

Mesquite Trails Elementary School

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	Mesquite Trails Elementary School
Street	13884 Mesquite Street
City, State, Zip	Oak Hills, CA 92344
Phone Number	(760) 949-3149
Principal	Matt Sheffield
Email Address	matt.sheffield@hesperiausd.org
Website	http://www.mesquitetrailselementary.org
County-District-School (CDS) Code	36-75044-6114680

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

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

PRINCIPAL'S MESSAGE

I'd like to welcome you to Mesquite Trails Elementary's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curriculum programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Mesquite Trails Elementary provides a warm, stimulating environment where students are actively involved in learning academics, as well as, positive values. Students receive challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Mesquite Trails Elementary's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together through our hard work, our students will be challenged to reach their maximum potential.

SCHOOL MISSION STATEMENT

The mission of Mesquite Trails Elementary is to inspire and educate a school of leaders and learners to reach their full potential in a safe and positive environment.

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 21,000 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 2 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.

Mesquite Trails Elementary is located in the Oak Hills area of Hesperia and serves students in grades transitional kindergarten through sixth. At the beginning of the 2019-2020 school year, approximately 930 students were enrolled, including 12.2% in special education, 11.8% qualifying for English learner support, and 66.3 socioeconomically disadvantaged per California Dashboard.

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	119
Grade 2	115
Grade 3	116
Grade 4	132
Grade 5	152
Grade 6	151
Total Enrollment	908

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	0.4
Hispanic or Latino	61.9
White	14.9
Two or More Races	1
Socioeconomically Disadvantaged	61.2
English Learners	11
Students with Disabilities	11.7
Foster Youth	1.2
Homeless	5.9

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	36	36	37	945
Without Full Credential	2	2	1	39
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October, 2019

*Materials not approved by the State Board of Education were determined to be standards-aligned and to best meet the needs of the students by the district's local adoption process

**HUSD is in the middle of a Science adoption but these textbooks are from former state adoption

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	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%
Science	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (Yes)		0%
History-Social Science	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)

SCHOOL FACILITIES AND SAFETY

Mesquite Trails Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1998; ongoing maintenance and modernization efforts ensure facilities remain safe and up to date and provide adequate space for students and staff. Throughout the years, portable classrooms have been added to accommodate increased growth in enrollment. The campus is comprised of the following:

Acreage = 10.6

Square Footage = 56,966

Number of permanent classrooms = 21

Number of portable classrooms = 20

Number of restrooms (student use) = 5 sets

Computer Lab = 0 (Chromebook Carts and Tablet Carts - Available for Classrooms)

Library = 1

Cafeteria= 1

Music Room = 1 (included in portable classroom count)

Health Office = 1

Staff Work Room/Lounge = 1

CAMPUS SUPERVISION

Seven proctors, strategically placed in various areas of the campus, supervise students as they enter school grounds. Seven proctors provide supervision during the lunch recess; two proctors are stationed in the cafeteria and 3-5 supervise playground activities depending upon the time of day. At the end of the day, teachers, classified staff, and school administrators monitor designated 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 administrators and custodians communicate regularly regarding maintenance issues and special projects; hand-held walkie talkies facilitate an efficient communication system and an immediate response to emergency situations. Once a month, the administrators meet with the custodians and school office staff to discuss routines, upcoming events, and departmental needs.

One full-time day custodian and two full-time evening custodians are assigned to Mesquite Trails Elementary and work closely with the assistant principal, Mr. Ponce, for routine maintenance, daily custodial duties, and special events. Every morning before school begins, the day custodian inspects facilities, ground areas, and school's perimeter for safety hazards and other conditions that need attention prior to students and staff entering school grounds. The evening custodians clean classrooms, desks, restrooms, school office and whiteboards, and are responsible for set up and take down of equipment and/or furniture for after-school meetings and evening events.

