

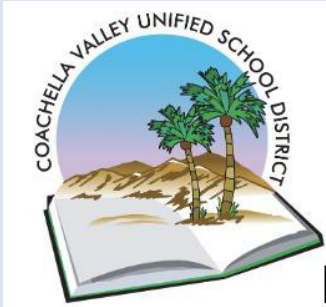


Saul Martinez Elementary

65-705 Johnson Street • Mecca, CA 92254 • (760) 848-1599 • Grades K-6

Elisa Gentry, Principal
egentry@cvusd.us

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Coachella Valley Unified School District

87-225 Church Street
Thermal, CA 92274
(760) 399-5137

<https://www.cvusd.us/>

District Governing Board

Joey Acuna Jr., President

Silvia Paz, Vice President

Adonis Galarza-Toledo, Clerk

Trinidad Arredondo, Trustee

Jesus Gonzalez, Trustee

Blanca Hall, Trustee

Jocelyn Vargas, Trustee

District Administration

Dr. Maria Gandra
Superintendent

Joe Dominguez

**Assistant Superintendent, Business
Services**

Dr. Josie Paredes
**Assistant Superintendent,
Educational Services**

Kevin Rubow

**Assistant Superintendent, Human
Resources**

School Profile

Saul Martinez Elementary School provides instruction for students in grades K-6. During the 2019-20 school year, a total of 1,040 students were enrolled. The school's enrollment for 2019-20 was comprised of 93.8% socioeconomically disadvantaged students, 5.9% students with disabilities, and 67.8% English Learners.

School Vision & Mission

The staff of Saul Martinez Elementary School promises to serve, guide, and inspire our students and their families in preparing for academic and social success. We promise to educate the whole child by respecting and promoting each culture. We promise to build on primary language skills to develop students who read, write, and speak in English. We promise our students will acquire the love of learning in a safe, caring, and supportive environment where we promote cooperation and inclusion among all members of our school community.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	160
Grade 1	133
Grade 2	164
Grade 3	136
Grade 4	140
Grade 5	154
Grade 6	153
Total Enrollment	1,040

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	0.1
Hispanic or Latino	98
White	0.7
Two or More Races	0.1
Socioeconomically Disadvantaged	93.8
English Learners	67.8
Students with Disabilities	4.6
Foster Youth	0.1
Homeless	1.8

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 Saul Martinez	18-19	19-20	20-21
With Full Credential	49	49	45
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coachella Valley	18-19	19-20	20-21
With Full Credential	♦	♦	791
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Saul Martinez Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	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 2020-21)

All textbooks used in the core curriculum at Saul Martinez 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 8, 2020, 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. 2021-10 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-21 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: October 8, 2020

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)

.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.

2018-19 Campus Improvements:

- Installation of solar panels in the playground and parking lot areas
- Classroom Repairs due to flooding

Planned 2019-2020 Campus Improvements:

- Classroom repairs due to flooding
- Repairs to playground equipment
- Grates installed on portable classroom windows
- Repairs to outside drainage systems to prevent future flooding

Every morning before school begins, the day custodian unlocks 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 Saul Martinez Elementary School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classrooms
- Library
- Faculty Lounge
- Restrooms
- Office Areas
- Afternoon/Evening Events Preparations

The principal and secretary communicate with custodial staff daily concerning maintenance and school safety issues. In order to improve the day-to-day operations of Saul Martinez Elementary School. We conduct the following:

* Principal and head custodian conduct monthly site inspections.

* Review and analyze the findings of the County site inspection. The principal and the custodial staff meet to identify areas of strength and weaknesses. A plan of action is created to improve the day-to-day operations of the site.

Campus Supervision

School administration, Safety Supervisors and Teachers 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 Safety Supervisors. During breaks, students are supervised by the Principal, Assistant Principal and Safety Supervisors. They monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the Principal, Assistant Principal, Teachers, and Crossing Guards monitor student behavior to ensure a safe and orderly departure. The administration assists with morning, lunch, and afternoon supervision of students.

Saul Martinez Elementary School is a student only campus/closed campus. During school hours, all visitors must sign in at the school's office, show ID and wear identification badges while on school grounds.

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools to conduct an inspection designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability January 21, 2021. Results of the inspection are provided in the table below.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 21, 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MPR - 5 Light bulbs out (low impact), light fixtures missing covers in RR* Room 305 - Missing cover on light fixture* *Indicates that the corrections and/or repairs have been completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys RR - Loose faucets* Girls RR - Damaged locks on stalls* Boys RR - Loose faucet* *Indicates that the corrections and/or repairs have been completed.
Safety: Fire Safety, Hazardous Materials	Good	Nurse's Office: expired 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	34	N/A	29	N/A	50	N/A
Math	30	N/A	21	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	11	N/A	11	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 Blackboard, social media, school website, school newsletters, the Parent Center, weekly progress reports, and AERIES Parent Portal. Contact the liaison or school office staff at (760) 848-1599 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Parent Volunteers
- Read to Me Volunteers

Committees

- School Site Council
- District Advisory Committee
- District English Learner Advisory Committee
- English Learner Advisory Committee
- Family Involvement Action Team (FIAT)
- Parent Teacher Organization

School Activities

- AVID Parent Night
- Authors' Fair Events
- Award Ceremonies
- Coffee with the Principal
- Open House

