

# Krystal School of Science Math & Technology

## 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
<b>School Name</b>	Krystal School of Science Math & Technology
<b>Street</b>	17160 Krystal Drive
<b>City, State, Zip</b>	Hesperia, CA 92345
<b>Phone Number</b>	(760) 948-3611
<b>Principal</b>	Shannon Garibay
<b>Email Address</b>	shannon.garibay@hesperiausd.org
<b>Website</b>	<a href="http://www.krystalschool.org/">http://www.krystalschool.org/</a>
<b>County-District-School (CDS) Code</b>	36-75044-0119107

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

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

Krystal Elementary opened in August 2009 for students in grades K-6 for the 2009/2010 school year. In recent years, Hesperia experienced a population growth, with Krystal being built to help accommodate that growth. In addition, the option of "Parent Choice" schools has been implemented, as Krystal opened as Hesperia Unified's third "Parent Choice" elementary schools. The school was chosen to be Hesperia's first academic setting emphasizing the subject areas of science, math, and technology. Besides being a "Parent Choice" school, another unique aspect of Krystal is that the campus is the second all-indoor campus in Hesperia.

We are committed to meeting the needs of all of our student populations: Special Education, Gifted and Talented, English Language Learners, Economically Disadvantaged, and students of ethnic diversity. The staff at Krystal is committed to meeting individual needs and learning styles of all students by providing full access to the core curriculum, while emphasizing science, math, and technology. This is accomplished by using state standards for grades TK-6, ELD standards, common formative assessments, iReady, Number Talks, Write from the Beginning, and other various in-services and trainings throughout the instructional program. One of our goals is to ensure that all students score 80% or higher on the grade level common assessments.

All students in grades K-6 have their progress formally monitored three times per year, through iReady, teachers analyze this data, along with weekly assessments. Due to the fact that all teachers in Hesperia Unified School District are No Child Left Behind compliant, all Krystal teachers are highly qualified (HQ). Krystal teachers and administration seek to make any time they spend together focused on becoming more knowledgeable in our profession through the PLC process. These discussions have an end goal of the life-long learning of our students and their achievement towards state standards. In addition, with the support of Innovate Ed/Coherence, Krystal has also adopted a school focus of solving real world math problems using various tools and strategies. Teachers meet regularly to discuss academic vocabulary and vertically align target standards.

Students are encouraged to develop positive character traits through a variety of means. Krystal is built on the foundation of Stephen Covey's Seven Habits of Highly Effective People. Students learn and practice these habits, which are posted throughout the school building. In addition, students at Krystal follow our three school rules: Be Safe, Be Respectful, Be Responsible. Rules and procedures are the Student of the Day (Shining Star), Student of the Month, "Caught Being Good" slips, K-Kids club, and the Comet Club 360 programs.

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools which includes 3 choice schools. At the secondary level Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

Krystal Elementary is located in the southeast region of Hesperia and serves students in grade transitional kindergarten through sixth. For the 2019-20 school year, the district recently added a specialized program to Krystal's campus for students with Autism, otherwise known as the A-team.

Our mission statement is as follows:

### **MISSION STATEMENT**

At Krystal Elementary School, our mission is, through a joint effort with families and community, to create a safe and positive environment that promotes a strong work ethic and enthusiasm for learning. We will provide high standards of learning through a challenging and technologically-enhanced curriculum that builds leaders and successful citizens for the 21st century, who will be able to meet the challenges of a global society.

### **VISION**

"Working together to prepare future leaders for a global society"

### **GOALS**

- To treat students with dignity
- To be dedicated to student learning
- To make sure that students know that we are here because of them
- To communicate with parents regularly
- To value the time parents invest in their child's education
- To work with parents as a team, helping their child reach his/her highest potential
- To value what co-workers do for students
- To be part of the solution, not part of the problem
- To be on the same team and with the same mission as co-workers
- To support the school and school district
- To be a role model
- To view community members as valuable resources
- To develop partnerships with the community

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	119
<b>Grade 1</b>	121
<b>Grade 2</b>	116
<b>Grade 3</b>	117
<b>Grade 4</b>	125
<b>Grade 5</b>	134
<b>Grade 6</b>	114
<b>Total Enrollment</b>	846

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.4
Hispanic or Latino	50
White	45.2
Two or More Races	0.6
Socioeconomically Disadvantaged	48.5
English Learners	8.4
Students with Disabilities	7.2
Foster Youth	0.1
Homeless	1.2

## 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	37	945
Without Full Credential	1	0	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
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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (yes)		0%
<b>History-Social Science</b>	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)

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Krystal Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Facilities were built in 2009; ongoing maintenance ensures the campus provides adequate comprised of the following:

Acreage = 18.61

Square Footage = 63,789

Number of Permanent Classrooms = 33

Number of Restrooms (student use) = 3 sets

Computer Lab = 1

Cafeteria/Multipurpose Room = 1

Library = 1

Teacher Workroom = 1

Staff Lounge = 1

Portables= 4

### CAMPUS SUPERVISION

Breakfast is served in the cafeteria area each morning and supervised by proctors. As students arrive on campus just before instruction begins, seven proctors are strategically located on the playground, in the cafeteria, and playing fields. One crossing guard is on duty in the afternoon to help students cross the street safely. During recess, teachers monitor playground activities. Seven proctors share supervision of the cafeteria and playground during the lunch recess. At the end of the day, teachers escort students to student pick-up areas to ensure students leave campus in a safe and orderly manner.

### CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principal and daytime custodian meet frequently to discuss maintenance issues and special projects. The custodian and school office have hand-held radios to enhance two-way communication efforts and help facilitate an immediate response to any immediate safety concerns.

One full-time day custodian and two evening custodians are assigned to Krystal and work closely with the principal for routine maintenance, daily custodial duties, and special events. Every morning before school begins; the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodian checks restrooms at least three times per day as a proactive measure to keep facilities stocked, safe, and sanitary. The evening custodians clean classrooms, desks, restrooms and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events. Krystal School of Science, Math and Technology 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 Krystal School to communicate unscheduled maintenance needs, urgent repairs, or special projects. The day custodian coordinates the preparation and submission of M&O work orders with the school secretary. Emergency situations are regularly resolved immediately.

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;

New carpet in room P3

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	LC: 4. WATER STAIN CEILING TILES RM A 1: 4. WATER STAIN CEILING TILES RM C 4: 4. SMALL WATER STAIN CEILING TILES RM D 5: 4. WATER STAIN CEILING TILES RM E 6: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	71	62	34	36	50	50
Mathematics (grades 3-8 and 11)	68	62	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	481	469	97.51	2.49	62.47
Male	251	242	96.41	3.59	60.33
Female	230	227	98.70	1.30	64.76
Black or African American	13	10	76.92	23.08	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	235	99.16	0.84	57.02
Native Hawaiian or Pacific Islander					
White	215	208	96.74	3.26	67.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	268	259	96.64	3.36	56.37
<b>English Learners</b>	55	54	98.18	1.82	53.70
<b>Students with Disabilities</b>	52	50	96.15	3.85	20.00
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	481	469	97.51	2.49	62.47
<b>Male</b>	251	242	96.41	3.59	66.12
<b>Female</b>	230	227	98.70	1.30	58.59
<b>Black or African American</b>	13	10	76.92	23.08	80.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	237	235	99.16	0.84	51.91
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	215	208	96.74	3.26	73.08
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	268	259	96.64	3.36	54.44
<b>English Learners</b>	55	54	98.18	1.82	55.56
<b>Students with Disabilities</b>	52	50	96.15	3.85	8.00
<b>Students Receiving Migrant Education Services</b>					

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.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.2	22.7	31.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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)

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At Krystal, it is our belief that parental support and involvement in a child's education are essential elements for improving academic achievement. Studies have shown that parental direction, interest, and participation in the student's educational development affect attitudes and school success. We recognize that we can provide many opportunities for learning, but the crucial element that is needed is assistance from parents and families. There is no replacement for the support, encouragement, approval, and love that parents can give to their children.

Parents are encouraged to become active members of Krystal School's learning community and assist in its goal to develop leaders in Science, Math & Technology. Parents are invited to volunteer in the School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Teacher Committee (PTC). These provide opportunities for parents to have input on school programs, activities, and program expenditures. The principal and school staff welcome parents to attend Back to School Night, student performances, award assemblies, school events and parent academies. Parents may contact the school office at (760) 948-3611 to obtain more information.

Communication from school-to-home is vital to our success. We will communicate through newsletters, fliers, phone, email, web-sites, automated calls, and conferences. Most school-to-home communication is provided in both English and Spanish. The school web-site (<http://www.krystalschool.org/>) is updated frequently and features information about student progress, school events, general school information, schedules, and important announcements. Additionally, all of our teachers maintain individual web sites for easy access to classroom news and activities. We also reach out to the community using social media as a platform to "tell Krystal's story".

### 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	0.5	0.9	0.5	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 Krystal 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. Also in October of 2019, each disaster team met to review their roles in the event of a real emergency. A copy of the school site safety plan may be obtained at Krystal 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		5		24		5		24		5	
1	24		4		24		5		24		5	
2	24		4		24		5		23		5	
3	24		6		24		4		23		5	
4	32		3		30		4	1	31		4	
5	31		4		31		4		31		4	
6	30		4		30		4		31		4	
Other**	28		2									

\*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	

Title	Number of FTE* Assigned to School
<b>Resource Specialist (non-teaching)</b>	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
<b>School Site</b>	5762.31	553.99	5208.32	77627.61
<b>District</b>	N/A	N/A	5953.45	\$81,656.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.4	-0.1
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-31.1	-4.0

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 2019-20 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
<b>Beginning Teacher Salary</b>	\$52,476	\$48,612
<b>Mid-Range Teacher Salary</b>	\$83,160	\$74,676
<b>Highest Teacher Salary</b>	\$104,954	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$131,863	\$125,830
<b>Average Principal Salary (Middle)</b>	\$135,510	\$131,167
<b>Average Principal Salary (High)</b>	\$147,850	\$144,822
<b>Superintendent Salary</b>	\$215,498	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%

Category	District Amount	State Average For Districts In Same Category
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	3	3	3

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

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

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the CAASPP and district benchmark 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. Professional development opportunities are also consistent with the site focus that has been established with staff through Coherence/Innovate Ed. Currently teachers at Krystal are receiving targeted professional development in writing (WFTB), Response to Intervention (RTI), and Solution Tree.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus area on literacy, innovation and the 4Cs (communication, collaboration, critical thinking and creativity). 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 cycle of inquiry for the purpose of building capacity as a school site and district. 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 site implementation plans from each 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. The district also offers annual trainings that such as Google Summit, Plugged-In and Innovate Ed to support all focus areas in professional development.

#### Annual number of school days dedicated to staff development

2009-10: 1	2016-17: 3
2010-11: 0	2017-18: 3
2011-12: 0	2018-19: 3
2012-13: 1	2019-20: 3