

Mission Crest Elementary
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	Mission Crest Elementary
Street	13065 Muscatel Street
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 949-8265
Principal	Ryan Plescia
E-mail Address	Ryan.Plescia@hesperiausd.org
Web Site	http://www.missioncrestelementary.org
CDS Code	36-75044-0114090

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)

PRINCIPAL'S MESSAGE

Welcome to the Mission Crest Elementary School Annual School Accountability Report Card (SARC). This document is designed to provide you with valuable information about Mission Crest's instructional programs, academic achievement, classroom materials, school safety, facilities and staff. The staff at Mission Crest is committed to continuously improving student programs, student achievement as well as meeting the challenge of preparing our students to be college and career ready through the California Content Standards and 21st Century Learning. Each year, the Mission Crest staff spends at least one hour a week along with 5 full days out of the classroom dedicated on collaboration in order to update or create units of study as well as inspire and challenge students. The staff has placed an emphasis on integrating computer science into the regular curriculum. In preparation, the Mission Crest staff participated in applying for a district innovation grant that was approved. This will bring the necessary materials needed to create and integrate a robotics program in all grade 1 - 6 classrooms. In addition, the staff attended trainings on robotics and coding during staff meetings and through Code.org. Further, Mission Crest has purchased one to one computer devices giving every student in grades Kindergarten through 6th grade a device to assist with learning. It is our commitment to grow in our professional practice to provide our students with current 21st Century teaching practices and learning environment.

Mission Crest Elementary School is dedicated to the belief that learning is a continuous process and students must be provided with multiple opportunities in a variety of formats in order to ensure success. Through the Professional Learning Community collaborative process, each grade level works together to create an educational environment that accommodates individual learning styles and maintain high, yet obtainable expectations for our students. As a product of the PLC collaborative process, our highly trained staff implements a well-balanced curriculum that provides students with the skills necessary to travel further down the road in being college and career ready.

Some of our proudest accomplishments include our Chargers Ignite Program (awarding students for 90% completion of homework and classwork, 95% attendance and good behavior). We completed the School Wide Positive Behavior and Intervention Support (SWPBIS) program in 2016 which included revising the school's existing school-wide behavior program. As a staff, we collectively agreed upon a school theme, Mission Crest a School in Service of Others. It is our goal to integrate service learning as part of our daily curriculum and special activities. We continue to diversify our systems of communication through the use of Facebook, a school app, a school website, regular connect education automated phone calls home, providing a monthly class newsletter or updated class website, and communicating weekly with families through "Monday News." Although we are a TK-6 school with over 1,000 students, Mission Crest has a warm family atmosphere that caters to the individual needs of its students. This last year as a staff and school community, we revised the school's Mission, Vision and Commitments and works diligently towards achieving them.

MISSION STATEMENT

To inspire every student to care, think, achieve, and learn

VISION STATEMENT

The Mission Crest Community will work together to ensure success for all students.

COMMITMENTS

WE WILL...

Commit to Continuous Learning

Maintain high expectations for the Mission Crest Community

Work collaboratively to integrate core knowledge and promote critical thinking

Frequently analyze data to achieve growth

Provide support and enrichment for all students

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 20,000 students in grades 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.

Mission Crest Elementary is located in the northwest region of Hesperia and serves students in grades Transitional kindergarten through sixth. The school follows a modified-traditional calendar. Student enrollment has steadily grown since it's opening in 2008 as new neighborhoods and communities emerge in the high desert region. Students are introduced to a rigorous, standards-based curriculum by highly qualified staff. All teachers hold credentials to teach non-English speaking students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	125
Grade 1	134
Grade 2	136
Grade 3	134
Grade 4	145
Grade 5	172
Grade 6	158
Total Enrollment	1,004

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.9
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	0.4
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.5
White	17.4
Two or More Races	3.5
Socioeconomically Disadvantaged	73.2
English Learners	17.7
Students with Disabilities	10.3
Foster Youth	4.3

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	39	41	40	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

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: August 2016

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, 2016, 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 California - 2002	Yes	0%
Mathematics	Pearson Investigations Math - 2016	Yes	0%
Science	Houghton Mifflin California Science - 2007	Yes	0%
History-Social Science	Houghton Mifflin History-Social Science - 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES & SAFETY

