# Valle del Sol Elementary School

**51433 Education Way • Coachella, CA 92236 • 760-398-1025 • Grades K-6**
**Sean McQuown, Principal**
**smcquown@cvusd.us**
**https://vds.cvusd.us**

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

## Principal's Message

As principal, I take great pride in the school over which I preside. We are proud of Valle del Sol Elementary School and welcome this opportunity to tell you about us.

Valle del Sol Elementary School is building a tradition of academic excellence. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds and we celebrate all cultures and languages. The students, parents, staff and community are also working together to assure success for all students.

The staff at Valle del Sol Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. Our goal is for every student to be a reader by the third grade. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students.

We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunity to develop those talents.

Valle del Sol Elementary School prides itself on involving community members in every aspect of school. We welcome visitors to our campus for many different events. These events include Open House, Parent Conferences, and various assemblies scheduled throughout the year.

We believe that parents, community members, and staff must work together for the education of all students. In doing so, we will build an outstanding educational experience for all students at Valle del Sol Elementary School.

## District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Valle del Sol Elementary School is located in the city of Coachella and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2018-19 school year, 777 students were enrolled, including 10.4% in students with disabilities, 63.1% English Language Learners, and 95.6% socioeconomically disadvantaged.

## 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 | 120 |
| Grade 1 | 89 |
| Grade 2 | 96 |
| Grade 3 | 122 |
| Grade 4 | 120 |
| Grade 5 | 102 |
| Grade 6 | 128 |
| Total Enrollment | 777 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| American Indian or Alaska Native | 0.3 |
| Hispanic or Latino | 98.6 |
| White | 1 |
| Socioeconomically Disadvantaged | 95.6 |
| English Learners | 63.1 |
| Students with Disabilities | 10.4 |
| Foster Youth | 0.5 |
| Homeless | 0.1 |

## 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 Valle del Sol | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 39 | 37 | 37 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Coachella Valley | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 792 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

**Teacher Misassignments and Vacant Teacher Positions at Valle del Sol Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

All textbooks used in the core curriculum at Valle del Sol Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 3, 2019, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2020-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## Textbooks and Instructional Materials
**Year and month in which data were collected: September, 2019**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | 2017 McGraw Hill: World of Wonders (TK) <br> 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-6) <br> 2017 McGraw Hill: Wonders Kinder ELD (Consumables) (TK) <br> 2016 Houghton Mifflin Harcourt: System 44 Elementary (Intervention) (3-6) <br> 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal (4-6) <br> 2016 Houghton Mifflin Harcourt: System 44 Workbook Elementary (Intervention) (3-6) <br> 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal Realbook (4-6) <br> 2017 McGraw Hill: Wonders Core Program (TK-6) <br> 2017 Pearson: Side by Side (Newcomers) (5-6) <br> 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (5-6) <br><br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0% |
| **Mathematics** | 2015 McGraw Hill: World of Wonders (TK) <br> 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6) <br><br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0% |
| **Science** | 2017 McGraw Hill: World of Wonders (TK) <br> 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-3) <br> 2008 FOSS Science (English & Spanish) (4-5) <br> 2008 Investigating Earth Systems: The Dynamic Planet (English & Spanish) (6) <br><br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0% |
| **History-Social Science** | 2017 McGraw Hill: World of Wonders (TK) <br> 2017 McGraw Hill: World of Wonders (English) / Maravillas (Spanish) (K-3) <br> 2019 Pearson Social Science My World Interactive (4-6) <br> 2019 Pearson Social Science My World Interactive (Spanish Version) (4-6) <br><br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0% |

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Valle del Sol Elementary School's original facilities were built in 2006; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The principal communicates with custodial staff daily concerning maintenance and school safety issues. One day custodian and two evening custodians are assigned to Valle del Sol Elementary School.

The day custodian is responsible for:
- Administration Building
- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Securing Perimeter and Entrance Gates
- Fulfilling Teacher Requests

Restrooms are checked frequently for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:
- Common Areas
- Classrooms
- Restrooms

2018-19 Campus Improvements:
- Final phase of solar panels on the field

Planned 2019-20 Campus Improvements:

* Shade structure replacement and improvements

## School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: January, 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Fair | 602: 2 stained ceiling tiles<br><br>Vents: all vents need to be inspected, cleaned and replaced if needed. Many vents were dirty throughout the campus |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | K4: loose faucet in RR<br>K1: 2 light bulbs out (low impact), button broken on fountain<br>Boys RR: 1 loose faucet<br>Girls RR: 1 loose toilet seat<br>Boys RR: 1 light bulb out, 1 light fixture out (low impact), paint peeling above window<br>MPR: 1 loose toilet seat |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **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 | 37 | 37 | 28 | 29 | 50 | 50 |
| Math | 25 | 33 | 19 | 21 | 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 | 19.0 | 23.0 | 23.0 |