Mesquite Trails Elementary works closely with the district's Maintenance and Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Mesquite Trails Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

Planned or recently completed facilities improvements:

Fire alarm testing

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 7/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>RM 203: 4. WATER STAIN CEILING TILE</p> <p>RM 204: 4. CEILING TILE IS CRACKED IN COMMON AREA/ WATER STAIN CEILING TILES/ WATER STAIN CEILING TILES IN COMMON ROOM/ CEILING TILE HAS HOLE IN ROOM</p> <p>RM 205: 4. WATER STAIN CEILING TILES</p> <p>RM 208: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 9. FAUCET IS LEAKING</p> <p>RM 209: 4. CEILING TILE IS CRACKED</p> <p>RM 210: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>RM 213: 4. WATER STAIN CEILING TILES 7. 3 LIGHT PANELS ARE OUT</p> <p>RM 214: 4. WATER STAIN CEILING TILES</p> <p>RM 215: 4. WATER STAIN CEILING TILE 7. LIGHT PANEL IS OUT</p> <p>RM 303: 4. WATER STAIN CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>RM 304: 4. WATER STAIN CEILING TILES</p> <p>RM 305: 4. WATER STAIN CEILING TILES 7. LED LIGHT IS LOOSE ON CEILING</p> <p>RM 308: 4. CEILING TILE HAS HOLE/ CEILING TILE IS CRACKED/ WATER STAIN CEILING TILES</p> <p>RM 310: 4. WATER STAIN CEILING TILE 7. 2 LIGHT PANELS ARE OUT</p> <p>RM 313: 4. WATER STAIN CEILING TILES</p> <p>RM 314: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT</p> <p>RM 315: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE</p> <p>RM 401: 4. CEILING TILES ARE CRACKED</p> <p>RM 402: 4. WATER STAIN CEILING TILE/ HOLES IN WALL AT ENTRY 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR</p> <p>RM 404: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>RM 405: 4. CEILING TILE IS CRACKED 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD</p> <p>RM 501 K: 4. WATER STAIN CEILING TILE</p> <p>RM 502 TK/K: 4. WATER STAIN CEILING TILES</p> <p>RM 601: 4. WATER STAIN CEILING TILE</p> <p>RM 602: 4. WATER STAIN CEILING TILES</p> <p>RM 603: 4. WATER STAIN CEILING TILES</p> <p>RM 604: 4. CEILING TILE IS CRACKED/ WATER STAIN CEILING TILES/ CEILING TILES HAVE HOLES</p> <p>RM 605: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT</p> <p>RM 606: 4. WATER STAIN CEILING TILES</p> <p>RM 607: 4. WATER STAIN CEILING TILES</p> <p>RM 608: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY</p> <p>STAFF LOUNGE: 4. WATER STAIN CEILING TILES</p> <p>TEACHER WORK RM: 4. WATER STAIN CEILING TILES</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	<p>RM 208: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 9. FAUCET IS LEAKING</p> <p>RM 210: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>RM 213: 4. WATER STAIN CEILING TILES 7. 3 LIGHT PANELS ARE OUT</p> <p>RM 215: 4. WATER STAIN CEILING TILE 7. LIGHT PANEL IS OUT</p> <p>RM 303: 4. WATER STAIN CEILING TILE 7. WATER STAIN IN LIGHT DIFFUSER</p> <p>RM 305: 4. WATER STAIN CEILING TILES 7. LED LIGHT IS LOOSE ON CEILING</p> <p>RM 310: 4. WATER STAIN CEILING TILE 7. 2 LIGHT PANELS ARE OUT</p> <p>RM 314: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT</p> <p>RM 605: 4. WATER STAIN CEILING TILES 7. LIGHT PANEL IS OUT</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<p>RM 208: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER 9. FAUCET IS LEAKING</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>OUTDOOR COURTS: 14. ASPHALT IS CRACKED THROUGHOUT</p> <p>RM 402: 4. WATER STAIN CEILING TILE/ HOLES IN WALL AT ENTRY 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR</p> <p>RM 405: 4. CEILING TILE IS CRACKED 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD</p> <p>RM 600: 14. ASPHALT IS CRACKED ON WALKWAY</p> <p>RM 608: 4. WATER STAIN CEILING TILES 14. ASPHALT IS CRACKED ON WALKWAY</p> <p>RM 701 SCIENCE/MUSIC: 14. ASPHALT IS CRACKED ON WALKWAY</p>
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	52	34	36	50	50
Mathematics (grades 3-8 and 11)	44	46	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	559	554	99.11	0.89	52.35
Male	281	277	98.58	1.42	46.93
Female	278	277	99.64	0.36	57.76
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	352	349	99.15	0.85	48.42
Native Hawaiian or Pacific Islander					
White	39	39	100.00	0.00	61.54