Mission Crest Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Facilities were built in 2008; ongoing maintenance ensures the campus provides adequate space for students and staff. The campus is comprised of the following:

- Acreage = 11
- Square Footage = 67,137
- Number of Permanent Classrooms = 41
- Number of Restrooms (student use) = 4 sets plus one in the health tech office
- STEMLab = 1
- Cafeteria/Multipurpose Room = 1
- Library = 1
- Teacher Workroom = 1
- Staff Lounge = 1
- Parent Center = 1

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, at the bus areas, and playing fields. One crossing guard is on duty 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 the bus area and student pickup 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. A site administrator and daytime custodian meet weekly to discuss maintenance issues and special projects. The entire custodial team meets regularly to have these same discussions. The custodian and school office have hand-held radios to enhance two-way communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian and one full-time evening custodian and one part-time evening custodian are assigned to Mission Crest Elementary School and work closely with site administration 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 regularly throughout the 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.

Mission Crest Elementary School 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 Mission Crest Elementary 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 in one hour or less. The Most recent facilities inspection report concluded, "No findings to report."

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: 07/10/15				
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			Kindergarten Playground: Sink/fountain is clogged (Remedied). K1: Restrooms/showers used as storage area (Remedied). K2: Restroom used as storage area (Remedied). A&B Boys' Restroom: Urinal not working (Remedied).
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: 07/10/15				
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	23	31	31	34	44	48
Mathematics	20	23	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	139	136	97.8	43.4
	4	154	152	98.7	19.9
	5	174	172	98.8	30.2
	6	163	162	99.4	33.3
Male	3	71	69	97.2	37.7
	4	97	96	99.0	18.8
	5	83	82	98.8	20.7
	6	88	88	100.0	30.7
Female	3	68	67	98.5	49.3
	4	57	56	98.3	21.8
	5	91	90	98.9	38.9
	6	75	74	98.7	36.5
Black or African American	3	17	17	100.0	35.3
	4	15	14	93.3	7.1
	5	12	12	100.0	16.7
	6	20	20	100.0	20.0
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	89	89	100.0	41.6
	4	92	91	98.9	15.4
	5	111	110	99.1	29.1
	6	105	105	100.0	34.3
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
White	3	17	15	88.2	46.7
	4	25	25	100.0	29.2
	5	32	31	96.9	38.7
	6	29	28	96.5	42.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	101	101	100.0	41.6
	4	113	111	98.2	16.4
	5	133	132	99.3	23.5
	6	120	120	100.0	33.3
English Learners	3	25	25	100.0	24.0
	4	23	23	100.0	4.3
	5	32	31	96.9	9.7
	6	--	--	--	--
Students with Disabilities	3	20	20	100.0	40.0
	4	18	18	100.0	5.6
	5	22	21	95.5	9.5
	6	26	26	100.0	23.1
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	139	136	97.8	47.8
	4	154	152	98.7	14.5
	5	174	172	98.8	14.6
	6	163	162	99.4	19.9
Male	3	71	69	97.2	44.9
	4	97	96	99.0	19.8
	5	83	82	98.8	17.1
	6	88	88	100.0	24.1
Female	3	68	67	98.5	50.8
	4	57	56	98.3	5.4
	5	91	90	98.9	12.4
	6	75	74	98.7	14.9
Black or African American	3	17	17	100.0	23.5
	4	15	14	93.3	
	5	12	12	100.0	16.7
	6	20	20	100.0	
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	89	89	100.0	48.3
	4	92	91	98.9	14.3
	5	111	110	99.1	12.8
	6	105	105	100.0	25.0
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
White	3	17	15	88.2	66.7
	4	25	25	100.0	20.0
	5	32	31	96.9	16.1
	6	29	28	96.5	21.4
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	101	101	100.0	45.5
	4	113	111	98.2	13.5
	5	133	132	99.3	11.4
	6	120	120	100.0	21.0
English Learners	3	25	25	100.0	32.0
	4	23	23	100.0	13.0
	5	32	31	96.9	3.3
	6	--	--	--	--
Students with Disabilities	3	20	20	100.0	15.0
	4	18	18	100.0	
	5	22	21	95.5	19.1
	6	26	26	100.0	15.4
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)	37	27	26	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	174	172	98.9	25.6
Male	83	82	98.8	32.9
Female	91	90	98.9	18.9
Black or African American	12	12	100.0	8.3
Hispanic or Latino	111	110	99.1	21.8
White	32	31	96.9	35.5
Socioeconomically Disadvantaged	133	132	99.3	23.5
English Learners	32	32	100.0	6.3
Students with Disabilities	22	21	95.5	42.9

