



Desert Knolls Elementary School

18213 Symeron Rd. • Apple Valley, CA 92307 • (760) 242-3441 • Grades K-6

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<https://sites.google.com/avusd.org/desertknolls-new/home>

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



Apple Valley Unified School District

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District Governing Board

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Donna Davis

Maria Okpara

Rick Roelle

Wilson So

District Administration

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Superintendent

Deputy Superintendent, AVUSD

Pat Schlosser

Assistant Superintendent,
Educational Services

Matthew Schulenberg
Assistant Superintendent,
Administrative Services

Dustin Conrad
Assistant Superintendent, Human
Resources

School Description

Desert Knolls is located on the west side of Apple Valley and was originally part of the Victor Elementary School District. In 1987 Desert Knolls became part of the Apple Valley Unified School District. The original buildings were built in 1961 and a major renovation which added three additional buildings was opened in 1991. The school neighborhood consists of mainly single family homes with some apartments and townhouses. Apple Valley Road, a main artery through town, runs through the school's boundaries. There is a state preschool on campus that was established in 1999-2000, that converted over to an Apple Valley Unified Preschool in January of 2001. The preschool services 48 students equally divided between morning and afternoon sessions.

Desert Knolls has a full-time SAI (Specialized Academic Instruction) teacher, a Special Day Class teacher for our moderate / severe children and three instructional assistants in the Special Education department serving kindergarten through sixth grade students. Students who have an IEP with speech goals are met through a district speech pathologist. Our EL students receive language supports through small group instruction with their teachers and time with a para educator for additional support. Our classroom ratio's are PK-3 24:1, and 4-6th grade 32:1.

This year, we have 1:1 Chromebooks in the hands of every 2nd – 6th grade student to augment Common Core standards. Additionally our Kinder and 1st grade classrooms have centers with 6 - 15 Chromebooks for rotations. Some of our supplementary standards based web programs are: www.readingeggs.com, mathseeds.com, handwriting without tears, happy numbers, starfall, CGI along with google.docs and all the Renaissance programs. The programs available include skill development in the areas of math, reading, language arts, science and social studies. All computers throughout the school are connected to the internet.

Desert Knolls has a full-time Librarian who serves all students, preschool through sixth grade. The Desert Knolls library contains over 22,767 books. Classes visit the library on a weekly basis. Library skills are taught, book presentations are made, storytelling is enjoyed, and magazine reviews are given. The library has computers available to students throughout the day, and is set up for students to take Accelerated Reader tests and do research on subjects of interest.

We are implementing our Reading Intervention program for our Kinder - 2nd grade students. Students that scored a grade levels or more below on the iReady(Reading Inventory) are placed in this program to improve their English Language arts – reading comprehension, grammar and spelling. The LLI program is a rigorous and effective program that teaches children to be fluent in non-fiction and fiction materials along with phonics. Additionally Desert Knolls has an intensive intervention before and after school program in addition to participating in the district wide Summer School program.

Also, through the LCAP, Desert Knolls offers orchestra to 4th, 5th and 6th grade students. By law (California Education Code Section 60800), all public local educational agencies in California are required to administer the Physical Fitness Test (PFT) annually to all students in fifth grade. The PFT was administered to our student in Spring of 2018. The PFT assesses each students to level of health-related fitness. Each teacher designs the curriculum for their physical education program. Parents and guardians understand their child's fitness levels as they receive a report stating the results of their students test. This allows teachers, parents, and guardians to monitor changes in the student's fitness levels.

The mission of Desert Knolls Elementary School is for all students to be at or above grade level via state standards for reading, writing, and mathematics as we transitioned into Common Core. Additionally, Desert Knolls students can grow a proficiency band each year. We celebrate their growth when it occurs. Students' academic progress, behavior and emotional well-being are closely monitored and adjustments are made to their individual programs as needed. Desert Knolls continues to provide the necessary skills to prepare our students to successfully function in an ever advancing technological society. Our goal is to provide a safe and orderly environment with clear expectations for student behavior through the Character Counts model addressing the 6 pillars of Character that are consistently enforced by the entire staff and PBIS (Positive Behavior Intervention System). Parents and staff work together to emphasize the value of education and to monitor the academic performance of students. Desert Knolls is very proud of our history in the community. We have strong traditions linking parents to the school, such as Grandparents' Day, Patriotic plays and musicals, and fun and educational Parent Nights. We are pleased to have had a 90% average at our 2018 November Parent Teacher conferences. We continue to encourage our parents to be actively involved at Desert Knolls.

