Eucalyptus 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	Eucalyptus Elementary School
Street	11224 10th Avenue
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 949-0815
Principal	Stephanie Poindexter
Email Address	stephaniepoindexter@hesperiausd.org
Website	http://eucalyptuselementary.org/
County-District-School (CDS) Code	36-75044-6035968

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

Eucalyptus Environmental Science Academy provides a warm, stimulating environment where scholars are actively involved in learning academics, as well as positive values. Students receive a standards-based, challenging curriculum provided by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve proficiency.

We have made a commitment to provide a complete elementary educational experience for Eucalyptus Environmental Science Academy students and we welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

HESPERIA UNIFIED SCHOOL DISTRICT GOAL:
"Literacy THROUGH the 4C's and Innovation"

HESPERIA UNIFIED SCHOOL DISTRICT MISSION STATEMENT:
Preparing today's student for tomorrow's world.

EUCALYPTUS ENVIRONMENTAL SCIENCES ACADEMY MISSION STATEMENT:
"A community of life-long learners who are motivated, thoughtful, and responsible."

EUCALYPTUS ENVIRONMENTAL SCIENCES ACADEMY FOCUS:
"Reading Comprehension as evidenced though student writing."

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 22,000 students in grades preschool through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools which includes 3 choice schools. At the secondary level, Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, and 1 community day school.

Eucalyptus Elementary is located in the northwest area of Hesperia and serves students in grades transitional kindergarten through six. Our student demographics consists of 73% Hispanic, 11% white, 5% African American, 1% Filipino,1% Asian, , 1.5% of two or more races and <1% Samoan, American Indian, Pacific Islander and other. Approximately 87% of our students qualify for the state's reduced/free lunch program, however as of August 2015, all students are given free breakfast and lunch. Eucalyptus Elementary's English Learner population was recorded at 37.7% in the 2018-2019 school year. There are also efforts to identify and monitor the progress of foster youth (representing .8% of school population) to ensure that they are receiving available services.

At the beginning of the 2019-2020 school year, approximately 667 students were enrolled, including 10.9% in special education, and 37.7% representing the English Language Learner population.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	92
Grade 2	90
Grade 3	104
Grade 4	76
Grade 5	110
Grade 6	77
Total Enrollment	665

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
Filipino	0.2
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	0.2
White	5.3
Two or More Races	1.7
Socioeconomically Disadvantaged	78.8
English Learners	35.6
Students with Disabilities	9.9
Foster Youth	0.9
Homeless	4.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	26	29	945
Without Full Credential	2	4	3	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
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 - Founta & Pinnell Classroom (K-2) - *No 2017 - Cengage Learning - Reach for Reading National Geographic (3-6) (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%
Mathematics	2016 - Pearson Education - Investigations 3 in Number, Data, and Space (K-5) - *No 2016 - CollegeBoard - SpringBoard Math (6th) (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin Science (K-5) **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
Eucalyptus Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1988; ongoing maintenance and modernization efforts ensure the campus facilities are safe and in good working condition and provide adequate space for students and staff. The campus is comprised of the following:
Acreage = 10.6
Square Footage = 48,193
Number of Permanent Classrooms = 21
Number of Portable Classrooms = 16
Number of Restrooms - Gr. 1-6 = 3 sets
Number of Restrooms-Kindergarten = 3 Unisex
Computer Hub = 1
Library = 1
Cafeteria/Multipurpose Room = 1
Music Room = 1
Health Office =1
Staff Work Room/Lounge = 2
Parent Center = 1
Speech Room=1

WILLIAMS' VISIT FINDINGS
Visit Date: August 20, 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 5. Overall Cleanliness

Parent Center Room 19: Unsecured cabinet/shelving (work order #68784) (remedied 8/20/19)
Cafeteria Boys' Restroom: Area has unabated graffiti (work order #68783) (remedied 8/20/19)
Section 8. Restrooms

Cafeteria Girls' Restroom: Restrooms are dirty and not maintained regularly (remedied 8/20/19)
Cafeteria Girls' Restroom: Toilet paper dispensers empty (remedied 8/20/19)
Office Women's Restroom: Toilet is not working (work order #68554)
Section 9. Sinks/Fountains

Cafeteria/Kitchen: Water pressure too low (remedied 8/20/19)
Section 14. Playground/School Grounds

Grass Area: Signs of water drainage problems including standing water on hardscape areas (work order #68787)

CAMPUS SUPERVISION
Proctors are strategically placed in various areas of the campus to supervise students as they enter school grounds. During recess, teachers or proctors are on the playground to monitor behavior and playground activities. Proctors provide supervision during lunch recess and monitor both cafeteria and playground activities. At the end of the day, teachers monitor designated dismissal areas (buses and two pick up areas-drive up and church) to ensure students leave campus in a safe and orderly manner. Proctors attend regularly scheduled meetings to improve supervision, communication, and professional development. Proctors have received training for Kagan Win-Win Discipline to offer tactics for addressing negative behavior. These procedures are reviewed during frequent proctor meetings. Specific student needs are addressed: Health concerns, physical limitations, discipline, and any current issues.

