

# School Accountability Report Card

**English**

## Translation Assistance Document

### About This School

#### Contact Information

	English
School Name	Eucalyptus Elementary School
District Name	Hesperia Unified School District

	English
District Admin Title 1	
District Admin Title 2	
District Admin Title 3	
District Admin Title 4	
District Admin Title 5	
District Admin Title 6	
District Admin Title 7	

**School Description and Mission Statement****PRINCIPAL'S MESSAGE**

I'd like to welcome you to Eucalyptus Elementary'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 Elementary provides a warm, stimulating environment where students are actively involved in learning academics, as well as positive values. Students receive a standards-based, challenging curriculum 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 the best educational program possible for Eucalyptus Elementary 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.

**SCHOOL MISSION STATEMENT**

At Eucalyptus Elementary School we strive to develop as:

A community of life-long learners who are motivated, thoughtful, and responsible.

**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, 1 community day school, and charter schools.

Eucalyptus Elementary is located in the northwest area of Hesperia and serves students in grades transitional kindergarten through six. Our student demographics consists of 72% Hispanic, 14% white, 11% African American, 1% Filipino, 1% Asian, , and <1% Samoan, American Indian, Pacific Islander and other. Approximately 85% 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 31% in the 2014-2015 school year. There are also efforts to identify and monitor the progress of foster youth to ensure that they are receiving available services.

At the beginning of the 2016-2017 school year, approximately 667 students were enrolled, including 3.6% in special education, and 31.2% qualifying for English Language Learner support. Eucalyptus Elementary achieved a 2013 Academic Performance Index (API) score of 736.

English

**Opportunities for Parental Involvement**

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 2015-2016 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 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. Additional information can be obtained by referring to the parent handbook, conferencing with their child's teachers, or by calling the school office.

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## School Climate

	English
<b>School Safety Plan</b>	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 October, 2015. 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.



## School Facilities

	English
Date of your most recent facilities inspection	07/10/15

## School Facility Conditions and Planned Improvements

### 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 = 15

Number of Restrooms - Gr. 1-6 = 3 sets

Number of Restrooms-Kindergarten = 3 Unisex

Computer Lab = 1

Library = 1

Cafeteria/Multipurpose Room = 1

Music Room = 1

Health Office = 1

Staff Work Room/Lounge = 2

Parent Center = 1

According to the Williams Visit on 8/29/16, there were no "extreme deficiencies" observed. The following "good repair deficiencies" were observed:

Section 4. Interior Surfaces

4: Ceiling tiles stained (remedied)

K2: Ceilin tiles and damaged, loose, missing or stained (remedied)

Section 10. Drinking fountains

15- TK: Water pressure too low (remedied)

### 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. In June 2016, all proctors attended 2 days of training for Kagan Win- Win Discipline to offer tactics for addressing negative behavior. Specific student needs are addressed: Health concerns, physical limitations, discipline, and any current issues.

**CAMPUS MAINTENANCE** The custodial staff and district's 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, administration and attendance secretary, and lead custodian meet weekly 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 8/29/16; 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 district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist

**School Facility Good Repair Status**

	English
<b>Interior</b>	
<b>Structural</b>	REPAIRED 8/20/13: Findings required the Library ceiling tiles with water damage to be replaced in Library.
<b>Safety</b>	REPAIRED 8/20/13: Findings required us to install 5 more fire extinguishers to update to current fire codes; Rm 7, Rm 11, computer lab, science/PE, teacher workroom.
<b>Electrical</b>	
<b>Restrooms/Fountains</b>	REPAIRED 8/20/13: Findings required us to fix restroom toilet flushing mechanisms in main POD in boys and girls restroom.
<b>External</b>	
<b>Cleanliness</b>	

## Teachers

	English
<b>Professional Development</b>	<p>All professional development activities in Hesperia Unified School District revolve around the California State Content Standards and Frameworks and are research-based.</p> <p>The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2011-12 school year, the district did not provide a staff development buy-back day. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.</p> <p>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 California Standardized Tests 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.</p> <p>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.</p> <p>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.</p> <p>Annual number of school days dedicated to staff development            2009-10: 1            2010-11: 0            2011-12: 0</p>

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials

	English
<b>Date on which the board most recently approved your current textbooks</b>	October, 2012
<b>Textbook Information</b>	<p>All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board.</p> <p>In October, 2012, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2012/13-11 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.</p>

### Textbooks and Instructional Materials/Year of Adoption

	English
<b>Reading/Language Arts</b>	Houghton Mifflin Reading California - 2002
<b>Mathematics</b>	Harcourt Math - 2002
<b>Science</b>	Houghton Mifflin California Science - 2007
<b>History-Social Science</b>	Houghton Mifflin History-Social Science - 2006
<b>Foreign Language</b>	
<b>Visual and Performing Arts</b>	
<b>Science Laboratory Equipment</b>	

From Most Recent Adoption?

	English
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	
Visual and Performing Arts	
Science Laboratory Equipment	

## School Finances

	English
<b>Types of Services Funded</b>	<p>In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:</p> <ul style="list-style-type: none"><li>Class Size Reduction</li><li>Drug/Alcohol/Tobacco Education</li><li>Economic Impact Aid</li><li>Gifted &amp; Talented</li><li>Home-to-School Transportation</li><li>Instructional Materials</li><li>Special Education</li><li>Title I (some schools)</li><li>Vocation Education, Handicapped</li><li>Vocational and Applied Technology</li></ul>

## School Completion and Postsecondary Preparation

Career Technical Education Programs	English
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