



Shivela Middle School

24515 Lincoln Ave. • Murrieta, CA 92562 • (951) 696-1406 • Grades 6-8

Mike Marble, Principal

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<http://www.murrieta.k12.ca.us/site/default.aspx?DomainID=1075>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson

Robin Crist

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District Administration

Patrick Kelley
Superintendent

Darren Daniel
Assistant Superintendent Human Resources

Stacy Coleman
Assistant Superintendent Business Services

Pam Wilson
Assistant Superintendent Educational Services

Bill Olien
Assistant Superintendent Facilities

School Description

Shivela Middle School, named a California Gold Ribbon School for 2017, serves students in grades six through eight. Our mission is to work in partnership with parents, teachers, administration, and the community to prepare our students for the future by developing the lifelong commitment to learning that is necessary for their success in our global society. There is a strong emphasis on campus toward student learning. We have an engaging culture in which students are encouraged to get involved. Shivela's core tenants are to live the Panther Life (Learning, Integrity, Friendship and Excellence).

Shivela Middle School is in the process of becoming a STEM (Science, Technology, Engineering, and Math) school and we continue to increase our offerings of STEM related electives. We offer many acceleration and intervention classes throughout the school day to support student learning. Our teachers spend a great deal of time collaborating and analyzing data to identify key practices to support student learning.

Shivela Middle School was approved as a Common Sense Digital Citizenship Certified School, an honor that recognizes our efforts in teaching digital literacy and citizenship to our students and engaging the entire school community in this important discussion. We add this to our recent acknowledgements, which include being chosen by the Campaign for Business and Education Excellence (CBEE) as a 2014 Honor Roll recipient because of our success in getting our students to higher levels of achievement. We also received Riverside County Office of Education's 2015 Models of Academic Excellence and Innovation Award for our Medical Pathway Partnership with Murrieta Mesa High School and Mount San Jacinto College.

Mike Marble, Principal

Highlights & Achievements:

- In the third year of the California Assessment of Student Performance and Progress (CASSPP) assessments 66% of students in grades 6 – 8 met or exceeded standards in English Language arts, and 47% of students in grades 6 – 8 met or exceeded standards in Math. Our scores were in the top 15% in the county, with our greatest strength being in seventh and eighth grade mathematics.
- We have added additional intervention and acceleration classes to support all students.
- Shivela's AVID program (Advancement Via Individual Determination) continues to grow.
- We have recently offered zero period courses to increase student learning opportunities. Courses include Athletic Statistics, Computer Coding, a 6th grade STEM course, Physical Education, Athletic PE and a running class.
- Shivela is in the process of becoming a STEM school. Teachers are being trained and STEM electives include a 6th grade STEM course, one period of Computer Coding, six periods of a computer-based class title "Transitions", six periods of Robotics and six periods of Digital Photography.
- Student leadership opportunities include ASB, Senate, Video Production, WEB, and Yearbook. Fifteen percent of the students at Shivela are involved in a leadership class.
- Students are encouraged to get involved and there are more than twenty clubs offered.

- There is a strong emphasis on the arts with award-winning programs in Band, Choir and Strings.
- The Shivela intramural program has more than tripled in participation over the past three years. Shivela students brought home four of the district's eight intramural championships last year.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 459 |
| Grade 7 | 449 |
| Grade 8 | 515 |
| Total Enrollment | 1,423 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 6.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 4.8 |
| Filipino | 3.7 |
| Hispanic or Latino | 41.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 37.5 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 42.6 |
| English Learners | 7.3 |
| Students with Disabilities | 16.7 |
| Foster Youth | 0.5 |

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 | | | |
|---|-------|-------|-------|
| Shivela Middle School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 51 | 53 | 54 |
| Without Full Credential | 3 | 2 | 1 |
| Teaching Outside Subject Area of Competence | 2 | 2 | 0 |
| Murrieta Valley Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|----------|------------|------------|
| Shivela Middle School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 2 | 2 | 4 |
| Vacant Teacher Positions | 0 | 0.5 | 0.5 |

* "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 2017-18)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

| Textbooks and Instructional Materials Year and month in which data were collected: September 2017 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Literature {Ca} Timeless Voices, Timeless Themes Copper Level (Prentice Hall) Grade 6 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Bronze Level (Prentice Hall) Grade 7 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2002 READ 180 Level B (Scholastic) Grades 6-8 Adopted 2006 System 44 (Scholastic) Grades 6-8 Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 Algebra 1 {Ca} (Pearson) Adopted 2008 Advanced Mathematics I (mathematics vision project) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} (Pearson) Grade 8 Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | En Espanol 1 (McDougal Littell) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | N/A The textbooks listed are from most recent adoption: N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Shivela Middle School opened in 1990. The school has 58 classrooms, a multipurpose room, two computer labs, a library, a kitchen, a covered lunch area, library, cafeteria, administrative offices, a gymnasium, athletic fields, and a track. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping on a regular weekly schedule.

Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: June 21, 2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No apparent problems. |
| Interior: Interior Surfaces | X | | | No apparent problems. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | No apparent problems. |
| Electrical: Electrical | X | | | No apparent problems. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | No apparent problems. |
| Safety: Fire Safety, Hazardous Materials | X | | | No apparent problems. |
| Structural: Structural Damage, Roofs | X | | | No apparent problems. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | No apparent problems. |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 57 | 54 | 61 | 61 | 48 | 48 |
| Math | 46 | 48 | 46 | 46 | 36 | 37 |

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 61 | 62 | 71 | 66 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 17.4 | 22.3 | 38.4 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 509 | 489 | 96.1 | 61.8 |
| Male | 259 | 248 | 95.8 | 66.1 |
| Female | 250 | 241 | 96.4 | 57.3 |
| Black or African American | 23 | 22 | 95.7 | 59.1 |
| Asian | 21 | 20 | 95.2 | 75.0 |
| Filipino | 21 | 20 | 95.2 | 85.0 |
| Hispanic or Latino | 209 | 201 | 96.2 | 53.7 |
| White | 200 | 193 | 96.5 | 66.8 |
| Two or More Races | 29 | 28 | 96.6 | 60.7 |
| Socioeconomically Disadvantaged | 196 | 188 | 95.9 | 53.7 |
| English Learners | 22 | 21 | 95.5 | 38.1 |
| Students with Disabilities | 78 | 76 | 97.4 | 39.5 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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 | 1,444 | 1,433 | 99.24 | 53.86 |
| Male | 741 | 736 | 99.33 | 47.86 |
| Female | 703 | 697 | 99.15 | 60.17 |
| Black or African American | 91 | 91 | 100 | 55.06 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 72 | 70 | 97.22 | 68.12 |
| Filipino | 52 | 52 | 100 | 73.08 |
| Hispanic or Latino | 599 | 597 | 99.67 | 46.08 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 538 | 533 | 99.07 | 60.38 |
| Two or More Races | 78 | 77 | 98.72 | 44.59 |
| Socioeconomically Disadvantaged | 615 | 610 | 99.19 | 44.97 |
| English Learners | 158 | 157 | 99.37 | 36.36 |
| Students with Disabilities | 260 | 258 | 99.23 | 13.87 |
| Foster Youth | -- | -- | -- | -- |

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 2016-17 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 | 1,443 | 1,424 | 98.68 | 48.48 |
| Male | 741 | 731 | 98.65 | 48.62 |
| Female | 702 | 693 | 98.72 | 48.34 |
| Black or African American | 91 | 91 | 100 | 38.46 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 72 | 70 | 97.22 | 58.57 |
| Filipino | 52 | 52 | 100 | 65.38 |
| Hispanic or Latino | 598 | 591 | 98.83 | 41.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 538 | 530 | 98.51 | 57.31 |
| Two or More Races | 78 | 77 | 98.72 | 36 |
| Socioeconomically Disadvantaged | 614 | 606 | 98.7 | 39.04 |
| English Learners | 157 | 156 | 99.36 | 34.19 |
| Students with Disabilities | 259 | 254 | 98.07 | 10.53 |
| Foster Youth | -- | -- | -- | -- |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are invited to attend Back-to-School Night in the fall, Shivela Showcase in the spring, and parent-teacher conferences in October. They are also invited to monthly Coffee or Appetizers with the Principal meetings, parent training nights on current parent student topics and school climate meetings.

Parent and community involvement are encouraged through the PTSA, Watch DOGS, School Climate Committees and the School Site Council (SSC). The PTSA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, activities to enhance school and community spirit, and reward and incentive programs. The SSC, which includes three parents, three students, and three staff members, helps us provide a quality education program for all of our students.

The Watch DOGS (Dads of Great Students) program involves fathers and other adult male relatives on our campus. Watch DOGS take part in an orientation and then volunteer for a full or partial day on campus. During the day, they are involved in supervision, classroom academic support, and many other activities. This program has brought a positive male presence to our campus on a regular basis.

The contact person for parent involvement is Principal Mike Marble.

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

School safety is a high priority at our school. Campus supervisors, administrators, counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. The district holds monthly safety meetings and our School Site Council works on our Safety Plan throughout the year. We have adopted a Comprehensive School Safety Plan that we last reviewed and revised in January 2017. The plan is presented to all staff and parents, and we hold student assemblies to address safety issues.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Shively is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Trained canines provide unannounced canine searches of the campus for drugs, alcohol, and weapons. To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, our school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the NIMS emergency system.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 2.9 | 4.1 | 4.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.1 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.5 | 1.8 | 1.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| 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.

| 2017-18 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 6 |
| Percent of Schools Currently in Program Improvement | | 100 |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 2.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 1.0 |
| Social Worker | 0.0 |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist | 5.0 |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 711 |

* 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 (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 23 | 22 | 21 | 17 | 19 | 21 | 23 | 21 | 23 | 5 | 7 | 5 |
| Mathematics | 26 | 26 | 24 | 8 | 14 | 14 | 20 | 19 | 23 | 11 | 11 | 6 |
| Science | 27 | 28 | 26 | 6 | 7 | 12 | 25 | 12 | 12 | 5 | 16 | 13 |
| Social Science | 28 | 28 | 28 | 4 | 7 | 5 | 22 | 15 | 16 | 6 | 11 | 11 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district’s commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district’s Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC’s). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2016 – 2017 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$46,620 | \$47,808 |
| Mid-Range Teacher Salary | \$77,198 | \$73,555 |
| Highest Teacher Salary | \$108,426 | \$95,850 |
| Average Principal Salary (ES) | \$123,574 | \$120,448 |
| Average Principal Salary (MS) | \$129,634 | \$125,592 |
| Average Principal Salary (HS) | \$141,945 | \$138,175 |
| Superintendent Salary | \$216,161 | \$264,457 |
| Percent of District Budget | | |
| Teacher Salaries | 43% | 35% |
| Administrative Salaries | 5% | 5% |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 6315 | 1344 | 4971 | 88981 |
| District | ♦ | ♦ | 6761 | \$85,412 |
| State | ♦ | ♦ | \$6,574 | \$79,228 |
| Percent Difference: School Site/District | | | -26.5 | 4.2 |
| Percent Difference: School Site/ State | | | -24.4 | 12.3 |

* Cells with ♦ do not require data.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss, and they provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.