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	26.9	18.1	25.7

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)

Parents are encouraged to become active members of Mission Crest Elementary School's learning community and assist in its vision to ensure success for all students. The School Site Council, English Language Advisory Committee, and MCEPC (Mission Crest Elementary Parent Club) provide opportunities for parents to have input on school programs, activities, and program expenditures. The principal and school staff welcome parents to sign in to visit their child's classroom and to attend school functions such as Back to School Night, student performances, award assemblies, school events and family nights, . Parents may contact the school office at (760) 949-8265 to obtain more information about school events, visiting, or becoming a parent volunteer.

We do our best to provide all school-to-home communication in both English and Spanish. The school newspaper is published bi-monthly and features articles about student progress, school events, and important announcements. The school web site features general school information and schedules. Our Facebook page is updated regularly notifying our community of upcoming events as well as pictures that highlight and capture the many wonderful activities that have taken place. Some teachers maintain individual web sites for easy access to classroom news and activities. Every Monday, students take home a folder ("Monday News") that contains pertinent information, reminders, policy changes, and announcements. Parents have the opportunity to participate in class or in the Mission Crest Parent Center. The Parent Center assists the office and teachers with a variety of school related projects pertinent to a positive educational experience. In addition, the Parent Center provides language services for non/limited English speaking parents including a Rosetta Stone English learning lab. The Parent Center has a welcoming atmosphere and provides an integral service for the Mission Crest parent community.

Contact Person Name: Letisha Taylor

Contact Person Phone Number: 760-949-8265

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	3.0	3.5	2.6	5.9	5.6	5.8	4.4	3.8	3.7
Expulsions	0.1	0.1	0.1	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 Mission Crest 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 August 2016. A copy of the school site safety plan may be obtained at Mission Crest 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	2011-2012	2004-2005
Year in Program Improvement*	Year 3	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	27	1	1	2	30	1		4	30	1		4
1	33		2	2	28		3		28		3	
2	30		4		29		5		29		5	
3	32		4	1	27	1	5		27	1	5	
4	26	1	5		33			5	33			5
5	30		5		29		5		29		5	
6	27	1	5		27	1	5		27	1	5	
Other					7	2			7	2		

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	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	1.00	N/A
Social Worker	0.00	N/A
Nurse	0.00	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	3.00	N/A
Other	0.00	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	\$2,029.94	\$1,612.37	\$3,642.31	\$53,679.33
District	N/A	N/A	--	\$69,949
Percent Difference: School Site and District	N/A	N/A	--	-13.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-34.2	-23.0

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 2015-16 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Grade 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)

Preparing teachers to create a 21st Century learning environment for today's students is the overall focus for professional development currently being offered to the Mission Crest staff. In addition, the teaching staff is continuously learning new skills and concepts through participation in monthly staff development meetings given by Mission Crest's academic coach, district trainers, and Professional Learning Community (PLC) cohort groups. Within the Hesperia Unified School District (HUSD), 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.

Through the leadership team, Mission Crest has agreed upon the focus for staff development to be in the areas: Number Talks, Guided Reading, Write From the Beginning, Project Based Learning, DAILY 5/CAFÉ, Differentiation and Professional Learning Communities. These programs, along with other trainings, were selected based upon the need to develop capacity to implement California's newly adopted State Standards and to prepare students to be college and career ready. To best meet the individual needs of each grade level, PLC teams were able to attend supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math that were provided via district staff development as well as outside conferences and trainings.

HUSD supplements site-level professional development in order to follow up and support year-round and ongoing programs that are centered on HUSD's focus: Preparing students to be college and career ready. 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 to 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.