Mecca Elementary School

65-250 Coahuilla Street • Mecca, CA 92254 • 760.396.2143 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "School Accountability Report Card." We are very proud of Mecca Elementary School and welcome this opportunity to tell you more about us. Our main objective with this report card is to inform the community about learning conditions and progress being made at Mecca School.

The Mecca Elementary School staff, both certificated and classified, are dedicated to serving the school and the community. Our curriculum continues to improve and align with the California Common State Standards. We continue implementing our math program, Go Math. We are continuing our plan to improve the development of our English language learners and have begun to use English 3D for our long-term English users in grades 5 and 6. We are also implementing Project Moving Forward for our students in TK-3rd grade. We have returned to early release Wednesdays and use this time to collaborate. It is during this collaboration time, known as Professional Learning Community (PLC) time, that our staff is able to review student data, set goals, discuss best teaching practices, and plan lesson delivery that is systematic and rigorous.

We continue to integrate technology into our daily instruction to enhance lesson delivery and student learning. The goal of integrating technology into the lessons is to maintain engagement for all students and provide a medium through which our students can demonstrate understanding by doing so in a manner that modifies and redefines the learning that is taking place. All classrooms have iPad carts with iPads assigned to each student.

We will continue to offer parent workshops geared towards continuing to prepare our parents to support their child's learning at home. It is our hope that through continued collaboration, our students will succeed in moving forward in all aspects of their development. It is equally important for parents to be active in the recognitions their child may be a recipient of, and therefore we invite parents to participate when their child is recognized at our Student of the Month assemblies and other types of celebratory events. Let's continue to work together in moving forward with all of our goals!

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.

Mecca Elementary School is located in the southern region of the district's boundaries and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2018-19 school year, 764 students were enrolled, including 9.7% students with disabilities, 67.4% English Language Learners, and 97.6% 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	123
Grade 1	104
Grade 2	105
Grade 3	110
Grade 4	101
Grade 5	115
Grade 6	106
Total Enrollment	764

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Hispanic or Latino	99.1
White	0.7
Two or More Races	0.1
Socioeconomically Disadvantaged	97.6
English Learners	67.4
Students with Disabilities	9.7
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Mecca Elementary	17-18	18-19	19-20
With Full Credential	36	34	36
Without Full Credential	0	2	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 Mecca 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 Mecca 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) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-6) 2017 McGraw Hill: Wonders Kinder ELD (Consumables) (TK) 2016 Houghton Mifflin Harcourt: System 44 Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal (4-6) 2016 Houghton Mifflin Harcourt: System 44 Workbook Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal Realbook (4-6) 2017 McGraw Hill: Wonders Core Program (TK-6) 2017 Pearson: Side by Side (Newcomers) (5-6) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (5-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	2015 McGraw Hill: World of Wonders (TK) 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-3) 2008 FOSS Science (English & Spanish) (4-5) 2008 Investigating Earth Systems: The Dynamic Planet (English & Spanish) (6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: World of Wonders (English) / Maravillas (Spanish) (K-3) 2019 Pearson Social Science My World Interactive (4-6) 2019 Pearson Social Science My World Interactive (Spanish Version) (4-6) **The textbooks listed are from most recent adoption:** Yes **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. Mecca Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Mecca Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

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. Emergency repairs are given the highest priority.

2017-18 Campus Improvements:
- Installation of solar panels
- Remodeling projects to the kitchen

2018-19 Campus Improvements:

* Installation of new carpet in rooms K3 & 30.

* Installation of new door in room 8.

* Painting of the school's front entrance.

* Installation of security gates in rooms 27 and 30.

* Installation of new sound system in the Multipurpose room.

Planned 2019-2020 Campus Improvements:

* New Security Alarm System

* Removal of old portable classroom by Kinder area.

* Installation of new curtains in multipurpose room.

