

Krystal School of Science Math & Technology

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Krystal School of Science Math & Technology
Street	17160 Krystal Drive
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 948-3611
Principal	Amanda Arceo
E-mail Address	amanda.arceo@hesperiausd.org
Web Site	http://www.krystalschool.org/
CDS Code	36-75044-0119107

District Contact Information	
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David McLaughlin
E-mail Address	david.mclaughlin@hesperiausd.org
Web Site	www.hesperiausd.org

School Description and Mission Statement (School Year 2016-17)

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, site pacing plans, common formative assessments, single assessments, Number Talks, Write from the Beginning, and other various in-services and trainings throughout the instructional program. Our goal is to make sure 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 our district-created single assessment, 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. These discussions have an end goal of the life-long learning of our students and their achievement towards state 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. 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 2015-16)

Grade Level	Number of Students
Kindergarten	120
Grade 1	96
Grade 2	148
Grade 3	128
Grade 4	130
Grade 5	122
Grade 6	129
Total Enrollment	873

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.7
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.1
White	49.6
Two or More Races	1
Socioeconomically Disadvantaged	50.3
English Learners	9.3
Students with Disabilities	6.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	34	34	
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	97.0	3.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October, 2012

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.

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading - 2002	Yes	0%
Mathematics	Pearson 2016	Yes	0%
Science	Houghton Mifflin California - 2007	Yes	0%
History-Social Science	Houghton Mifflin Social Studies - 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES & SAFETY

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, six 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07/09/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07/09/15				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	60	65	31	34	44	48
Mathematics	53	60	19	21	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	129	125	96.9	54.4
	4	130	130	100.0	63.9
	5	122	122	100.0	71.3
	6	129	127	98.5	69.3
Male	3	66	63	95.5	49.2
	4	63	63	100.0	63.5
	5	61	61	100.0	68.8
	6	62	61	98.4	63.9
Female	3	63	62	98.4	59.7
	4	67	67	100.0	64.2
	5	61	61	100.0	73.8
	6	67	66	98.5	74.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	57	55	96.5	45.5
	4	52	52	100.0	67.3
	5	55	55	100.0	69.1
	6	50	50	100.0	64.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	61	59	96.7	57.6
	4	69	69	100.0	59.4
	5	58	58	100.0	75.9
	6	73	71	97.3	73.2
Two or More Races	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	48.6
	4	68	68	100.0	60.3
	5	69	69	100.0	63.8
	6	60	59	98.3	66.1
English Learners	3	12	11	91.7	36.4
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	33.3
	5	14	14	100.0	50.0
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	129	125	96.9	61.6
	4	130	130	100.0	57.7
	5	122	122	100.0	61.5
	6	129	127	98.5	60.6
Male	3	66	63	95.5	65.1
	4	63	63	100.0	63.5
	5	61	61	100.0	62.3
	6	62	61	98.4	60.7
Female	3	63	62	98.4	58.1
	4	67	67	100.0	52.2
	5	61	61	100.0	60.7
	6	67	66	98.5	60.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	4	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	57	55	96.5	45.5
	4	52	52	100.0	57.7
	5	55	55	100.0	52.7
	6	50	50	100.0	50.0
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	61	59	96.7	76.3
	4	69	69	100.0	55.1
	5	58	58	100.0	72.4
	6	73	71	97.3	67.6
Two or More Races	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	54.3
	4	68	68	100.0	50.0
	5	69	69	100.0	55.1
	6	60	59	98.3	44.1
English Learners	3	12	11	91.7	45.5
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	15	15	100.0	20.0
	5	14	14	100.0	14.3
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	56	60	46	36	33	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	122	122	100.0	59.8
Male	61	61	100.0	60.7
Female	61	61	100.0	59.0
Hispanic or Latino	55	55	100.0	45.5
White	58	58	100.0	69.0
Socioeconomically Disadvantaged	69	69	100.0	52.2
Students with Disabilities	14	14	100.0	78.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.7	22.1	44.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.6	0.2	0.0	5.9	5.6	5.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2015. Also in 2015, 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	80.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		29		3		29		3	
1	33			4	28		5		28		5	
2	32		3	1	30		4		30		4	
3	32		4		32		3	1	32		3	1
4	32		3	1	32		3	1	32		3	1
5	32		2		32		4		32		4	
6	33			4	31		3		31		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				
District	N/A	N/A		\$69,949
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

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:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education

Economic Impact Aid
 Gifted & Talented
 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,290	\$45,092
Mid-Range Teacher Salary	\$71,772	\$71,627
Highest Teacher Salary	\$90,580	\$93,288
Average Principal Salary (Elementary)	\$114,281	\$115,631
Average Principal Salary (Middle)	\$117,442	\$120,915
Average Principal Salary (High)	\$128,138	\$132,029
Superintendent Salary	\$169,132	\$249,537
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 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.

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.

Annual number of school days dedicated to staff development
 2009-10: 1

2010-11: 0
2011-12: 0
2012-13: 1