

# Mecca Elementary School

## 2021 School Accountability Report Card



**MECCA**  
ELEMENTARY SCHOOL

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Mecca Elementary School
<b>Street</b>	65-250 Coahuilla Street
<b>City, State, Zip</b>	Mecca, CA 92254
<b>Phone Number</b>	(760) 848-1800
<b>Principal</b>	Sumer Martinez
<b>Email Address</b>	sumer.martinez@cvusd.us
<b>School Website</b>	mes.cvusd.us
<b>County-District-School (CDS) Code</b>	33736766032254

## 2021-22 District Contact Information

<b>District Name</b>	Coachella Valley Unified School District
<b>Phone Number</b>	(760) 399-5137
<b>Superintendent</b>	Dr. Luis Valentino
<b>Email Address</b>	luis.valentino@cvusd.us
<b>District Website Address</b>	<a href="https://www.cvusd.us/">https://www.cvusd.us/</a>

## 2021-22 School Overview

### Principal's Message

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

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

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

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

### District & School Profile

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

## 2021-22 School Overview

Mecca Elementary School is located in the southern region of the district's boundaries and serves students in grades transitional kindergarten through six following a traditional calendar. During the 2020-21 school year, 746 students were enrolled, including 96.6% socioeconomically disadvantaged students, 11.0% students with disabilities, 70.2% English Language Learners, 20.2% Migrant students, 1.9% Homeless Youth, and 0.8% Foster Youth.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	102
Grade 2	108
Grade 3	107
Grade 4	104
Grade 5	109
Grade 6	101
<b>Total Enrollment</b>	<b>746</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.1
Black or African American	0.7
Hispanic or Latino	97.9
Two or More Races	0.1
White	0.9
English Learners	70.2
Foster Youth	0.8
Homeless	1.9
Socioeconomically Disadvantaged	96.6
Students with Disabilities	11

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.0	94.4	746.9	91.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.0	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	12.7	1.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	5.5	0.7	12115.8	4.4
<b>Unknown</b>	2.0	5.6	46.9	5.7	18854.3	6.9
<b>Total Teaching Positions</b>	36.0	100.0	817.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Bobby Duke Middle 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 September 16, 2021 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. 2022-06 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 2021-22 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.

<b>Year and month in which the data were collected</b>	September 16, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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)	Yes	0%

	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)		
<b>Mathematics</b>	2015 McGraw Hill: World of Wonders (TK) 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6)	Yes	0%
<b>Science</b>	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-3) 2008 FOSS Science (English & Spanish) (4-5)	Yes	0%
<b>History-Social Science</b>	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)	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Mecca Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

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

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.

Every morning before school begins, the day custodian secures the school gates and inspects facilities for safety hazards or other conditions that need attention prior to staff entering school grounds. One day custodian and two evening custodians are assigned to Mecca Elementary School. The day custodian is responsible for:

- Administration Office
- Cafeteria Cleanup/Setup
- General Maintenance
- Library
- Restrooms

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

- Afternoon Events Preparation/Setup
- Classrooms
- Restrooms
- Office Areas
- Vacuuming/Mopping Floors

Planned 2021-2022 Campus Improvements:

\* Removal of the old portable classroom by Kinder area.

\* PBIS, AVID, and Dual Language metal signs mounted throughout the school to promote safety and academics.

### 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, yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Mecca Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### 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 that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Mecca Elementary School completed by the county took place on November 19, 2021. Results of the inspection are provided in table below.

\* Indicates that corrections/repairs have been completed.

\*\* Indicates that the repair is scheduled to be completed by June 7, 2022.