Our 5th graders are required by Ed Code to take the Physical Fitness Test. 99% of the 5th grade class completed the test. Student's are tested in the following area's: 40.3% Met the Standard in Aerobic Capacity, 76.4% Met the Standard in Body Composition, 61.1% Met the Standard in Abdominal Strength, 93.1% Met the Standard in Trunk Extension Strength, 68.1% Met the Standard in Upper Body Strength, and 69.4% Met the Standard in Flexibility.

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	107
Grade 1	94
Grade 2	92
Grade 3	77
Grade 4	67
Grade 5	72
Grade 6	78
Total Enrollment	587

Teacher Misassignments and Vacant Teacher Positions at Desert Knolls 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.

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	0.3
Hispanic or Latino	48.7
Native Hawaiian or Pacific Islander	1.2
White	36.3
Two or More Races	2.6
Socioeconomically Disadvantaged	76.8
English Learners	9.9
Students with Disabilities	9.7
Foster Youth	1
Homeless	5.3

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 Desert Knolls	17-18	18-19	19-20
With Full Credential	24	23	28
Without Full Credential	3	7	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Apple Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	524
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	10

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

On April 13th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption for grades K through six. For grades K through 3, McGraw Hill Reading Wonders was adopted and grades 4 through 6 adopted Benchmark Advance. On December 7th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption of McGraw Hill-World of Wonders for TK. On April 12th, 2018 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the Math textbook adoption of Houghton Mifflin - California Go Math for grades K-5.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> McGraw–Hill World of Wonder, 2017- TK McGraw–Hill Wonders Grades, 2017- K-3 Benchmark Advance, 2017 Grades- 4-6 Houghton Mifflin Company/ Scholastic: Read 180, 2015- Grades 4-8 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<ul style="list-style-type: none"> California Go Math, Elementary, Houghton Mifflin, 2018 - Grades K-5 California Go Math Middle School, Houghton Mifflin , 2016- Grade 6-8 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<ul style="list-style-type: none"> Pearson Scott Foresman: Scott Foresman California Science (Big Books), 2008 - Kindergarten Pearson Scott Foresman: Scott Foresman California Science, 2008 - Grades 1-5 McDougal Littell: McDougal Littell California Middle School Science Series, 2007 - Grade 6 - Earth Science <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<ul style="list-style-type: none"> MacMillan/McGraw-Hill: California Vistas (Big Books), 2007 - Kindergarten MacMillan/McGraw-Hill: California Vistas, 2007 - Grades 1-2 Pearson Scott Foresman: Scott Foresman History-Social Science for California, 2007 - Grades 3-5 Pearson Prentice Hall: Prentice Hall Social Studies, 2007 - Grades 6 <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

"Effective with the October 2017 Facility Inspection, Apple Valley Unified School District determined to hire a third party independent consultant to inspect the facilities of the District and complete the annual Facility Inspection Tool (FIT) Reports. This procedure will establish consistent inspection methodologies and reporting procedures on our annual FIT Reports."

Desert Knolls Elementary School provides a safe, clean environment for students. The custodial staff consists of one daytime custodian, one full-time and a part time evening custodian, who perform basic cleaning operations. The campus, including the playground and equipment, is inspected daily by the custodian and proctors to ensure that the campus is clean, safe, and functional for our staff and students. Site custodians follow set procedures daily to ensure that an appropriate environment is maintained. Restrooms are checked periodically throughout each school day to ensure cleanliness and functionality. An annual facilities inspection, using the state-adopted Facilities Inspection Tool, is conducted to ensure that the campus is in "good repair". District maintenance personnel evaluate the facility throughout the year, make necessary repairs, and plan long-term projects with the site administrator. New playground equipment was ordered in the 1999–2000 school year. It meets all state safety standards. The most recent site inspection was completed on 10/7/2019.