- Fall Festival
- Winter Festival
- ESL for Parents and Community Members
- Family Leadership Institute (FLI)
- Family Literacy & Math Nights
- Kinder, 1st, and 2nd Grade Parent Academy
- Read Across America
- Saturday Parent Academy
- Science Fair & Family Science Nights
- Spanish GED Course for Parents
- Third Grade Parent Intervention Program (parent workshops)
- Monthly Family Involvement Action Team (FIAT) Meetings
- Family Paint Nights
- Family Game Nights
- Father/Daughter and Mother/Son Dances
- Parent Education Classes
- Parent Conferences
- Community Based Tutoring
- Taza de Cafe Parent Meetings

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan was developed for Saul Martinez 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 2020-21 school safety plan was reviewed, updated, and approved by the SSC on February 27 2020. It was board approved on May 7, 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.9	5.2	4.7	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.4	4.9	---
Expulsions	0	0.01	---

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	7		23	1	6		23	2	5	
1	22	1	5		22	1	6		19	7		
2	22		7		19	3	4		20	3	5	
3	23		6		20	3	4		22	1	5	
4	26	1	5		27		5		25		5	
5	24	1	5		24	1	6		27		5	
6	25	1	6		25	1	5		26	1	5	
Other**					3	1			14	2	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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.

2018-19 District-Sponsored Professional Development:

- Acuity Training (3-6)
- RAPID Assessment
- 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
- Lexia and RAPID implementation and Data Analysis
- Emergency Preparedness - ALICE
- Writing professional development provided by Riverside County Office of Education (RCOE)
- PBIS Training at site and District level

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

2020-21 District-Sponsored Professional Development:

- Adult Self-Care
- AERIES Student Engagement
- APEX (Secondary)
- Bitmoji Classrooms
- CAASPP
- California School Library Database
- Cameras in the Classroom
- Canvas (6-part series)
- CCGI - California College Guidance Initiative (Secondary)
- Collections (Secondary)
- ELPAC
- English 3D for English Learners
- Ethnic Studies (Secondary)
- GoMath (Elementary)
- Google Apps
- Google Classroom Basics
- Google Forms Assessment and Data
- Hybrid Teaching
- IEPs (3-part series)
- Illuminate Assessment Platform
- Informative, Argument, and Narrative Writing (Elementary and Secondary)
- Lexia/Power Up
- Math 180
- National Geographic (Middle School)
- NGSS
- PBIS
- Positive Prevention Plus (6-part series, Secondary)
- Project Moving Forward
- Restorative Justice (Secondary)
- Saavas/Pearson History (Elementary, Secondary)
- Supporting Secondary Trauma
- Transformational Learning - La Cultura Cura (4-part series)
- UCI Math (6-part series, Elementary, Secondary)
- UDL - Universal Design for Learning
- VAPA Standards
- Virtual Science Labs
- Wonders & Maravillas (Elementary)
- Zoom 101/102

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.

Professional Staff Development at Saul Martinez Elementary is based on data and the Common Core State Standards. Staff receive strategies to help improve their skills, and student learning. Writing is key to success of our school. Saul Martinez Elementary is in the 5th year of implementation of the writing process. AVID And PBIS are skills the staff incorporate in their daily lessons. Twice a month we offer site-based professional development. Teachers also spend time in Professional Learning Communities to analyze data and plan SMART goals.

2019-20 Site-Sponsored Professional Development:

- Dual Language CABE PDDays
- DATA Team Meetings - PLC Smart Goals
- Technology- iCenter
- Emergency Preparedness - ALICE
- AVID- Organizational, Note-taking & Agenda
- English Learners/Long Term English Learners (LTEL)
- PBIS- 3 Site Goals
- Writing Process
- Math Workshops- Cathy Fasnot
- Building Leadership

2020-2021 Site-Sponsored Professional Development:

- Dual Language CABE PDDays
- DATA Team Meetings - PLC Smart Goals
- Universal Design for Learning (UDL)
- Multi-Tiered System of Support (MTSS)
- Social Emotional Learning
- Transformational Learning
- Trauma Informed Learning
- Student Engagement
- Distance Learning
- Self-Care
- Emergency Preparedness - COVID-19
- AVID- Organizational, Note-taking & Agenda
- English Learners/Long Term English Learners (LTEL)
- PBIS - 3 Site Goals
- Writing Process
- Vertical Articulation Teams
- Freckle Math
- Developing Reading Skills through Accelerated Reader

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,870	\$52,484
Mid-Range Teacher Salary	\$86,849	\$81,939
Highest Teacher Salary	\$111,614	\$102,383
Average Principal Salary (ES)	\$128,416	\$129,392
Average Principal Salary (MS)	\$143,396	\$136,831
Average Principal Salary (HS)	\$154,856	\$147,493
Superintendent Salary	\$250,000	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	4.0	5.0

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

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 2019-20 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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,131	\$3,729	9,402	\$91,803
District	N/A	N/A	\$9,340	\$94,540
State	N/A	N/A	\$7,507	\$83,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.7	-2.9
School Site/ State	22.4	10.0

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

- 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

Programs and Services at Saul Martinez Elementary

- After School Education and Safety (ASES) Program
- Newcomer Academy
- English Learner Academy
- English Learner Mentoring
- Long Term English Learner (LTEL) Tutoring
- Lexia Intervention
- Advancement Via Individual Determination (AVID) Program
- Dual Language Program
- Culturally Relevant Instruction
- Professional Development for Staff
- Data Teams
- K-2 Parent Academy
- Academic Family Nights (Science and Math Nights)
- Family Engagement Events (Family Paint Night, Father-Daughter Dance, Festivals, Winter Wonderland)
- Mental Health Services through the Latino Commission
- Migrant Program
- Partnership with CalFresh
- Partnership with Safe Routes to School
- Read With Me Volunteer Program
- Raising a Reader Program

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.