



Moreno Elementary School

26700 Cottonwood Avenue • Moreno Valley, CA 92555 • (951) 571-4620 • Grades K-5

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<https://moreno.mvusd.net/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Moreno Valley Unified School District

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School Description

Moreno Elementary School helped lay the foundation of learning in our community over one hundred years ago. We take pride in our continued tradition of building educational success for all children. We are proud of the splendor of our current campus surroundings with flourishing majestic trees and open spaces. Our students thrive as well in a learning environment that is safe, rigorous, relevant, and responsible.

Moreno's Professional Learning Community focus is on student academic achievement and overall students have had consistent growth and improvement in both Math and English Language Arts on the State wide CAASPP test. That's why, as the Moreno Mustangs, we say we have "Horsepower to Learn!" Our grade level teams meet weekly to review current data from Common Formative Assessments (CFA) using curriculum based tests, Smarter Balance Interim Assessment Blocks (IAB's), and Measurements of Academic Progress (MAP) student scores. Teachers analyze CFA data collectively, and then they collaborate and clarify on what students are expected to learn, identify those not learning, and find ways to help them learn, as well as challenge students already proficient. Teachers also meet with students individually to discuss each student's own personal goals each trimester as a means to encourage the students to take control of their own responsibility for their education so that they are committed to continual growth and desire to succeed academically.

Moreno uses Positive Behavioral Interventions & Supports (PBIS) to ensure that students understand behavior expectations and have interventions in place to support students with their behavior choices. Moreno students and staff PBIS focus is that "Moreno Mustangs are Responsible, Respectful, and Safe with horsepower to learn!" We affirm and celebrate our diverse cultural heritage while reinforcing our common bonds with an emphasis on being responsibility, respectful and safe.

Moreno's Black History Month annual performances have packed the house for family and friends. Family events including, Back to School Night, Open House, Multicultural Night, Technology Day/Night, Math Night, Technology Night and Literacy Night provide opportunities for families to participate with activities at school. PTA also provides social events for families including the Fall Festival, Daughters' Masquerade Dance, Sons' Dance/Activity, and the Christmas Shoppe,

We're happy to have many valued volunteers helping daily on campus assisting teachers, the library, and with school events. We believe that Informative, interactive, and consistent communication between school and home is important to our school improvement effort. We've made the most of communicating with parents of our students with disabilities by enabling our teachers to build a highly touted Basic Skills learning program. Moreno works to bridge interactions between general and special education students by integrating students in activities and in weekly STEAM rotations and the Skittle Pop Inclusion weekly recess activities.

Our Mission (Why Do We Exist?)

At Moreno Elementary, our Mission is to be a Professional Learning Community where we:

- Meet the learning needs for all students so that they will become proficient in literacy, numeracy, critical thinking and technology skills.
- Prepare our students so that they will graduate from high school prepared to successfully enter into higher education and/or pursue a viable career path.
- Provide learning environments that support all students to thrive academically at the rigor of each grade level.

Our Vision (What Do We Hope to Become?)

We, the learning community at Moreno Elementary School, embrace our diversity and commit to the tenets of a Professional Learning Community. We will provide a highly qualified staff who will collaborate utilizing effective and appropriate strategies, interventions, and assessments for optimal student learning. Educators—in partnership with staff, families and the community—will provide for the education, safety, and well-being of all students.

Our Values (How Must We Behave?)

In order to advance Moreno's shared vision of an exemplary school, we will:

- Promote a safe and positive school climate by modeling the qualities and characteristics that we hope to instill in our students.
- Make full use of the instructional time allotted to us.
- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Demonstrate our commitment to ongoing professional development and continuous improvement.
- Help all students achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles.
- Use effective assessment methods to provide evidence of student achievement, to monitor the learning of individual students, to adjust instruction based on results, and to provide supportive and timely feedback, based on student strengths, for students to meet more standards and improve achievement.
- Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their children.
- Provide an inviting classroom environment for students—an environment with clear expectations, consistent consequences, and specific, articulated, academic goals.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	66
Grade 2	71
Grade 3	81
Grade 4	76
Grade 5	83
Total Enrollment	483

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.3
American Indian or Alaska Native	0.4
Asian	2.1
Filipino	1.4
Hispanic or Latino	67.3
Native Hawaiian or Pacific Islander	1.9
White	7.9
Two or More Races	3.1
Socioeconomically Disadvantaged	77
English Learners	19.3
Students with Disabilities	18
Foster Youth	2.1
Homeless	13.7