**Year and month of the most recent FIT report**

November 19, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		<p>Classroom 41 - loose ceiling tile, stained ceiling tiles*</p> <p>Classroom 31 - damaged wall surface, broken ceiling tile*</p> <p>Classroom 20 - dirty return vent*</p> <p>* Indicates that corrections/repairs have been completed.</p> <p>** Indicates that the repair is scheduled to be completed by June 7, 2022.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	<p>Classroom 44 - Electrical cord without protector*</p> <p>Classroom 35 - loose cover on light fixtures*</p> <p>Classroom 31 - Electrical cord without protector*</p> <p>Classroom K2 - Electrical cord without protector, light fixture without cover**</p> <p>Classroom 16 - Electrical cord without protector*</p> <p>Classroom 2 - Electrical cord without protector*</p> <p>* Indicates that corrections/repairs have been completed.</p> <p>** Indicates that the repair is scheduled to be completed by June 7, 2022.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Classroom 35 - trip hazard at ramp</p> <p>Playground - tripping hazard around equipment**</p> <p>* Indicates that corrections/repairs have been completed.</p> <p>** Indicates that the repair is scheduled to be completed by June 7, 2022.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	421	409	97.15	2.85	14
<b>Female</b>	189	183	96.83	3.17	19.89
<b>Male</b>	232	226	97.41	2.59	9.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	413	401	97.09	2.91	14.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	296	294	99.32	0.68	7.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	20	20	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	410	403	98.29	1.71	13.72
<b>Students Receiving Migrant Education Services</b>	97	97	100	0	14.43
<b>Students with Disabilities</b>	67	64	95.52	4.48	3.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	421	408	96.91	3.09	8.09
Female	189	183	96.83	3.17	8.20
Male	232	225	96.98	3.02	8.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	413	400	96.85	3.15	8.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	296	293	98.99	1.01	3.75
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	410	402	98.05	1.95	7.71
Students Receiving Migrant Education Services	97	97	100.00	0.00	10.31
Students with Disabilities	67	63	94.03	5.97	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A		
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A		N/A	N/A	
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A		N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	NT	NT	NT	NT
Female	54	NT	NT		
Male	55	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	108	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	81	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

### B. Pupil Outcomes

#### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group and/or attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed of upcoming events and school activities through Blackboard Connect, AERIES Parent Portal, school newsletters, flyers, school website, and monthly calendars. Contact the school at (760) 848-1800 for more information on how to become involved in your child's learning environment.

Opportunities to Participate (Via Zoom unless otherwise noted):

- School Site Council
- District English Learner Advisory Council
- English Learner Advisory Committee
- Parent Involvement team

School Activities (Via Zoom unless otherwise noted):

- Academic Parent Workshops
- Back to School Night
- Coffee with the Principal
- Title I Meetings
- Parenting Partners Workshops

Other:

- Student Recognition Celebrations (via zoom)
- Parenting Classes (via zoom)



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	769	763	291	38.1
Female	360	356	131	36.8
Male	409	407	160	39.3
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	6	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	752	747	280	37.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	7	7	5	71.4
English Learners	560	557	219	39.3
Foster Youth	8	8	8	100.0
Homeless	24	24	9	37.5
Socioeconomically Disadvantaged	748	742	288	38.8
Students Receiving Migrant Education Services	166	164	65	39.6
Students with Disabilities	87	87	34	39.1

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.21	0.00	4.70	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.00	2.93	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

### Campus Supervision

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

The Comprehensive School Safety Plan was developed for Mecca Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The 2021-22 School Safety Plan was reviewed, updated, and approved by the SSC on March 14, 2021. It was board approved on April 15, 2021.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	
1	24		4	
2	21	2	3	
3	22	1	4	
4	25		4	
5	28		4	
6	22	1	4	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	22	1	4	
2	17	5	1	
3	20	4	1	
4	25		4	
5	24		4	
6	27		4	
Other	13	1		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	
1	20	4	1	
2	22		5	
3	21	1	4	
4	26		4	
5	25		4	
6	23		4	
Other	17	1		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,789	\$4,074	\$9,715	\$96,970
District	N/A	N/A	\$9,179	\$95,846
Percent Difference - School Site and District	N/A	N/A	5.7	1.2
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	14.0	11.6

## 2020-21 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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- Expanded Learning Programs (EXLP)
- 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

Programs and Services at Mecca Elementary:

- \* Expanded Learning Programs (EXLP)
- \* 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
- \* Academic Family Nights (Science and Math Nights)
- \* Family Engagement Events
- \* 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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,870	\$52,562
<b>Mid-Range Teacher Salary</b>	\$86,849	\$83,575
<b>Highest Teacher Salary</b>	\$111,614	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$129,320	\$131,875
<b>Average Principal Salary (Middle)</b>	\$137,188	\$137,852
<b>Average Principal Salary (High)</b>	\$154,856	\$150,626
<b>Superintendent Salary</b>	\$250,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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.