CAMPUS MAINTENANCE The custodial staff and district maintenance department work closely together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The assistant principal and lead custodian meet weekly to coordinate and plan school maintenance procedures. The Principal, Assistant Principal, School Secretary, Administrative Secretary, Attendance Secretary, Health Tech and Lead Custodian meet frequently to discuss custodial needs, projects, and special events. The Lead Custodian then directs remaining school custodians on a daily basis. Hand-held radios enhance two-way communication efforts and help facilitate an immediate response to emergency situations.

One full-time custodian (Lead Custodian), one full-time evening custodian, and one part-time evening custodian is assigned to Eucalyptus Elementary. Every morning before school begins, the lead day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff arrival. Any unsafe conditions, vandalism, or graffiti are removed before students arrive on campus. The evening custodians clean classrooms, desks, restrooms, and whiteboards, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Eucalyptus Elementary works closely with the district's Maintenance & Operations (M&O) department for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Eucalyptus Elementary took place on 8/21/19; our facility required minor maintenance. M&O employs a work order process that enables Eucalyptus Elementary to communicate unscheduled maintenance needs,urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.
The School Facility Good Repair Status Report was completed on July 24, 2019.

Planned or recently completed facility improvements:
Installation of overhead projectors
Portable classroom added (rm 33)
Painting of exterior of school
Installation of upgraded security system
Replacement of concrete for handicap entrance

Replacement of asphalt for handicap entrance
Fencing added around garden area
Installation of digital sign

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	K-2: 4. SMALL WATER STAIN CEILING TILES P RM 19 PARENT CNTR: 4. CEILING TILE IS LOOSE P RM 20 STORAGE: 4. HOLES IN WALLS/ WALLPAPER IS TORN 11. PAINT IS CHIPPING ON WALLS P RM 21 BAND: 4. HOLES IN WALLS/ WALLPAPER IS TORN 7. LIGHT DIFFUSER IS MISSING/ LIGHT PANEL IS OUT P RM 22: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN P RM 25: 4. WALLPAPER IS TORN AT ENTRY P RM 28: 4. CEILING TILE HAS HOLES 7. 2 LIGHT PANELS ARE OUT/ LIGHT DIFFUSER IS LOOSE P RM 30: 4. WATER STAIN CEILING TILES P RM 31: 4. WATER STAIN CEILING TILES P RM 32: 4. CEILING TILES ARE STAINED RM 1: 4. CEILING TILE HAS HOLE/ FORMICA IS MISSING ON DRAWER RM 10: 4. FORMICA IS MISSING ON DRAWER/ WATER STAIN CEILING TILE RM 11: 4. WATER STAIN CEILING TILES RM 13: 4. FORMICA IS MISSING ON DRAWERS RM 15: 4. WATER STAIN CEILING TILES RM 4: 4. FORMICA IS MISSING ON DRAWER RM 5: 4. FORMICA IS BROKEN ON COUNTER RM 7: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM 8: 4. FORMICA IS CHIPPING ON COUNTER TOP/ FLOOR TILES ARE CRACKED AT ENTRY RM 9: 4. WATER STAIN CEILING TILES IN CENTER ROOM HALLWAY

System Inspected	Rating	Repair Needed and Action Taken or Planned
		TEACHERS LOUNGE: 4. WATER STAIN CEILING TILES TK RM 2: 4. WATER STAIN CEILING TILES/ FORMICA IS MISSING ON DRAWERS
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	P RM 21 BAND: 4. HOLES IN WALLS/ WALLPAPER IS TORN 7. LIGHT DIFFUSER IS MISSING/ LIGHT PANEL IS OUT P RM 22: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN P RM 23: 7. OUTLET COVER IS BROKEN 15. RUBBER WEATHER STRIPPING IS LOOSE/ BROKEN ON DOOR FRAME P RM 27: 7. LIGHT PANEL IS OUT P RM 28: 4. CEILING TILE HAS HOLES 7. 2 LIGHT PANELS ARE OUT/ LIGHT DIFFUSER IS LOOSE P RM 29: 7. LIGHT PANEL IS OUT RM 3 PRESCH: 7. WATER STAIN IN LIGHT DIFFUSER RM 7: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	P RM 20 STORAGE: 4. HOLES IN WALLS/ WALLPAPER IS TORN 11. PAINT IS CHIPPING ON WALLS
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM 23: 7. OUTLET COVER IS BROKEN 15. RUBBER WEATHER STRIPPING IS LOOSE/ BROKEN ON DOOR FRAME P RM 24: 14. TRIP HAZARD AT RAMP ENTRY 15. DOOR DOES NOT OPEN PROPERLY P RM 26: 14. TRIP HAZARD AT RAMP ENTRY
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)	25	29	34	36	50	50
Mathematics (grades 3-8 and 11)	21	24	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	387	379	97.93	2.07	29.02
Male	200	194	97.00	3.00	20.62
Female	187	185	98.93	1.07	37.84
Black or African American	19	18	94.74	5.26	16.67
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	282	97.58	2.42	28.37
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	21.43
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	330	324	98.18	1.82	27.78
English Learners	164	160	97.56	2.44	26.25
Students with Disabilities	56	55	98.21	1.79	1.82
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	38	37	97.37	2.63	32.43