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 for Moreno Elementary School	17-18	18-19	19-20
With Full Credential	17	24	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Moreno Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1197
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Moreno Elementary School

Indicator	17-18	18-19	19-20
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)

The District provides all students with high-quality textbooks and instructional resources. Instructional materials are reviewed and approved by State Board of Education (SBE) committees for local adoption in grades K-8; high school grades 9-12 materials are reviewed and approved locally. All core instructional materials are reviewed by District level committees comprised of community members, teachers and administrators and approved by the local Board of Education prior to use within MVUSD schools. This textbook adoption process is aligned with the State Department of Education's seven-year review textbook adoption cycle. Each adoption cycle provides for districts to adopt and purchase texts within a 24- month period. 2017). Each school has a library to supplement and enrich the school's instructional program. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on September 24, 2019 that each pupil in the District, including English Learners, in Kindergarten through Grade 12, utilized standards-aligned textbooks or basic instructional materials in each of the areas listed below. The chart below outlines the content areas where textbooks adopted and used by Moreno Valley Unified School District.

- 2004-05: Health
- 2005-06: History-Social Science
- 2006-07: Science and Visual & Performing Arts
- 2014-16: Mathematics
- 2017-2018: Reading-Language Arts

Textbooks and Instructional Materials

Year and month in which data were collected: 9/24/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Read 180 Stage A, Scholastic (Adopted in 2005)</p> <p>Read 180 Next Generation State A, Scholastic (Adopted in 2014)</p> <p>Wonders, McGraw Hill (Adopted in 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Go Math!(Spanish and English) Houghton Mifflin (Adopted in 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>California Science, MacMillan/McGraw-Hill (Adopted in 2008)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Social Studies Alive California Series Teachers Curriculum Institute (Adopted 2019)</p> <p>Estudios Sociales Vivos! California Series Teachers Curriculum Institute (Adopted 2019)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District office, or on the Internet at www.mvUSD.net. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Building:

This school has 21 classrooms, 15 permanent classes, 7 portable classrooms, 6 portables used ELD, speech, counseling, Occupational Therapy, VAPA/Think Together, RSP and storage units, a multipurpose room, a library, and an administration building. The main campus was built in 1966. The school opened in 1966.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and all emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District's M & O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Improvement Projects:

Improvement projects recently completed at the school include replacing front walkway and upgrading doors.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Bldg A - Admin Off - 4. Water stain ceiling tiles Bldg G - Cafeteria - 4. Trip Hazard Floor outlet cover missing/Floor tiles bubbling/Cracked ceiling tile is missing Bldg C - Rm 1 - 4. Ceiling tile has hole Port - Rm 22 - 4. Ceiling tiles are cracked/Ceiling tile has hole/Wallpaper is torn at entry Port - Rm 23 - 4. Water stain ceiling tile Port - Rm 26 - 4. Water stain ceiling tiles Bldg D - Rm 6 - 4. Ceiling tiles are loose Bldg D - Staff Work Rm - 4. Ceiling tiles are loose/Water stain ceiling tiles Bldg D - Rm 9 - 4. Ceiling tiles are loose Bldg D - Rm 8 - Ceiling tiles are loose/Water stain ceiling tiles Bldg E - Rm 11 - 4. Carpet is separating at seam/Rubber molding is missing under sink Bldg F - Rm 14 - 4. Water stain ceiling tiles/Laminate is missing on counter Bldg F - Rm 15 - Laminate is broken on counter Bldg P - Rm 16 - 4. Water stain ceiling tiles Bldg P - Rm 17 - 4. Water stain ceiling tile Bldg P - Rm 20 - 4. Water stain ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Bldg P - Rm 16 - 12. Signs of termites outside entry