Desert Knolls has a closed campus. This means that all visitors to our campus check in at the office before entering. Desert Knolls employs five proctors for playground supervision throughout the school day. Our staff provides supervision during arrival and dismissal times. All volunteers are required to have a current TB test, and have passed a background check.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/11/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	500 bld: Girls Restroom Exhaust fan is non-op Middle faucet has extreme low flow W/O 1920-2958 12/5/19 Approved
Interior: Interior Surfaces	Poor	Workroom 200 bld: Carpet has large stains and is lifting W/O 1920-2956 12/5/19 Approved Rm 201: Drinking fountain loose W/O 1920-2963 12/5/19 Approved
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 706: Water seeping under door and soaking carpet (stained) W/O 1920-2971 12/5/19 Approved
Electrical: Electrical	Fair	600 Bld: Storage room Three light panels are out W/O 1920-2957 12/5/19 Approved Room 205 Light fixture is rattling.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin bld: Restroom floor tile is broken/missing at entry & paint is peeling on the door. W/O 1920-2825 12/4/19 Open 200 bld: Boys restroom one faucet handle is broken, one faucet has a low flow 1920-2960 12/5/19 Approved 400 bld: Boys restroom Exhaust fan non-op W/O 1920-2959 12/5/19 Approved Bld 700: Girls restrooms Two toilets loose at the base W/O 1920-2978 12/5/19 Approved Bld 700: Boys restrooms one faucet has a constant flow W/O 1920-2979 12/5/19 Approved
Safety: Fire Safety, Hazardous Materials	Fair	Room 301: Fire Extinguisher not mounted. W/O 1920-2955 12/5/19 Approved
Structural: Structural Damage, Roofs	Good	Rm 703: Dry rot on ramp and siding

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Vermin holes throughout the fields, tripping hazard W/O 1819-4358 2/25/19 Received Rm 704: Asphalt/Ramp Tripping hazard W/O 1920-2965 Rm 711: Asphalt/Ramp Tripping hazard W/O 1920-2966 Rm 710: Asphalt/Ramp Tripping hazard W/O 1920-2967 Rm 710: Asphalt/Ramp Tripping hazard W/O 1920-2972 Rm 713: Asphalt/Ramp Tripping hazard W/O 1920-2976 Rm 716: Asphalt/Ramp Tripping hazard W/O 1920-2977
Overall Rating	Fair	

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	36	41	42	42	50	50
Math	29	23	27	26	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	16.5	14.1	21.2

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	306	298	97.39	40.94
Male	139	136	97.84	43.38
Female	167	162	97.01	38.89
Black or African American	23	22	95.65	27.27
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	154	152	98.70	38.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	99	96.12	49.49
Two or More Races	12	12	100.00	33.33
Socioeconomically Disadvantaged	238	232	97.48	37.50
English Learners	46	46	100.00	32.61
Students with Disabilities	36	35	97.22	11.43
Foster Youth	--	--	--	--
Homeless	20	20	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	307	300	97.72	23.33
Male	139	136	97.84	24.26
Female	168	164	97.62	22.56
Black or African American	23	22	95.65	9.09
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	154	153	99.35	17.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	104	100	96.15	34.00
Two or More Races	12	12	100.00	16.67
Socioeconomically Disadvantaged	239	234	97.91	19.23
English Learners	46	46	100.00	21.74
Students with Disabilities	36	35	97.22	2.86
Foster Youth	--	--	--	--
Homeless	21	21	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)

The key link to our school is the family. The parent partnership is strengthened through evening events such as Family Math, Reading, Science and History Nights, Kindergarten Orientation, Back-to-School Night, Parent conferences and Grandparents' Day. Parent volunteers are an integral part of the Desert Knolls educational programs. Desert Knolls generally logs hundreds of volunteer hours annually, but the last two years volunteerism fell short. The Eagles Nest Booster Club has rebuilt it's membership and have plans to sponsor many student-centered activities such as the Family Movie Nights, Santa workshop, and grade level activities. 2018-2019 both administration and staff had pushed to increase volunteers to work with the Boosters to bring back a strong Boosters program. As of today the number of volunteers are markedly increased. Our ENBC raises funds to support D.K. programs for all students. Our families can access the Booster activity on Facebook (Desert Knolls Eagles Nest Booster Club). If a parent wants to volunteer their time, they can come in to the front office and we will be happy to assist.