Every morning before school begins, the day custodian secures the school gates and inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Mecca Elementary School. The day custodian is responsible for:
- Administration Office
- Cafeteria Cleanup/Setup
- General Maintenance
- Library
- Restrooms

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Afternoon Events Preparation/Setup
- Classrooms
- Restrooms
- Office Areas
- Vacuuming/Mopping Floors

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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	40: light fixture cover missing
Interior: Interior Surfaces	Poor	MPR: 42 light bulbs out 40: loose ceiling tile, stained ceiling tile 36: 1 missing ceiling tile 29: 1 stained ceiling tile 20: 13 stained ceiling tiles Library: webs along window sills
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS RR: Wads of paper on ceiling
Electrical: Electrical	Poor	MPR: 42 light bulbs out 40: electrical cord without protector 32: 1 light fixture missing cover, 1 light bulb out 29: electrical cord without protector 20: electrical cord needs longer protector BOYS RR: light cover fixture missing 3: 1 light fixture has a loose cover, 1 light fixture has a missing cover, 1 light fixture out, electrical cord without protector 16: 2 light bulbs out, electrical cord without protector
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS RR: no soap, no paper towels BOYS RR: no soap, no paper towels, sinks separating from walls BOYS RR: no lights
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	29	30	28	29	50	50
Math	24	25	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	29.2	26.5	18.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	433	420	97.00	30.24
Male	216	209	96.76	25.84
Female	217	211	97.24	34.60
Hispanic or Latino	430	417	96.98	30.46
White	--	--	--	--
Socioeconomically Disadvantaged	418	405	96.89	29.63
English Learners	389	377	96.92	27.59
Students with Disabilities	59	58	98.31	6.90
Students Receiving Migrant Education Services	98	92	93.88	27.17
Homeless	20	19	95.00	5.00

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	433	429	99.08	24.71
Male	216	214	99.07	26.17
Female	217	215	99.08	23.26
Hispanic or Latino	430	426	99.07	24.65
White	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04	23.43
English Learners	389	385	98.97	23.64
Students with Disabilities	59	59	100.00	6.78
Students Receiving Migrant Education Services	98	94	95.92	27.66
Homeless	20	20	100.00	0.00

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
Parents 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 of upcoming events and school activities through Blackboard Connect, AERIES Parent Portal, school newsletters, flyers, school website, and monthly calendars. Contact the school secretary at (760) 396-2143 for more information on how to become involved in your child's learning environment. Opportunities to Volunteer

• Classroom
• Library
• Office
• Yard Supervision Committees
• AVID
• Safe Routes to School
• School Site Council
• District English Learner Advisory Council
• English Learner Advisory Committee
• Family Involvement Action Team (FIAT)

School Activities

• Academic Parent Workshops
• Back to School Night
• Coffee with the Principal
• Fall Festival
• Winterfest
• Title I Meetings
• Parent Intervention Academy
• Parenting Partners Workshops/8-Week

Course
- Student Recognition Celebrations
- Parenting Classes (In the Parent Center)

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
Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: the principal, yard duty supervisors, and assistant principal. During recess, ten yard duty supervisors, the principal, and the assistant principal supervise playground activity. Yard duty supervisors, the principal, and the assistant principal monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, the assistant principal, and two yard duty supervisors monitor student behavior to ensure a safe and orderly departure. Mecca Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

The Comprehensive School Safety Plan was developed for Mecca 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 4, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.8	2.9	1.2
Expulsions Rate	0.0	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	19	2	4		22	1	4		22	1	5	
1	19	5	1		20	4	1		24		4	
2	22		5		23		5		21	2	3	
3	22		5		20	4	1		22	1	4	
4	27		4		26		4		25		4	
5	26		4		26		4		28		4	
6	24	1	5		23	1	4		22	1	4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

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 program offers support and newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The and Review (PAR) program to veteran teachers who instructional skills, classroom strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive 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

Mecca Elementary School works with the Coachella Valley Unified to focus on specific areas of study and to improve instructional practices, areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of all school staff, professional development needs are identified based upon student performance results on the ELPAC, DIBELs (TK-2), IABs (3-6), benchmark assessments, culminating tasks, data analysis within PLC groups, surveys. Mecca Elementary School allocated time each month for professional development and Professional Learning activities focused on:

2018-2019
- AVID
- ELPAC Training
* Dual Language Implementation

* Project Moving Forward (ELD)
- Common Core Standards
- Data Analysis/Disaggregating Data
- ELA/Math/Writing Trainings (RCOE)
- Positive Behavior Intervention & Support
- Response to Intervention

2019-2020
- AVID
- ELPAC Training
* Dual Language Implementation

* Project Moving Forward (ELD)
- Common Core Standards
- Data Analysis/Disaggregating Data
- Positive Behavior Intervention & Support
- Response to Intervention

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	$14,008	$4,197	$9,811	$92,720
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	5.2	0.0
School Site/ State	26.6	12.2

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

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

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.