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Bldg G - Cafeteria - 7. Outlet cover is missing on ceiling Port - Rm 23 - 7. Light panel is out Port - Rm 25 - 7. Outlet cover is missing Port - Rm 27 - 7. Light panel is out Port - Rm 28 - 7. 3 light panels are out Bldg D - Rm 9 - 7. Light panel is out Bldg D - Rm 8 - 7. Light panel is out Bldg F - Rm 14 - 7. Light panel is out Bldg P - Rm 18 - 7. Light diffuser is cracked Bldg P - Rm 19 - 7. Light panel is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg D - Rm 6 - 9. Drinking fountain has high flow Bldg D - Boys RR - 4. Access panel is loose on wall in 1st stall
Safety: Fire Safety, Hazardous Materials	Good	Bldg B - K-1 - 11. Paint is chipping on wall at sink Bldg C - Rm 3 - 11. Paint is chipping on cabinets Bldg C - Girls RR - Paint peeling @ skylight/Paint is chipping on wall Bldg D - Rm 5 - 11. Paint is chipping on cabinets Bldg D - Rm 7 - 11. Paint is chipping on cabinets Bldg E - Rm 10 - 11. Paint is chipping on cabinets Bldg F - Rm 15 - 11. Paint is chipping on cabinets Bldg P - Rm 20 - 11. No skid paint is peeling on ramp/slip hazard
Structural: Structural Damage, Roofs	Good	Bldg G - Cafeteria - 14 - Hole in exterior wall Bldg P - Rm 17 - 12. Dry rot on trim at ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Bldg C - Girls RR - Trip hazard Asphalt cement seam by drinking fountain Bldg D - Staff Work Rm - 15. Lock is loose on door Bldg E - Rm 12 - 14. Trip hazard on walkway towards F Wing
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	42	31	35	50	50
Math	33	32	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.8	21.2	12.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	215	99.54	41.59
Male	106	106	100.00	38.10
Female	110	109	99.09	44.95
Black or African American	34	34	100.00	35.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	147	99.32	42.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	43.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	202	99.51	41.79
English Learners	75	74	98.67	37.84
Students with Disabilities	30	30	100.00	13.79
Foster Youth	--	--	--	--
Homeless	30	30	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	216	100.00	32.41
Male	106	106	100.00	34.91
Female	110	110	100.00	30.00
Black or African American	34	34	100.00	32.35
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	148	100.00	31.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	203	100.00	32.51
English Learners	75	75	100.00	25.33
Students with Disabilities	30	30	100.00	6.67
Foster Youth	--	--	--	--
Homeless	30	30	100.00	0.00

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.

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 enrich the quality of our school climate and play an integral role in the academic success of all students in our school. Moreno Elementary has many opportunities for student families to get involved with Parent Teachers' Association (PTA). The PTA and parent volunteers support and promote the following: Red Ribbon Week, teacher and class support, field trips, rewards and incentives, student competitions, attendance and academic awards/trophies, and more. Our PTA has been recognized as an outstanding unit in MVUSD. Community involvement is further evidenced by support from area businesses and civic organizations in academic programs, student recognition activities, and partnerships.

The School Site Council (SSC), Safety Committee, African American Parent Advisory Committee (AAPAC), and English Language Advisory Committee (ELAC) strengthen parent participation by providing forums for input on matters such as curriculum, budget, support programs, as well as special services and needs. Many school events such as the Parent Book Club, Multi-Cultural Event, Black History student performances, Family Fun Festivals, and Math Nights, Technology Nights and Literacy Family Nights give parents the opportunity to participate in their child's education.

Parent volunteers are welcome on the site to work in classrooms and to help with school activities such as Picture Day, Field Day, STEAM Activities, Career Day or for grade level or classroom celebrations. Parent volunteers support teachers and students on field trips.

For more information on how to become involved, contact Angela Willis at (951) 571- 4620.

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.

School Safety Plan

The comprehensive School Safety Plan includes, but is not necessarily limited to, assessing the current status of school crime committed on school campuses and at school-related functions, identifying appropriate strategies and programs that will provide or maintain a high level of school safety, and addressing procedures for complying with existing laws related to school safety.

Fire drills are held at least twice a year at the secondary schools and once a month at the elementary schools. Disaster and earthquake drills are conducted as needed. The School Safety Plan also includes the MVUSD discipline policy, which describes the consequences for student misconduct (such as detention, Saturday School, suspension, and expulsion).

The School Safety Plan was last reviewed, updated, and discussed with the school faculty on October 14, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.5	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.2	5.8
Expulsions Rate	0.3	0.2	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	1207.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	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.

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	15	4	1		17	3	3		26	1	2	1
1	18	2	2		21		3		24		2	
2	19	2	1		20	1	2		22	1	3	
3	20	1	3		21	1	3		25		3	
4	25	1		2	32		2		33	1		1
5	28	1	1	2	27	1	1	2	23	2	2	1
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Professional development is a critical and extensive service provided by the Moreno Valley Unified School District (MVUSD) focused on supporting the implementation of the district's strategic plan which include specific goals and outcomes. The fourteen outcomes are:

- Increase the Distance from Standard in grades 3-8 and 11 SBAC ELA and Math by 10% of the Distance from Standard.
- Progressively increase the number of students who meet their expected growth as measured by the Achievement Status Growth report in the areas of Reading and Math on the Interim MAP Assessment with 50% or better of your students.
- Increase English Learners' reclassification rate by 2% annually.
- Increase the status of the English Learner Progress Indicator(ELPI) by 2% annually.
- Progressively increase high school graduation rates to 90% for all students with an emphasis on African American, Hispanic, English Learner and Special Education student groups as measured by the CA School Dashboard.
- Decrease high school dropout rate by 2% annually with an emphasis on African American, Hispanic, English Learner and Special Education student groups.
- Progressively increase the A-G course completion rate to 65% with an emphasis on African American, Hispanic, English Learner and Special Education student groups.
- Attain a 50% AP qualifying score rate of 3+ for all students with an emphasis on African American and Hispanic students.
- Attain an 85% FAFSA Completion Rate.
- Increase the High School Readiness Indicator by 10% annually.
- Address Middle School Readiness by increasing the percent of students scoring Average or above on the MAP Reading Assessment by 5% annually.
- Decrease suspension rate for Foster Youth* and African American* students by 2% annually.
- Meet or exceed 95% attendance rate for all students.
- Decrease the chronic absenteeism rate for all students by 2% annually.

The MVUSD Professional Development and Digital Learning Department develops and implements a wide variety of sessions to support staff members as they grow and extend their skillsets in providing highly-effective instruction to ensure student success and meet the goals and outcomes mentioned above. These sessions include, but are not limited to, initial full-day or half-day trainings, on-site trainings, classroom coaching, classroom observation and feedback, co-planning/co-teaching, webinars, demonstration lessons, and conferences. The department also assists with promoting curriculum understanding, developing curriculum guides/scope and sequence documents, implementing programs focused on grade level academic content standards, acquiring highly-effective instructional strategies, training for assessments (data analysis and content training), participating in review processes, designing coaching/training for individual school site needs, and addressing special needs students. Further, the department focuses on the analysis of teaching (effectiveness) and student learning, accountability strategies, and the integration of technology. There are twenty-nine Professional Development Specialists who serve MVUSD's thirty-nine school sites. They receive high-level coaching training support the Professional Learning Communities model and are available for assistance with implementation on all campuses.

Additional professional development support areas are as follows:

1. Teachers with preliminary credentials new to MVUSD are provided the opportunity to clear their credentials through the Induction Program coordinated by this department and RCOE.
2. Multilingual and Special Education trainings are coordinated through Professional Development.
3. CPR and Instructional Assistant trainings are also coordinated through Professional Development.
4. Local colleges and universities partner with the district and the department to offer a wide variety of professional development coursework. UCR/MVUSD STEAM Certificate Program with UCR has certified 35 teachers in the district. This strand of graduate level courses is developed and taught by the Professional Development and Digital Learning Department after vetting themselves as UCR adjunct faculty.
5. Teachers receive required training for new textbook materials and district initiatives by Professional Development personnel.
6. Teachers are offered extended training beyond the initial training for textbooks by Professional Development personnel.
7. The Professional Development and Digital Learning Department offers comprehensive technology trainings--specifically Google Education Suite, STEAM, Problem-Based Learning and 3D Printing.
8. Other extensive trainings include ELA, Math, Writing(Step Up To Writing), NGSS and STEAM
9. Of the District's approximate 1,200 TK-12 classroom teachers, over 10,000 instances occurred where teachers participated in Professional Development and Digital Learning opportunities beginning July 1, 2019 to January 2020.

Teachers are compensated for attending professional development during their non-contract time. Substitutes are provided through various funding sources for trainings taking place during the school day.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,887	\$48,612
Mid-Range Teacher Salary	\$81,231	\$74,676
Highest Teacher Salary	\$105,781	\$99,791
Average Principal Salary (ES)	\$134,524	\$125,830
Average Principal Salary (MS)	\$141,691	\$131,167
Average Principal Salary (HS)	\$153,276	\$144,822
Superintendent Salary	\$255,160	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The average daily attendance(ADA)dollars provide services budgeted from the general fund and Local Control Funding Formula(LCFF)including regular classroom instruction and support, special education, counseling, psychology, child welfare, services for English Learners, Gifted and Talented Education (GATE), support for foster youth, support for homeless students and attendance and program assessment. Additional services funded as categorical programs include: Title I, which provides supplemental funds designed to ensure every student is proficient and meets the grade level standards.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,905.56	\$2,773.93	\$6,131.63	\$77,790.59
District	N/A	N/A	\$4,321	\$84,397.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	34.6	-8.1
School Site/ State	-20.2	-5.8

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.