

Chaparral Hills Elementary School

24850 Delphinium Avenue • Moreno Valley, CA 92553 • (951) 571-4730 • Grades K-5

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



Moreno Valley Unified School District

25634 Alessandro Blvd
Moreno Valley, CA 92553
(951) 571-7500
www.mvusd.net

District Governing Board

Marsh Locke, Ed. D.

President

Darrell Peeden

Vice President

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Member

District Administration

Martinrex Kedziora, Ed.D.

Superintendent

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**Chief Academic Officer,
Educational Services**

Susana Lopez

**Chief Business Official, Business
Services**

Robert J. Verdi, Ed.D.

**Chief Human Resources Officer,
Human Resources**

School Description

Chaparral Hills Elementary School, home of the Cheetahs, is an enriched academic and social environment that provides global experiences for all students to become productive citizens. Our students are "SWIFT" of mind and spirit. High-quality instruction is the trademark of our school and we are dedicated to developing the talents of all of our students and helping them to achieve at their highest academic and social level.

Families are always welcome to visit our school and our school website (www.chaparralhills.mvusd.net) for specific information related to our school. Chaparral Hills Elementary School has created a culture of synergy among our staff, students, and parent groups. We welcome parents and family volunteers. For more information, please contact our school office at (951) 571-4730.

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 | 115 |
| Grade 1 | 99 |
| Grade 2 | 101 |
| Grade 3 | 106 |
| Grade 4 | 120 |
| Grade 5 | 122 |
| Total Enrollment | 663 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.7 |
| Asian | 0.3 |
| Filipino | 0.9 |
| Hispanic or Latino | 82.4 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 3.8 |
| Two or More Races | 3.5 |
| Socioeconomically Disadvantaged | 89.6 |
| English Learners | 35.9 |
| Students with Disabilities | 12.5 |
| Foster Youth | 0.8 |
| Homeless | 13 |

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 Chaparral Hills | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 27 | 27 | 26 |
| Without Full Credential | 0 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Moreno Valley Unified | 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 Chaparral Hills 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 | 1 | 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 30 permanent classrooms, a multipurpose room, a library, and an administration building. The main campus was built and opened in 2005.

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 and O office. The District Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/09/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | K-2: 4. WATER STAINS CEILING TILES RM 3 : 4. WATER STAINS CEILING TILES RM 16 : 4. WATER STAINS CEILING TILE RM-26: 4. WATER STAINS CEILING TILE Work Room: 4. WATER STAINS CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | RM-16: 11. PAINT IS CHIPPING ON DOOR RM-23: 11. PAINT IS CHIPPING ON DOOR |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| 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 | 21 | 28 | 31 | 35 | 50 | 50 |
| Math | 17 | 23 | 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 | 25.2 | 19.3 | 17.6 |

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 | 341 | 340 | 99.71 | 27.94 |
| Male | 175 | 175 | 100.00 | 20.00 |
| Female | 166 | 165 | 99.40 | 36.36 |
| Black or African American | 26 | 26 | 100.00 | 11.54 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 285 | 284 | 99.65 | 28.87 |
| White | 12 | 12 | 100.00 | 33.33 |
| Two or More Races | 12 | 12 | 100.00 | 16.67 |
| Socioeconomically Disadvantaged | 337 | 336 | 99.70 | 27.98 |
| English Learners | 162 | 161 | 99.38 | 28.57 |
| Students with Disabilities | 65 | 65 | 100.00 | 9.23 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 52 | 52 | 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 | 343 | 342 | 99.71 | 23.24 |
| Male | 176 | 176 | 100.00 | 21.14 |
| Female | 167 | 166 | 99.40 | 25.45 |
| Black or African American | 28 | 28 | 100.00 | 18.52 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 285 | 284 | 99.65 | 23.24 |
| White | 12 | 12 | 100.00 | 33.33 |
| Two or More Races | 12 | 12 | 100.00 | 18.18 |
| Socioeconomically Disadvantaged | 339 | 338 | 99.71 | 23.21 |
| English Learners | 162 | 161 | 99.38 | 22.64 |
| Students with Disabilities | 66 | 66 | 100.00 | 6.06 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 52 | 52 | 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)

We rely greatly on our parents to help us have an outstanding school for our children. There are several ways that parents can become involved at Chaparral Hills Elementary School. All visitors must sign in and out in the office. A visitor's badge will be issued to all visitors and visitors are asked to return the badge to the office when they sign out. To help ensure a safe school environment, adults are NOT allowed on the playground, in the lunch area, or in the multipurpose room during the serving of meals.