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)
- Go Math (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

## Professional Development

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

2021-22 District-Sponsored Professional Development:

August, 2021 (Optional Professional Development) – before the start of school:

Elementary:

Small Groups Planning and Instruction

Lexia Core 5/Power Up

Reading Foundational Skills

Canvas for Elementary

i-Ready and Small Groups

Raising a Reader

University of California, Irvine (UCI) Math for Grades 3-6 (Multiplication/Division, Whole Number Application, Place Value,

Adding & Subtracting Fractions, Ratios)

EL Academy Module 1

NGSS

School-Based Mental Health

VAPA

Elementary Intervention and Tier 2 Support

Joven Noble

Canvas

Mastery Connect

New Teacher Technology

Cardio-Pulmonary Resuscitation (CPR)

Special Education:

Extended School Year (ESY)

Goalbook

Transition Plan Writing

Legally Defensible Individualized Education Programs (IEPs)

Special Education Information System (SEIS)

Canvas

Mastery Connect

New Teacher Technology

Throughout the School Year 2021-22:

MasteryConnect

iReady

Intervention

Transitional Kindergarten/Kindergarten (TK/K) Instructional Aides Training

Canvas

Writing

Newcomer Assessments

Lexia

UCI Trainings



## Professional Development

UCI Math Grades 3-6  
UCI Math Admin  
English Learner Training  
Read 180/System 44  
English Language Development (ELD) Professional Development  
Google Suite App  
ELD Benchmarks  
Google Classroom  
New Teacher Technology  
Early Literacy Support Block (ELSB)

All-District Professional Development, non-student day:  
Preschool Google Suite Apps  
UCI Math Grades 3, 4, 5, 6  
English Learner (EL) Academy Grades TK, K, VAPA, Intervention  
Positive School Climate Grades 1, 2  
Positive School Climate - all middle schools and high schools

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

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

### 2020-2021 Site Professional Development:

- AVID
- ELPAC Training
- Canvas

\* Dual Language Implementation

\* Project Moving Forward (ELD)

\* Transformational Learning

\* UCI Math

\* Math (Distance Learning)

- Data Analysis/Disaggregating Data
- Positive Behavior Intervention & Support
- Response to Intervention
- Support to English Learners

### 2021-22 Site Professional Development:

- AVID
- ELPAC Training

## Professional Development

- Canvas
- \* Dual Language Implementation
- \* Project Moving Forward (ELD)
- \* Transformational Learning
- \* UCI Math
  - Data Analysis/Disaggregating Data
  - Positive Behavior Intervention & Support
  - Response to Intervention
  - Support to English Learners

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

# Coachella Valley Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Coachella Valley Unified School District
<b>Phone Number</b>	(760) 399-5137
<b>Superintendent</b>	Dr. Luis Valentino

<b>Email Address</b>	luis.valentino@cvusd.us
<b>District Website Address</b>	<a href="https://www.cvusd.us/">https://www.cvusd.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	9407	7385	78.51	21.49	23.43
<b>Female</b>	4565	3682	80.66	19.34	28.28
<b>Male</b>	4842	3703	76.48	23.52	18.64
<b>American Indian or Alaska Native</b>	41	20	48.78	51.22	15.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	11	73.33	26.67	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	9229	7265	78.72	21.28	23.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	28	71.79	28.21	25.00
<b>White</b>	73	54	73.97	26.03	26.00
<b>English Learners</b>	3973	3129	78.76	21.24	6.26
<b>Foster Youth</b>	66	54	81.82	18.18	9.62
<b>Homeless</b>	290	224	77.24	22.76	14.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	8690	6820	78.48	21.52	22.41
<b>Students Receiving Migrant Education Services</b>	1108	835	75.36	24.64	16.73
<b>Students with Disabilities</b>	1170	725	61.97	38.03	3.97

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	9408	7239	76.95	23.05	11.54
<b>Female</b>	4565	3599	78.84	21.16	11.67
<b>Male</b>	4843	3640	75.16	24.84	11.40
<b>American Indian or Alaska Native</b>	41	24	58.54	41.46	8.70
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	12	80.00	20.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	9230	7113	77.06	22.94	11.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	29	74.36	25.64	10.34
<b>White</b>	73	52	71.23		11.54
<b>English Learners</b>	3973	3058	76.97	23.03	3.45
<b>Foster Youth</b>	66	50	75.76	24.24	4.00
<b>Homeless</b>	290	214	73.79	26.21	9.43
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	8691	6681	76.87	23.13	10.98
<b>Students Receiving Migrant Education Services</b>	1108	825	74.46	25.54	7.72
<b>Students with Disabilities</b>	1170	721	61.62	38.38	2.68

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.