

# Mission Crest Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Mission Crest Elementary
Street	13065 Muscatel Street
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 949-8265
Principal	Ryan Plescia
Email Address	ryan.plescia@hesperiausd.org
Website	<a href="http://www.missioncrestelementary.org">http://www.missioncrestelementary.org</a>
County-District-School (CDS) Code	36-75044-0114090

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

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

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### SCHOOL DESCRIPTION:

Since Mission Crest's opening in 2007, it has been a commitment of this school to provide a quality education for the students in its community. Currently we have aligned our educational practice with the district's goal, to prepare today's students for tomorrow's world. We are committed to refining our teaching practices to stay current with 21st Century teaching practices including the infusion of the 4Cs (Critical Thinking, Collaboration, Communication, and Creativity) into our daily practice. The teachers at Mission Crest collaboratively work together through the PLC process to implement the federally regulated California State Standards (CSS) as well as fulfilling the school mission of inspiring every student to care, think, achieve, and learn. At its core, Mission Crest is the school in service of others. Service learning is integrated into our curriculum and is a component in nearly all events at Mission Crest. The staff at Mission Crest works diligently to create a climate that instills within its students that they are capable of growing and being successful.

Our mission statement is at the heart of what we do as an educational team. Due to a population growth that was occurring in Hesperia, Mission Crest Elementary opened in August of 2007 for students in grades K - 5. During the 2007/2008 school year, the school was split onto two campuses until our move to one site in March 2008. Mission Crest opened with 745 students and 33 classrooms which included two special education classrooms. One unique thing about our campus is that it is the first all indoor campus in Hesperia. Our 6th graders joined our campus in March of 2009. We have continued to experience growth adding 5 portables in 2012/2013. As the district has worked to lower class size in primary grades to a student to teacher ratio of 23:1 additional classrooms were needed. In 2016/2017, Mission Crest opened with 6 new permanent portable classrooms. This year, Mission Crest was allotted 2 more portables totaling 11. This last year, the district added two portables that created much needed room for additional TK - 6 classrooms, district and county support services, as well as programs such as ASAP, Parent Center, and Music room. Currently, Mission Crest has 41 highly qualified Certificated teaching staff members, 4 certificated support staff, and 30 non-certificated support staff. Mission Crest has the unique distinction of being the largest elementary school in the Hesperia Unified School District.

### 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 4 full days out of the classroom dedicated to collaboration in order to update or create units of study as well as inspire and challenge students.

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. As we continue our journey in implementing the California Content Standards our teachers are working toward creating units that at the core have a Big Idea, Essential Questions, and teach the standards through cross-curriculum lessons as well as project based learning. With 21st Century Learning as the Core and the 4Cs (Critical Thinking, Collaboration, Communication, and Creativity) as the driver, our staff has selected to focus on communication and collaboration. This last year, our staff committed to attending Kagan Professional Development. This professional development focuses structures that organize and promote communication and collaboration that can be integrated into any lesson. The staff at Mission Crest continues to grow professionally in order to provide the best education experience for all students.

The staff has placed an emphasis on integrating computer science into the regular curriculum. Currently, Mission Crest hosts the Western Regional Vex Robotics competition as well as participates in Junior FLL Lego Robotics. Moreover, the teachers grades K - 6 at Mission Crest are diligent in their efforts to integrate technology into their curriculum. The staff attended trainings on robotics and coding during staff meetings and through Code.org and currently is working toward coding and robotic into their curriculum. 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. Over the last three years, Mission Crest has placed in the top 3 schools overall in the district's iExpo Science Competition. Overall in the It is our commitment to grow in our professional practice to provide our students with current 21st Century teaching practices and learning environment.

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 (PBIS) program in 2016 which included revising the school's existing school-wide behavior program. For our efforts in implementing the PBIS principles, Mission Crest was recognized by the County of San Bernardino as a PBIS Silver School. Currently, we are learning about the effects of trauma on students both behaviorally as well as to the learning process. The staff is currently undergoing training and is committed to becoming a school that incorporates trauma informed teaching practices. 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, Twitter, Mission Crest App, 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. Yearly the staff reviews and discusses the school's Mission, Vision and Commitments and works diligently towards achieving them.

**SCHOOL THEME:**

Service of Others

**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

**FOCUS:**

CPR - Communication as a Pathway to Reading

**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 2018-19)**

Grade Level	Number of Students
Kindergarten	142
Grade 1	113
Grade 2	132
Grade 3	118
Grade 4	153
Grade 5	165
Grade 6	167
Total Enrollment	990

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

Student Group	Percent of Total Enrollment
Black or African American	12.2
Asian	1.4
Filipino	0.5
Hispanic or Latino	68.5
Native Hawaiian or Pacific Islander	0.5
White	15.3
Two or More Races	1.3
Socioeconomically Disadvantaged	73.9
English Learners	18.1
Students with Disabilities	10.6
Foster Youth	2.5
Homeless	4.1

## 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	41	40	42	945
Without Full Credential	0	1	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	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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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### 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 Portable Classrooms = 2