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 | 455 | 447 | 98.24 | 36.91 |
| Male | 239 | 236 | 98.74 | 33.47 |
| Female | 216 | 211 | 97.69 | 40.76 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 447 | 439 | 98.21 | 36.45 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 434 | 427 | 98.39 | 35.13 |
| English Learners | 350 | 344 | 98.29 | 34.01 |
| Students with Disabilities | 35 | 35 | 100.00 | 8.57 |
| Students Receiving Migrant Education Services | 78 | 78 | 100.00 | 26.92 |
| Homeless | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**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** | 455 | 451 | 99.12 | 32.82 |
| **Male** | 239 | 238 | 99.58 | 36.55 |
| **Female** | 216 | 213 | 98.61 | 28.64 |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Hispanic or Latino** | 447 | 443 | 99.11 | 32.28 |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 434 | 430 | 99.08 | 31.16 |
| **English Learners** | 350 | 347 | 99.14 | 30.84 |
| **Students with Disabilities** | 35 | 35 | 100.00 | 5.71 |
| **Students Receiving Migrant Education Services** | 78 | 78 | 100.00 | 25.64 |
| **Homeless** | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**
Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through monthly calendars, monthly letters, the school website, Blackboard Connect, and school bulletins. Contact the Principal or Parent Liaison at (760) 398-1025 for more information on how to become involved in your child's learning environment.

Opportunities for involvement:
- Classroom Helper
- Library
- Office
- Parent Center
- Committees
- English Learner Advisory Council (ELAC)
- Family Involvement Action Team (FIAT)
- Migrant Parent Advisory Council
- School Site Council
- School Activities
- Campus Beautification Days

- CAASPP Celebration
- Coffee with the Principal
- Literacy Nights
- Parent Education Workshops
- Parenting & Student Learning Training
- Saturday Literacy in the Library
- Science Fair
- Student of the Trimester
- Talent Show
- VDS Adult Learning
- Winter Program

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The Comprehensive School Safety Plan was developed for Valle del Sol Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's 2019-20 school safety plan was reviewed, updated, and approved by the SSC on February 13, 2019. It was board approved on March 21, 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.8 | 0.2 | 0.1 |
| Expulsions Rate | 0.1 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 5.5 | 5.2 | 4.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.0 |

| 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.

**Student Support Services Staff (School Year 2018-19)**

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

\* 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 | 22 | 1 | 5 | | 23 | 1 | 4 | | 22 | 2 | 4 | |
| 1 | 23 | | 5 | | 20 | 5 | | | 23 | | 3 | |
| 2 | 21 | 1 | 4 | | 22 | | 5 | | 21 | 1 | 4 | |
| 3 | 24 | | 4 | | 21 | 1 | 4 | | 23 | | 5 | |
| 4 | 23 | 1 | 5 | | 30 | | 3 | | 28 | | 4 | |
| 5 | 25 | | 5 | | 22 | 1 | 4 | | 30 | | 3 | |
| 6 | 23 | 2 | 4 | | 22 | 2 | 5 | | 24 | | 5 | |
| Other** | 10 | 2 | | | 7 | 3 | | | 9 | 4 | | |

*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** | 0 | 0 | 0 |

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2017-18 District-Sponsored Professional Development:
- Acuity Training (3-6)
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis

* Read 180 & Math 180 implementation and data analysis training

* Lexia and RAPID implementation and Data Analysis

2018-19 District-Sponsored Professional Development:
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis

* Read 180 & Math 180 implementation and data analysis training

* Lexia and RAPID implementation and Data Analysis

* Writing professional development provided by Riverside County Office of Education (RCOE)

2019-20 District-Sponsored Professional Development:

* Joven Noble

* Xinatchli

* Transformational Learning Training

* Restorative Justice Training

* PBIS Training
  - CAASPP Summative and Interim Assessment Block (IAB) training

* ELPAC Initial and Summative training

* English 3D

* Rosetta Stone

* Project Moving Forward - vocabulary, literacy, and language development
  - AVID Path to Schoolwide Trainings
  - AVID Summer Institute
  - Best Practices Relating to the ELA/ELD Standards and Frameworks
  - Biliteracy Units of Study
  - Common Core State Standards Implementation
  - EADMS Training for Assessment Implementation and Data Analysis
* University of California Irvine (UCI) Math training for middle school and high school

* Writing professional development provided by Riverside County Office of Education (RCOE)

* Accelerating Academic Learning for English Learners

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training
Valle del Sol Elementary School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The principal, assistant principal and all teaching staff combine efforts to identify professional development needs based upon the results of a need assessment survey and student performance data analysis; training activities are designed to complement and support districtwide training concentrations.

During the 2019-20 school year, site-based training focused on:
  - Writing Instruction and Strategies
  - PBIS and Transformational Learning
  - AVID Strategies
  - Common Core State Standards in English/Language Arts and Math
  - Data Analysis
  - English Learner Strategies
  - Professional Learning Communities

* English Language Development, English/Language Arts, and Math
  - iPads and Technology as Instructional Tools

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $53,870 | $51,374 |
| **Mid-Range Teacher Salary** | $86,849 | $80,151 |
| **Highest Teacher Salary** | $111,614 | $100,143 |
| **Average Principal Salary (ES)** | $128,758 | $126,896 |
| **Average Principal Salary (MS)** | $147,364 | $133,668 |
| **Average Principal Salary (HS)** | $149,640 | $143,746 |
| **Superintendent Salary** | $250,000 | $245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 35% | 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $12,995 | $3,964 | $9,030 | $91,211 |
| **District** | N/A | N/A | $9,313 | $92,713.00 |
| **State** | N/A | N/A | $7,506.64 | $82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | -3.1 | -1.6 |
| **School Site/ State** | 18.4 | 10.6 |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- Department of Rehabilitation Grant (Work Experience)
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

**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.