John Kelley Elementary School

87-163 Center Street • Thermal, CA 92274 • (760) 399-5101 • Grades K-6
Dora Flores, Principal
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https://jkes.cvusd.us/john-kelley-elementary

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

School Description

This is an exciting time for our staff and students at John Kelley Elementary School. Our students are meeting the challenge of our state standards and we are all very proud of their accomplishments. Our students and staff adopted a school motto: "Blazers Believe in Power to Succeed!" This belief is apparent as everyone continues to work diligently to attain academic goals. Continuing our success will encompass targeting learning strategies to students with a specific focus on Writing, Math and ELD; continuing in our Response to Interventions (RTI); updating technology to address RTI; increasing community and parent involvement; and updating facilities to provide a safe environment for all.

We continue to have very active parents who serve on our School Site Council, English Language Advisory Council (ELAC), and Parent, Teacher Organization (PTO). These groups, staff and I will work towards welcoming parents and community members to assist teachers in helping students attain proficiency in English/Language Arts and Mathematics Standards. This year we are continuing the implementation of AVID (Advancement Via Individual Determination) in grades Three through Six and implementing Positive Behavioral Intervention and Supports (PBIS) for all grades.

Teachers work regularly in Data Team Meetings and participate in Professional Development with a focus in Writing, Math and English Language Development (ELD). They analyze data, target student needs and discuss teaching modifications to meet their needs. Through this process, learning strategies for students are discussed and shared, along with teaching strategies.

We believe that our students are willing to learn and our staff and parents are willing to support the vision. The power of this belief is why John Kelley Blazers will continue to succeed.

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. John Kelley Elementary is located in the city of Thermal and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2018-19 school year, 540 students were enrolled, including 25.2% students with disabilities, 62.5% English Language Learners, and 93.4% 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	88
Grade 1	79
Grade 2	88
Grade 3	69
Grade 4	80
Grade 5	63
Grade 6	77
Total Enrollment	544

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Hispanic or Latino	98
White	0.7
Socioeconomically Disadvantaged	93.4
English Learners	62.5
Students with Disabilities	25.2
Foster Youth	0.4
Homeless	0.4

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 John Kelley Elementary	17-18	18-19	19-20
With Full Credential	35	34	33
Without Full Credential	0	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 John Kelley 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 John Kelley 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. John Kelley Elementary's original facilities were built in 1949; 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. Emergency repairs are given the highest priority.

2017-18 Campus Improvements:
- Installation of solar panels
- Upgrades to the thermostats for HVAC

2018-2019 Campus Improvements:

* Paint school exterior

* Update Stucco on school exterior

* Replace damaged shade structure in quad

* Update Bus Area for Special Education Pick Up & Drop Off

* Update Staff Workroom/Lunch Area

* Update Special Education Sensory Room

* Remove dead trees and update landscaping by marquee areas

Planned 2019-2020 Campus Improvements:

*For vents that need to be replaced, a work order will be put in. For those that need to be cleaned, the principal met with the site custodians and informed to clean and maintain all vents on campus.

*For ceiling tiles that need to be placed, a work order with maintenance will be put in. Those that need to be put back in placed will taken care of by site custodians.

*For the webs and dusts, custodians will clean and maintained on a daily basis based on the assigned area to each custodian.

Every morning before school begins, the day custodian and administrators inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and one evening custodian are assigned to John Kelley Elementary. The day custodians are responsible for:
- Cafeteria Cleanup/Setup

* General Maintenance

* Moving Furniture

* Fulfilling Teacher Requests
- Front of Campus
- Kitchen Area
- Office Areas
- Playground
- Quad Areas
- Removing Debris and Emptying Trash Receptacles
- Restrooms
- Special Education Facilities

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:
- Restrooms
- Classrooms

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	
Interior: Interior Surfaces	Poor	13: damaged supply vent Boys RR: hand dryer has rust 35: 1 loose ceiling tile, 1 ceiling tile pushed up 32: 4 ceiling tiles pushed up 44: corner of roof collapsed, 3 stained ceiling tiles, dirty windows MPR: supply vents rusted 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	Fair	13: electrical cord without protector 23: 1 light fixture missing cover, 1 ceiling tile pushed up, electrical cord without protector, webs under sink 32: damaged supply vent, light fixture missing cover Boys RR: 1 light fixture out . 1 light bulb out 17: cord protector creating tripping hazard
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	MPR: no extinguisher
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	24	31	28	29	50	50
Math	18	26	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	17.5	17.5	10.0

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	256	255	99.61	30.98
Male	137	137	100.00	29.93
Female	119	118	99.16	32.20
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	253	252	99.60	30.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	237	236	99.58	29.66
English Learners	191	190	99.48	25.26
Students with Disabilities	42	42	100.00	7.14
Students Receiving Migrant Education Services	18	18	100.00	22.22
Foster Youth	--	--	--	--
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	255	255	100.00	26.27
Male	136	136	100.00	32.35
Female	119	119	100.00	19.33
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	252	252	100.00	26.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	236	100.00	25.42
English Learners	190	190	100.00	22.11
Students with Disabilities	42	42	100.00	7.14
Students Receiving Migrant Education Services	18	18	100.00	16.67
Foster Youth	--	--	--	--
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 school newsletters, home school communication folders (grades K-3), student planners/agendas (grades 4-6), Blackboard Connect, flyers, monthly calendars, WebConnect, the school website, and weekly class calendars. Contact the school secretary at (760) 399-5101 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Classroom Helper
• Library Helper
• Fundraising
• Chaperone Field Trips

Committees
• School Site Council
• English Learner Advisory Council
• Parent Teacher Organization (PTO)

School Activities
- ASES (After School Extra-Curricular and Safety) Program
- Author's Fair
- Back to School Night
- Campus Beautification Days
- Fall Carnival
- Family Movie Nights
- Literacy Nights
- Parent and Community Appreciation Dinner
- Parent Workshops
- Read Across America
- Red Ribbon Week
- Science Fair
- Spelling Bee
- Spring Carnival
- Student Recognition Assemblies
- Winter Holiday Celebration

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 John Kelley 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 14, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.5	0.3
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	13	6	2		17	3	3		19	2	4	
1	19	3			15	1	2		21	1	1	
2	20	1	3		18	1	3		14	4	2	
3	19	1	3		18	2	3		19	1	2	
4	21		3		27		2		18	2	3	
5	18	2	3		22	1	2		28		2	
6	19	1	3		22	2	3		20	1	3	
Other**	11	3			8	4			8	3		

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

Professional Development provided for Teachers

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 (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

Through the collaborative efforts of John Kelley Elementary School's administration and teaching staff, specific areas of study are selected to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The school's leadership team identifies staff training needs based upon analysis of student performance data and results of peer observations. During the 2017-18 and 2018-19 school year, John Kelley Elementary School allocated time for professional development and Professional Learning Community activities focused on:

- AVID
- CAASPP

* ELPAC

* Writing
  - Standards Based Lesson Design
  - Math Standards and Strategies
  - Positive Behavior Intervention & Support (PBIS)
* School Safety Training

* RAPID/LEXIA CORE 5

* SANDI (Special Education)

* Rethink (Special Education)

* CPI (Special Education)

* English Language Development (ELD)

* Transformational Learning

* Generation Genius Science

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	$12,759	$3,980	$8,779	89,643
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	-5.9	-3.4
School Site/ State	15.6	8.9

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.