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	356	353	99.16	0.84	46.18
English Learners	86	85	98.84	1.16	38.82
Students with Disabilities	84	82	97.62	2.38	28.05
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	22.86

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	557	551	98.92	1.08	46.10
Male	279	274	98.21	1.79	44.89
Female	278	277	99.64	0.36	47.29
Black or African American	13	13	100.00	0.00	46.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	352	349	99.15	0.85	42.69
Native Hawaiian or Pacific Islander					
White	37	37	100.00	0.00	48.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	354	350	98.87	1.13	38.57
English Learners	86	85	98.84	1.16	37.65
Students with Disabilities	83	81	97.59	2.41	23.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	36	35	97.22	2.78	17.14

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 volunteer in the classroom, library and school office, participate in school activities, and get involved in the decision-making process through school committees. School Site Council, Meet the Teacher Night, Back to School Night, English Language Advisory Committee, after-school programs and the Mesquite Trails Parent Club (MTPC) are great ways to get involved. Parents are kept informed of school activities through classroom/school newsletters, the school marquee, social media platforms such as Instagram, Facebook, and Twitter, and the school website. In addition to these forms of communication, the school administrators provide monthly updates about the school at every MTPC meeting and through monthly MTPC newsletters. The school website features current events, helpful hints for parents, suggestions for parent involvement and academic resources. Some teachers prepare weekly newsletters informing parents about classroom activities, upcoming programs, homework, and current areas of study. School administrators use text messages and social media to quickly contact parents at home for important information about school programs, committees, or volunteering. Parents may contact their child's teacher or the school office at (760) 949-3149; parents who wish to volunteer must fill out a parent volunteer form and are required to obtain school board clearance.

Contact Person Name: Ronda Watson

Contact Person Phone Number: 760-949-3149

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.2	3.2	1.4	6.7	6.1	6.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.4	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Mesquite Trails 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 approved by the school board in March of 2019 is available at our school office or district office. The plan is currently being updated again and will be brought to the Mesquite Trails SSC meeting for approval in December of 2019. The updated plan will then be sent to the school board for approval in the spring of 2019. A copy of the school site safety plan may be obtained at Mesquite Trails 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	23	1	4		23		6		21	5	1	
1	22		5		23		5		24		5	
2	25		5		24		5		23		5	
3	25		6		27		5		23	1	4	
4	31		4		31		4		33		2	2
5	31		5		31		3	2	30		5	
6	30		5		30		5		30		5	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	2.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5735.51	610.38	5125.13	75982.72
District	N/A	N/A	5953.45	\$81,656.00
Percent Difference - School Site and District	N/A	N/A	-15.0	-2.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.7	-6.1

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	17	17	18

All professional development activities in Hesperia Unified School District revolve around academic and social and emotional needs of students.

The Certificated staff builds teaching skills and concepts through participation in ongoing training and site PLC collaboration days 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, leadership team, SLT team and Staff. Training programs and topics were chosen based upon the school focus and student needs. Results from i-ready, SBAC, common formative 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 sometimes 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 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.