Number of Restrooms (student use) = 4 sets plus one in the health tech office

Cafeteria/Multipurpose Room = 1

Library = 1

Teacher Workroom = 1

Staff Lounge = 1

Parent Center = 1

After School Program = 2

### WILLIAMS' VISIT FINDINGS:

Visit Date: August 29, 2019

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

Section 9. Sinks/Fountains

Girls' Restroom - C Wing: Sink/fountain is not working properly (remedied 8/29/19)

### 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 was conducted on July 26, 2019.

Planned or recently completed facilities improvements:  
Install concrete sidewalks in front of admin building

### 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: 7/26/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	LIBRARY: 4. CEILING TILE HAS HOLE MPR: 4. WATER STAIN CEILING TILES IN STAFF WORKROOM NURSE: 4. WATER STAIN CEILING TILES P RM G-5: 4. CARPET IS TORN AT SEAM P RM G-6: 4. CARPET IS TORN AT SEAM 7. OUTLET COVER IS MISSING ON CEILING RM A-1: 4. WATER STAIN CEILING TILES RM A-6: 4. WATER STAIN CEILING TILES RM B-4: 4. WATER STAIN CEILING TILES RM C-4: 4. WATER STAIN CEILING TILES RM D-2: 4. WATER STAIN CEILING TILES RM D-4: 4. WATER STAIN CEILING TILES RM D-5: 4. SMALL WATER STAIN CEILING TILE RM E-2: 4. WATER STAIN CEILING TILE RM E-4: 4. WATER STAIN CEILING TILE RM F-6: 4. WATER STAIN CEILING TILE RM K-1: 4. SMALL WATER STAIN CEILING TILE RM K-2: 4. WATER STAIN CEILING TILES



System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM K-3: 4. WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS CRACKED RM K-4: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	P RM G-6: 4. CARPET IS TORN AT SEAM 7. OUTLET COVER IS MISSING ON CEILING RM B-3: 7. LIGHT SWITCH COVER IS LOOSE RM D-6: 7. OUTLET COVER IS BROKEN RM E-5: 7. LIGHT DIFFUSER IS CRACKED RM K-3: 4. WATER STAIN CEILING TILE 7. LIGHT DIFFUSER IS CRACKED
<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>	<b>Good</b>	

## 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)	29	28	34	36	50	50
Mathematics (grades 3-8 and 11)	24	22	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	623	616	98.88	1.12	28.25
Male	326	323	99.08	0.92	23.53
Female	297	293	98.65	1.35	33.45
Black or African American	79	77	97.47	2.53	10.39
American Indian or Alaska Native					
Asian	12	11	91.67	8.33	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	413	411	99.52	0.48	27.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	99	98.02	1.98	41.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	490	486	99.18	0.82	25.51
English Learners	117	117	100.00	0.00	20.51
Students with Disabilities	83	82	98.80	1.20	9.76
Students Receiving Migrant Education Services					
Foster Youth	22	22	100.00	0.00	18.18
Homeless	55	52	94.55	5.45	17.31

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	623	616	98.88	1.12	21.63
Male	326	323	99.08	0.92	21.74
Female	297	293	98.65	1.35	21.50
Black or African American	79	77	97.47	2.53	9.09
American Indian or Alaska Native					
Asian	12	11	91.67	8.33	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	413	411	99.52	0.48	19.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	101	99	98.02	1.98	37.37
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	490	486	99.18	0.82	20.62
English Learners	117	117	100.00	0.00	23.08
Students with Disabilities	83	82	98.80	1.20	9.88
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	22	22	100.00	0.00	18.18
Homeless	55	52	94.55	5.45	13.73

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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) are regularly given opportunities to provide 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 website, Facebook page, Instagram and Twitter are updated weekly with school events and important announcements. The school website features general school information and schedules. Our Facebook page, Instagram and Twitter account are updated regularly to 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 websites or communicate through Class Dojo, Remind, etc 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 a variety of support including parenting classes, nutrition classes, as well as 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 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
<b>Suspensions</b>	3.7	3.6	2.9	6.7	6.1	6.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.1	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 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 November 2019. 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		6		24		5		24	1	5	
1	24		4		23		6		28		4	
2	24		6		24		5		22	1	5	
3	23		6		24		6		20	4	2	
4	31		4		33			4	31		5	
5	31		5		33		2	3	30		5	
6	25	2	6		32		5	1	31		5	1
Other**	13	1										

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5953.31	889.48	5063.83	72816.32
District	N/A	N/A	5953.45	\$81,656.00
Percent Difference - School Site and District	N/A	N/A	-16.1	-6.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.8	-10.3

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 2017-18 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
Beginning Teacher Salary	\$52,476	\$48,612
Mid-Range Teacher Salary	\$83,160	\$74,676
Highest Teacher Salary	\$104,954	\$99,791
Average Principal Salary (Elementary)	\$131,863	\$125,830
Average Principal Salary (Middle)	\$135,510	\$131,167
Average Principal Salary (High)	\$147,850	\$144,822
Superintendent Salary	\$215,498	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	9

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: Social and Emotional Learning, 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.

2016 - 2017: 8

2017 - 2018: 8

2018 - 2019: 7