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	386	381	98.70	1.30	23.62
Male	200	195	97.50	2.50	26.15
Female	186	186	100.00	0.00	20.97
Black or African American	19	18	94.74	5.26	11.11
American Indian or Alaska Native	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	288	284	98.61	1.39	23.59
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	21.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	329	325	98.78	1.22	21.23
English Learners	164	162	98.78	1.22	18.52
Students with Disabilities	56	55	98.21	1.79	1.82
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	23.68

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 Eucalyptus Elementary, parents are encouraged to become active members of the school's learning community and assist in its goal to develop personal responsibility, critical thinking, creativity, and collaboration. As outlined in the 2018-2019 Parent Involvement Policy, parents are invited to volunteer in classrooms, the library, and computer lab. All parents are encouraged to participate in the School Site Council, English Language Advisory Committee, and the Parent Teacher Club, as well as volunteering in classrooms. The principal and school staff welcome parents to participate in field trips, Meet the Staff and/or Back to School Nights, Academic Family Nights, Principals' Parent Meetings, tutoring programs, our Parenting Partners program, and English language classes. Parents are also included in Student Success Team meetings to collaborate on a plan to assist their child. As of the 2019-2020 school year, a Community/Parent Liaison position was added to our staff in order to build parent communication and community involvement. Additional information can be obtained by referring to the parent handbook, conferencing with their child's teachers, or by calling the school office.

Contact Names: Jennifer Mercado.or Nancy Gbur
Contact Person Phone Number: 760-949-0815
Fax: 760-949-2886

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	3.2	3.7	6.5	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 Eucalyptus Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The School Safety Plan was approved during our monthly School Site Council meeting in November 2019. A copy of the school site safety plan may be obtained at Eucalyptus Elementary School's main office or the Hesperia Unified School District office, and is available on the district website as well.

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	25	1	3		27	1	3		29		4	
1	24	1	3		23		4		23		4	
2	23		4		22	1	3		23		4	
3	25		4		21	2	2		26		4	
4	26		3		30		3		25		3	
5	27		4		33		1	1	27		4	
6	29		3		26	1	4		20	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

*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	6211.06	765.80	5445.27	73792.87
District	N/A	N/A	5953.45	$81,656.00
Percent Difference - School Site and District	N/A	N/A	-8.9	-5.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-26.7	-9.0

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:

Multilingual Services
Professional Development
Class Size Reduction
DMCC Counseling
Home-to-School Transportation
Instructional Materials
Special Education
Vocation Education
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	22	18	17

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

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request to Academic Coaches.

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

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from Principals' Roundtable, teacher survey results and determined site 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 state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors 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. Additional mentors are assigned to newer teachers as needed. Beginning in the 2019-2020 school year, an Instructional Coach position was created for schools. The role/responsibilities of that position offer support to all staff including paraprofessional staff.

Professional Development 60 days total for 2016/17, 2017/18, 2018/19, 2019/20

2019-2020 (to current 11/6/19)
Kagan Cooperative Learning (5 days)
QTEL Training (1 day- 2 to follow)
English 3D Training (1 day- 1 to follow)
PLC Conference (3 days)
Hattie/Marzano Strategies/Staff Meeting Training (1 day)
Innovate Ed Training (2 days)
SELPA- Special Education Workshops (2 days)
Grade Level Days of Planning (2 days)

2018-2019 (18 Days)
Kagan Cooperative Learning (4 days)
Writing Rubrics and WFTB Training (2 days)
T/K Kindergarten Conference (1 day)
SELPA- Special Education Workshops (2 days)
CPI Training (3 days)
CSEA ParaEducators Conference (3 days)
Grade Level Days of Planning (3 days)

2017-2018 (22 Days)
4-Day Kagan Cooperative Learning (4 days)
WFTB Training- Expository Writing (6 days)
T/K Kindergarten Conference (1 day)
SELPA- Special Education Workshops (2 days)
District Coach led Staff Trainings (WFTB, Kagan, Guided Reading) (6 days)
Days of Planning- District Adopted Texts (3 days)