's beautiful campus and 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. The custodian, proctors, teachers conducting physical education instruction, the school office, administrators, and after-school program director carry hand-held radios. One full-time day custodian and one evening custodian are assigned to Hollyvale 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, graffiti, or other conditions that require removal prior to students and staff entering school grounds. After breakfast and lunch, cafeteria tables are immediately cleaned and the floor is swept. The day custodian checks the restrooms several times throughout the day as a proactive measure in keeping facilities stocked, safe, and sanitary. The evening custodians clean classrooms, desks, restrooms, windows, doors, and floors, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Hollyvale 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 Hollyvale Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and school staff submit requests to the custodian, an administrator, or office staff who prepares and submits a work order to M&O for resolution. Emergency situations are regularly resolved in one hour or less. The most recent School Facility Good repair Status was conducted on July 25, 2019.

Planned or recently completed facility improvements:

Fire exit sign replacements are planned

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	Fair	P RM 701: 4. WATER STAIN CEILING TILES 12. DRY ROT ON CORNER OF SIDING AT RAMP ENTRY 15. DOOR DOES NOT CLOSE PROPERLY P RM 702: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING/ OUTLETS COVERS ARE BROKEN 15. DOOR DOES NOT CLOSE PROPERLY P RM 703/ STORAGE: 4. WATER STAIN CEILING TILES/ CARPET IS TORN P RM 704/ STORAGE: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS LOOSE 12. DRY ROT ON TRIM

System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM 202: 4. FLOOR TILES ARE CRACKED BY SINK RM 205: 4. WATER STAIN CEILING TILES RM 206: 4. FORMICA IS MISSING BY SINK/ WATER STAIN CEILING TILES RM 211: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM 302: 4. WATER STAIN CEILING TILE RM 303: 4. WATER STAIN CEILING TILES RM 305: 4. FORMICA IS MISSING BY SINK RM 311: 4. WATER STAIN CEILING TILES RM 501/ K: 4. WATER STAIN CEILING TILES 8. EXHAUST FAN IS NOT WORKING IN RR RM 503/ K: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 8. EXHAUST FAN IS NOT WORKING IN RR
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	P RM 603: 7. LIGHT DIFFUSER IS CRACKED P RM 702: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING/ OUTLETS COVERS ARE BROKEN 15. DOOR DOES NOT CLOSE PROPERLY P RM 704/ STORAGE: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS LOOSE 12. DRY ROT ON TRIM RM 211: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM 503/ K: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 8. EXHAUST FAN IS NOT WORKING IN RR
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	RM 307: 9. DRINKING FOUNTAIN BUTTON STICKS ON RM 501/ K: 4. WATER STAIN CEILING TILES 8. EXHAUST FAN IS NOT WORKING IN RR RM 502/K: 8. EXHAUST FAN IS NOT WORKING IN RR RM 503/ K: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 8. EXHAUST FAN IS NOT WORKING IN RR
Safety: Fire Safety, Hazardous Materials	Good	P RM 602: 11. PAINT IS CHIPPING ON DOOR RM 203: 11. PAINT IS CHIPPING ON WALL AT ENTRY
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>P RM 701: 4. WATER STAIN CEILING TILES 12. DRY ROT ON CORNER OF SIDING AT RAMP ENTRY 15. DOOR DOES NOT CLOSE PROPERLY</p> <p>P RM 704/ STORAGE: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS LOOSE 12. DRY ROT ON TRIM</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>BOYS RR: 4. HOLE IN ASPHALT BY STAFF RESTROOM</p> <p>P RM 601: 14. ASPHALT IS CRACKED ON SIDE OF BUILDING/ TRIP HAZARD'</p> <p>P RM 701: 4. WATER STAIN CEILING TILES 12. DRY ROT ON CORNER OF SIDING AT RAMP ENTRY 15. DOOR DOES NOT CLOSE PROPERLY</p> <p>P RM 702: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS MISSING/ OUTLETS COVERS ARE BROKEN 15. DOOR DOES NOT CLOSE PROPERLY</p>
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)	21	22	34	36	50	50
Mathematics (grades 3-8 and 11)	16	19	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	197	194	98.48	1.52	22.16
Male	103	102	99.03	0.97	16.67
Female	94	92	97.87	2.13	28.26
Black or African American	25	24	96.00	4.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	122	98.39	1.61	21.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	35	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	152	150	98.68	1.32	19.33
English Learners	45	43	95.56	4.44	16.28
Students with Disabilities	26	26	100.00	0.00	3.85
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	8.82

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	197	196	99.49	0.51	18.88
Male	103	102	99.03	0.97	16.67
Female	94	94	100.00	0.00	21.28
Black or African American	25	24	96.00	4.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	124	100.00	0.00	17.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	35	100.00	0.00	31.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.34	0.66	15.89
English Learners	45	45	100.00	0.00	13.33
Students with Disabilities	26	26	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	11.76

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)

Parents are encouraged to volunteer in the classroom, help with school events and tutoring programs, and get involved in the decision-making process through school committees. The School Site Council, Parent Teacher Committee, English Language Advisory Committee, Back to School Night, Trunk or Treat, Innovation Night and Family Curriculum Nights are a few of the many opportunities available to parents who want to get involved with their child's educational experience. Parents also are encouraged to learn how to become involved in our District Advisory Committee (DAC) or Superintendent's Advisory committee.

School-to-home communication takes place in a variety of formats through Thrillshare. School activities, announcements, and committee meeting dates can be found in Hollyvale Elementary monthly flyers, website, twitter, Facebook, Class Dojo etc. For general information about the school parents can visit our website at Hollyvaleelementary.org. A calendar of activities outlining important dates is sent home with students and posted on the website. Flyers are distributed for special announcements and important reminders as well as posted on Facebook ClassDojo, and Twitter. Parents who want more information or wish to participate in any of the school's programs may contact Shannon Erath (School Principal), Sandra Rodriguez (Bilingual Assistant), or the school office staff at (760) 947-3484.

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	6.7	3.5	3.4	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 Hollyvale 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. Staff training to discuss staff and safety plan updates took place during staff meetings at the beginning of the school year. A copy of the school site safety plan may be obtained at Hollyvale 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	18	3			21	1	2		19	1	2	
1	25		2		25		2		23		2	
2	23		2		23		2		23		2	
3	21	1	2		27		2		24		2	
4	25		2		26		2		23		2	
5	31		2		30		1		24		2	
6	27	1		2	29		3		24		2	
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)	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	7561.96	1051.00	6510.96	72207.86
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	8.9	-7.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-9.0	-11.2

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
Vocational 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	24	32	40

All professional development activities in Hesperia Unified School District revolve around State Standards and are research-based. We place an emphasis on early literacy, developing Units of Study, Project Based Learning, STEM, Technology, and the 4C's (Critical Thinking, Communication, Collaboration, and Creativity). The following is the total amount of professional development days were provided for the following years: 2016/17: 15 Days; 2017/18: 16 Days; 2018/19: 24 Days

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 from Single Assessment Data, common formative assessment data, 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.