Oasis Elementary

88-175 Avenue 74 • Thermal, CA 92274 • 760.397.4112 • Grades K-6
Bonifacio Hernandez, Principal
bhernandez@cvusd.us

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

School Description

Oasis Elementary School is situated in the heart of the Oasis Community. The Oasis community is predominately made up of farm and field laborers with a significant migrant population. Most of our families are living at the poverty level (97.5% of students receive free and reduced lunch) and the vast majority of our students live in trailers. The conditions of the trailer parks that house our families range from extremely poor to moderate. The school building serves as the unofficial community center, and the facilities are not only used for school events, but also non-school events such as the FIND Food distribution and ESL classes. Many of our students rely on the school to provide two to three nutritious meals a day. Additionally, our students need a significant amount of training in social skills, which we provide with school-wide Positive Behavior Intervention and Supports.

Oasis Elementary School provides instruction for students in grades TK-6. During the 2018-19 school year, a total of 660 students were enrolled. The school's enrollment for 2018-19 was comprised of 97.5% qualifying for free and reduced price meals, 18% are migrant students, 8.2% students with disabilities, and 76% English Learners.

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	98
Grade 1	71
Grade 2	80
Grade 3	93
Grade 4	95
Grade 5	96
Grade 6	116
Total Enrollment	649

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.3
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.2
White	0.5
Socioeconomically Disadvantaged	98.6
English Learners	76
Students with Disabilities	8.2
Foster Youth	0.3
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Oasis Elementary	17-18	18-19	19-20
With Full Credential	34	32	30
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 Oasis Elementary

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 Oasis 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. Oasis Elementary School took occupancy of its new facilities on February 16, 2009. Ongoing maintenance and campus improvements will ensure facilities remain up to date and provide adequate space for students and staff.

2016-17 Campus Improvements:
- Installation of a shade structure over the water fountains in the kinder area for cool water
- Addition of solar panels and shade structures in the parking lot and main playground area

2017-18 Campus Improvements:
- Improvements to wall in the kinder playground for safety
- Improvements to the entrance/exit area of the parking lot

2018-19 Campus Improvement:

* Adding Solar Panel-Shade Structures around the Perimeter of the playground area

* Adding a speaker for OutCalls on the solar shade close to the playground for announcements

* Add lights to the shade structures surrounding the playground

* Adding Shade by bus pick up area

* Fix the cooling system on the Playground Water Fountains

* Repair playground structure as needed

Planned 2019-2020 Campus Improvements:

* Repair playground structure as needed

* Replant trees as needed

* Fix speaker in the cafeteria

* Work with custodian to ensure all vents are inspected, cleaned and replaced as needed.

*work with custudian to ensure webs and Dust are cleaned as needed.

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	408: hot room, no A/C
Interior: Interior Surfaces	Good	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	Webs and Dust: webs and dust were noticed throughout the campus. All areas need to be dusted and free of webs.
Electrical: Electrical	Good	MPR: 6 light fixtures out, 8 light bulbs out (low impact) 401: 2 light bulbs out (low impact) Library: 8 light fixtures out (low impact)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	K5: loose toilet seat Girls RR: 2 loose toilet seats, 1 loose toilet Girls RR: 2 light bulbs out (low impact) Girls RR: 1 loose toilet seat Boys RR: loose rim on light fixture, 2 loose toilet seats, hole in wall in the last stall, no soap, 2 loose faucets
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	18	20	28	29	50	50
Math	19	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	14.0	12.9	30.1

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	397	393	98.99	20.10
Male	219	216	98.63	21.53
Female	178	177	99.44	18.39
Asian	--	--	--	--
Hispanic or Latino	394	390	98.98	19.95
White	--	--	--	--
Socioeconomically Disadvantaged	392	388	98.98	19.84
English Learners	367	363	98.91	17.51
Students with Disabilities	46	46	100.00	0.00
Students Receiving Migrant Education Services	100	100	100.00	12.24
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	397	397	100.00	25.00
Male	219	219	100.00	26.48
Female	178	178	100.00	23.16
Asian	--	--	--	--
Hispanic or Latino	394	394	100.00	24.94
White	--	--	--	--
Socioeconomically Disadvantaged	392	392	100.00	25.06
English Learners	367	367	100.00	22.13
Students with Disabilities	46	46	100.00	0.00
Students Receiving Migrant Education Services	100	100	100.00	19.00
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 monthly calendars, student agendas/ binders, Blackboard Connect, Aeries Parent Portal, class newsletters, automated telephone messages, the school website, and flyers. Contact the parent liaison at (760) 397-4112 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
•   School Program Volunteers
•   Classroom Helper
•   Parent Center
•   FIND (community outreach program)
•   Library Helper
•   Office Helper
•   Read-With-Me Volunteers
•   Student Supervision

Committees
•   ASES Parent Program
•   School Site Council
•   PBIS Committee
•   English Learner Advisory Council (ELAC)
•   Family Involvement Action Team (FIAT)
•   Parent Leadership Team
•   District English Learner Advisory Committee (DELAC)
•   Superintendent's Advisory Committee
•   Parent Leaders Always Taking Action (PLATA)
•   District Advisory Committee

School Activities
•   Academic Awards Recognition
•   AVID Parent Workshops
•   Homework Help Night
•   Fall Festival
•   Family Counseling Services
•   Family Nights
•   Open House
•   Parent Conferences
•   Parent Led Parent Workshops
•   Parent Partners Workshops
•   Parent Support Workshops (Developing Parenting Skills)
•   Parents Empowering Parents (PEP)
•   PLATA Workshops
•   Roadrunner of the Week
•   Spring Festival
•   Student Recognition Activities
•   Dia de Niño Celebration (Day of the Child)
•   Winter Festival

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, the breakfast area and playground: the principal, assistant principal, and six yard supervisors. During the morning recess, administrators and playground supervisors monitor playground activity. The principal, assistant principal, and six yard supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, the principal, and the assistant principal monitor student behavior to ensure a safe and orderly departure. One yard duty supervisor is stationed in the parking lot after school to supervise traffic and assist students in the afternoon when the late buses are preparing for departure. The principal and assistant principal are also present in the parking lot to assist with supervision and traffic safety.

Oasis 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.

School Safety Plan

The Comprehensive School Safety Plan was developed for Oasis 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 7, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.1	1.1	2.3
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	20	3	2		18	4	1		21	1	4	
1	22	1	3		20	1	3		20	1	2	
2	23		4		23	1	3		19	4		
3	21	3	1		21	2	2		20	5		
4	21	1	4		20	1	4		22	1	3	
5	25		4		28		4		26		4	
6	23	1	4		21	2	3		25	1	4	
Other**	17	1										

*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.

Site-Based Professional Development 2019-2010

* TK-6 Writing-Name it, Verb it Finish it in ELA and Moving into Math

* AVID Training #3 - Column Notes Writing Process

* CABE Training-DL Language Teachers

* Grades 3-6 SEI Teachers ELD Embedded support from CABE

* CAASPP Training

* Collaboration time for Backwards planning to the Performance Task

* PBIS Implementation

* Restorative Justice - Healing Circles, Joven Noble and Xinaxtli

* Emergency Preparedness

* RAPID/LEXIA Training-Understanding the Data

*Unpacking standards: Math and Language Arts

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	$13,062	$3,826	$9,236	$84,820
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	-0.8	-8.9
School Site/ State	20.7	3.3

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.