Volunteering: In order to ensure the safety for all and to minimize interruptions to learning, please contact your child's teacher and inquire about ways you can help. Parents must follow district protocol for volunteering.

Cheetah Booster Club: An active booster club is an important part of Chaparral Hills Elementary School. The booster club fundraisers provide funds for student awards, disaster preparedness material, and for various other activities throughout the school year. The booster membership drive is open all year. All parents are encouraged to join and support the activities of our school. Meetings are open to all parents.

School Site Council (SSC): SSC reviews student progress, programs, and helps develop our school's School Plan for Student Achievement based on achievement data. The SSC is comprised of parents, teachers, and administrators and meets several times a school year. Meetings are open to all parents.

English Learner Advisory Committee (ELAC): The ELAC reviews programs for English Learners. ELAC monthly meetings are open to all parents and participants discuss information regarding services for English Learners.

African American Parent Advisory Council (AAPAC): AAPAC involves and engage parents, families, students, educators, and community members in the decision making process at the site, district and regional level to improve the quality of education for African American students. Meetings are held monthly and are open to all parents.

Chaparral Hills offers parents Family Nights, such as Reading Night, Math Night, and Paint Night. This event is open to all families here at Chaparral Hills and encourages parent involvement in their child's education.

For more information on how parents can become involved at Chaparral Hills Elementary School, please call Principal Deidra Johnson at (951) 571-4730.

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

Safety is the top priority here at Chaparral Hills. The collaborative effort to develop and implement a comprehensive site safety plan is paramount to student safety. The Chaparral Hills' site safety plan includes important procedures that maximize safety. Integrated into the site safety plan is Positive Behavior and Supports (PBIS). This initiative fosters structured lessons that support positive student interactions that reflect respect, responsibility, and safety. In addition, our site safety plan incorporates emergency evacuation maps and procedures in case of an emergency. Some of the various emergency procedures that are covered in the plan include fire emergencies, lockdown emergencies, earthquake emergencies, and many others. We maintain a high level of safety at Chaparral Hills and we regularly meet with our site safety team to stay current and updated on new procedures. We hold fire drills once a month to practice our procedures and ensure that the students, staff, and all stakeholders know the procedures. Chaparral Hills follows the existing laws related to school safety.

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 November 20, 2019. In addition to reviewing the school safety plan, Chaparral Hills has a committee that meets regularly throughout the school year to discuss discipline and safety issues. A copy of our site safety plan is uploaded on our school's website as well.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.9 | 3.1 | 3.5 |
| 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* | 1105.0 |

* 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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | .6 |
| 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 | 25 | | 5 | | 25 | | 5 | | 29 | | 3 | 1 |
| 1 | 25 | | 4 | | 24 | | 4 | | 24 | | 4 | |
| 2 | 24 | | 5 | | 24 | | 5 | | 20 | 1 | 4 | |
| 3 | 21 | 1 | 4 | | 22 | 1 | 4 | | 22 | 1 | 4 | |
| 4 | 29 | 1 | 1 | 5 | 32 | | 3 | 1 | 33 | | 1 | 2 |
| 5 | 32 | | 4 | 3 | 29 | 1 | 1 | 3 | 29 | 1 | | 4 |
| Other** | 6 | 1 | | | 10 | 1 | | | | | | |

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

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

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 | \$7,255.74 | \$1,440.62 | \$5,815.12 | \$80,622.50 |
| 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 | 29.5 | -4.6 |
| School Site/ State | -25.4 | -2.2 |

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.