School Site Council (SSC) at Desert Knolls is made up of three teachers, five parents, one classified staff member and the principal. The SSC meets and makes decisions regarding how to spend school funds to improve student achievement based on information such as student data, and programs.

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 Desert Knolls Safety Plan is reviewed annually by staff and SSC. Disaster preparedness and safety are evaluated and practiced in all classrooms. School-wide drills are conducted on a regular basis to familiarize students and staff with emergency procedures. Desert Knolls School has a specific emergency plan that will be followed in case of an actual emergency. Staff members are assigned to teams which have been organized to carry out specific duties. First aid supplies are available, as well as other necessary equipment, food, and water. All the emergency equipment is in good working order. In the case of a serious emergency, Desert Knolls would be able to keep students and staff safe.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.5	2.1	2.1
Expulsions Rate	0.4	0.0	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	4.6	5.1
Expulsions Rate	0.4	0.2	0.2

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*	.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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		22	1	4		21	1	4	
1	24		4		22		4		21	1	3	
2	24		3		22		4		19	4		
3	24		3		21	2	1		22	1	3	
4	30		2		32		1	1	31		2	
5	25	1	3		29		3		26		2	
6	24	1	1	1	21	2	2		24	1	3	
Other**	13	1			10	1			8	3		

*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

At Desert Knolls we are committed to the ongoing professional development of both classified and certificated staff members. Staff, grade level and PLC Leadership meetings are regularly scheduled. At these professional meetings, research-based practices are taught, reviewed and shared with all stakeholders. Data is analyzed by teachers to ensure all students show academic growth in writing, reading, math, social studies and science. For grades K-8, the Apple Valley Unified School District offers a selection of workshops and seminars on standards-based instruction and teaching methodology through outside district consultants and AVUSD teachers on assignment. Beginning teachers receive assistance through the state approved credentialing program, Induction (Beginning Teacher Support and Assessment). A Peer Assistance and Review program is also available for teachers who change grade levels and may need additional teaching support.

The staff at Desert Knolls is dedicated and committed to providing the best possible learning environment. Our teachers receive ongoing training in the areas of effective instructional strategies, literacy, mathematics, technology and Character Counts, a national character education programs, and PBIS. Apple Valley Unified School District implemented Early Release Wednesdays. These scheduled Early Release days allow time for parent conferences, staff development and collaboration time among and across grade levels. The Desert Knolls staff participates in staff development activities that are planned, carried out and evaluated for the purpose of improving student achievement as well as aligning the goals of the school plan. Professional development opportunities include conferences, seminars, and district workshops as well as on-site staff collaboration time. Staff development is funded through the "School Improvement Program", Title I and California Lottery funds.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,699	\$51,374
Mid-Range Teacher Salary	\$73,859	\$80,151
Highest Teacher Salary	\$109,273	\$100,143
Average Principal Salary (ES)	\$128,267	\$126,896
Average Principal Salary (MS)	\$132,444	\$133,668
Average Principal Salary (HS)	\$146,192	\$143,746
Superintendent Salary	\$214,821	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	4%	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

In addition to the regular K-12 education program, other services are funded by the general fund, categorical, and special programs. These other services include: special education, counseling, library services, child welfare and attendance, Title I, enrichment, ELD (English language development), School Improvement Program, LLI intervention programs and others.

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	\$5,827.27	564.58	5262.69	79336.
District	N/A	N/A	9958.47	79336
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-61.7	0.0
School Site/ State	-30.1	-0.4

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.