

# Mesa Grande Elementary School of Health and Medicine

## 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	Mesa Grande Elementary School of Health and Medicine
Street	9172 Third Avenue
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 244-3709
Principal	Tom Kirk
Email Address	tom.kirk@hesperiausd.org
Website	<a href="http://www.mesagrandeelementary.org/">http://www.mesagrandeelementary.org/</a>
County-District-School (CDS) Code	36-75044-6089643

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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### PRINCIPAL'S MESSAGE

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Mesa Grande Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to; demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with the state legislature, but as an opportunity to keep our community, and the public in general, well-informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world.

It is the belief of Mesa Grande Elementary School of Health and Medicine that students can and will excel in an environment that is tailored to their evolving needs.

### SCHOOL MISSION STATEMENT

At Mesa Grande Elementary School, our mission is "Learning for all through critical thinking, collaboration, communication, and creativity." Mesa Grande has a focus on Health and Medicine.

### 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 include 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 5 charter schools.

Mesa Grande Elementary is located in the central region of Hesperia and serves students in grades transitional kindergarten through sixth. According to recent data, 617 students were enrolled, including 20% in special education, 26% qualifying for English learner support, and 79% qualifying to receive free or reduced-price meals.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	88
Grade 2	77
Grade 3	83
Grade 4	83
Grade 5	83
Grade 6	90
Total Enrollment	600

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

Student Group	Percent of Total Enrollment
Black or African American	4.2
Asian	0.7
Hispanic or Latino	75.7
White	16.5
Two or More Races	2.3
Socioeconomically Disadvantaged	72.8
English Learners	25.3
Students with Disabilities	22
Foster Youth	2.8
Homeless	0.2

## 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	27	30	31	945
Without Full Credential	2	1	2	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
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)

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### SCHOOL FACILITIES AND SAFETY

Mesa Grande Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1976; 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 acreages

Square Footage = 38,846

Number of permanent classrooms = 25

Number of portable classrooms = 20

Number of restrooms (student use) = 12 sets

Library = 1

Cafeteria/Multipurpose Room = 1

Music Room = 1

Health Office = 1

Staff Work Room/Lounge = 1

Health and Medicine Lab - 4 classrooms

### CAMPUS SUPERVISION

Proctors supervise the crosswalks and help students safely cross the street before and after school. Each morning, before school starts, both administrators and five proctors are assigned to designated areas of the campus to supervise students as they enter school grounds. During recess, proctors are on the playground to monitor behavior and playground activities. Proctors and administrators provide supervision during the lunch recess and monitor both cafeteria and loading area, student pickup area, and on-campus after-school programs to ensure students leave campus safely. Teachers and administration assist with end of day dismissal of students.

### CAMPUS MAINTENANCE

The custodial staff, site administration, 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. Administration and custodians communicate daily regarding maintenance issues and special projects; hand-held walkie-talkies enhance two-way communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian and two full-time evening custodians are assigned to Mesa Grande Elementary. Every morning, before school begins, the custodian inspects facilities for safety hazards and other conditions that need attention prior to students and staff entering school grounds. As part of the routine responsibilities, the day custodian keeps bathrooms, cafeteria, and campus grounds clean throughout the day. The evening custodians clean classrooms, desks, restrooms, and are responsible for the setting up and the taking down of equipment and/or furniture for afternoon and evening events.

Mesa Grande 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 Mesa Grande to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Planned or recently completed facilities improvements:

Renovate drinking fountains throughout school

Paint rooms 12, 13, 5, 2 and custodian room

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	P-RM 25: 4. WATER DAMAGE ON MAIN BEAM P-RM 26: 4. WATER STAIN CEILING TILES RM 15: 4. WATER STAIN CEILING TILES RM 17: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS CRACKED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM 12: 7. WATER STAIN IN LIGHT DIFFUSER RM 17: 4. WATER STAIN CEILING TILES 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	F-5: 14. ASPHALT IS CRACKED ON WALKWAY/ TRIP HAZARD OUTDOOR COURTS: 14. DEEP CRACKS IN ASPHALT/ TRIP HAZARD P-RM 23: 14. HOLE IN CONCRETE AT RAMP ENTRY/ TRIP HAZARD RM 13: 14. UNEVEN CONCRETE AT ENTRY/ TRIP HAZARD RM 30: 14. HOLE IN CONCRETE AT ENTRY/ TRIP HAZARD RM 4: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
<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)	31	31	34	36	50	50
Mathematics (grades 3-8 and 11)	22	21	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	340	334	98.24	1.76	30.84
Male	178	174	97.75	2.25	26.44
Female	162	160	98.77	1.23	35.63
Black or African American	14	13	92.86	7.14	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	251	248	98.80	1.20	28.23
Native Hawaiian or Pacific Islander					
White	60	58	96.67	3.33	44.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	27.31
English Learners	108	107	99.07	0.93	27.10
Students with Disabilities	69	68	98.55	1.45	10.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	338	332	98.22	1.78	21.39
Male	178	172	96.63	3.37	20.93
Female	160	160	100.00	0.00	21.88
Black or African American	14	13	92.86	7.14	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	250	247	98.80	1.20	17.81
Native Hawaiian or Pacific Islander					
White	59	57	96.61	3.39	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	263	259	98.48	1.52	18.92
English Learners	107	106	99.07	0.93	17.92
Students with Disabilities	69	67	97.10	2.90	8.96
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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)

At Mesa Grande Elementary, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms and as chaperones on field trips. All parents are encouraged to participate in the Parent Teacher Student Committee, School Site Council, and our English Language Advisory Committee. Parents may contact the principal at (760) 244-3709 for more information or to sign-up as a volunteer at beginning of the school year and at Back to School night.

All school-to-home communication is provided in both English and Spanish. Information about upcoming school events, activities, special announcements, classroom news, and general safety and discipline issues are either sent home by backpacks and/or through Apptegy, teacher newsletter, fliers, and posters. The school's marquee displays important announcements and reminders. The school social media accounts are updated and feature general school information, schedules, and activities. Progress reports and report cards showing academic and behavioral performance are sent home for parent review each semester.

### 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>	1.6	1.6	1.3	6.7	6.1	6.1	3.6	3.5	3.5
<b>Expulsions</b>	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 Mesa Grande 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 December of 2018. A copy of the school site safety plan may be obtained at Mesa Grande 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	18	2	4		18	3	3		19	2	3	
1	24		2		23		3		21	1	3	
2	23		3		20	3	1		17	4		
3	23		3		20	1	3		20	3	1	
4	28	1	1	1	31		2		21	1	3	
5	30		3		31		3		26		3	
6	26	1	2	1	28	1		3	29		3	
Other**	12	1			12	1			13	2		

\*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)	1.5

\*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	7102.76	1411.47	5691.29	62324.42
District	N/A	N/A	5953.45	\$81,656.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.5	-22.0
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-22.4	-25.8

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 2018-19 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
<b>Beginning Teacher Salary</b>	\$52,476	\$48,612
<b>Mid-Range Teacher Salary</b>	\$83,160	\$74,676
<b>Highest Teacher Salary</b>	\$104,954	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$131,863	\$125,830
<b>Average Principal Salary (Middle)</b>	\$135,510	\$131,167
<b>Average Principal Salary (High)</b>	\$147,850	\$144,822
<b>Superintendent Salary</b>	\$215,498	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	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	21	24	30

All professional development activities in Hesperia Unified School District revolve around the new State Standards and Frameworks and are research-based.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2017-18 school year, the district is providing staff development through district coaches and the Curriculum and Instruction Department. 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. Some of the staff developments that Mesa Grande is training in are Daily 5, CAFE, PLCs, LLI, new State Standards, 21st Century Skills, Unit Plans, writing across curricular areas, Project/Problem based learning, and differentiation. Mesa is focusing on creativity, critical thinking, collaboration and communication. Mesa Grande has adopted a focus on Health and Medicine. 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, lead team and School Site Council. Training programs and topics were chosen based upon the school focus and student needs. Results for Common Formative Assessments, Site Based Single 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. Results from the Smarter Balanced Assessment will also be referenced to assist with identifying areas of strength and need.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on early student release days, after school trainings, during summer vacation, and on weekends. Teachers are provided days to collaborate in PLC teams. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Annual number of school days dedicated to staff development

2009-10: 1

2010-11: 0

2011-12: 0

2012-13: 1

2013-14: 3

2014-15: 3

2016-17: 3

2017-18: 3

2018-19: 3