

# Cesar Chavez Elementary School

49-601 Avenida de Oro • Coachella, CA 92236 • (760) 398-2004 • Grades K-6

Dora Saldivar Juarez, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 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 Acuña, Jr., President  
Silvia Paz, Vice President  
Yolanda Corona, Clerk  
Blanca Hall, Clerk  
Neftali Galarza, Trustee  
Jesus R. Gonzalez, Trustee  
Maria G. Machuca, Trustee

#### District Administration

Dr. Edwin Gomez  
**Superintendent**  
Erik Lee  
**Assistant Superintendent, Business  
Services**  
Dr. Josie Paredes  
**Assistant Superintendent,  
Educational Services**  
Dr. Maria Ganderia  
**Assistant Superintendent, Human  
Resources**

### Principal's Message

It is the belief of Cesar Chavez Elementary School that students can and will excel in an environment that is tailored to their evolving needs. Although we recognize our areas of needs and concern, we are extremely proud as we strive to meet all academic goals established by the district, state, and federal government.

Our hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Cesar Chavez Elementary School change with the times and maintain flexibility in this and future generations.

### 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. Cesar Chavez Elementary School is located in the northern region of the district's boundaries and serves students in grades kindergarten through six following a traditional calendar.

At the beginning of the 2017-18 school year, 931 students were enrolled, including 8.3% students with disabilities, 59.8% English Language Learners, and 84.2% socioeconomically disadvantaged.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	135
Grade 1	127
Grade 2	125
Grade 3	133
Grade 4	130
Grade 5	144
Grade 6	137
<b>Total Enrollment</b>	<b>931</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.2
Asian	0.0
Filipino	0.1
Hispanic or Latino	98.0
Native Hawaiian or Pacific Islander	0.0
White	0.5
Socioeconomically Disadvantaged	88.2
English Learners	61.5
Students with Disabilities	8.5
Foster Youth	0.6

## 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			
Cesar Chavez Elementary School	16-17	17-18	18-19
With Full Credential	46	45	42
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Coachella Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	811
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar Chavez Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

\* 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 2018-19)

All textbooks used in the core curriculum at Cesar Chavez 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 September 20, 2018, 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. 2019-13 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 2018-19 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: September 20, 2018	
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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2015 McGraw Hill: World of Wonders (TK) 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: World of Wonders (English) / Maravillas (Spanish) (K-3) 2007 Harcourt Reflections Social Studies (English) / Reflexiones (Spanish) (4-6)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### **School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cesar Chavez Elementary School's original facilities were built in 1990; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian 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 Cesar Chavez Elementary School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Office Areas
- Restrooms
- Campus Safety
- Special Projects as Assigned

2017-18 Campus improvements:

- Installation of solar panels

2018-19 Campus improvements

- Complete installation of solar panels
- Complete installation of A/C units in the portable restrooms
- Complete installation of 4ft fence in front of the staff parking for school safety
- Repaint office area (walls) and restrooms and retouch painting in the front of school
- Repaint of both 300 and 400 pods
- Reseed the courtyard area for school improvements

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

- Classrooms
- Office Areas
- Restrooms
- Special Projects as Assigned

The principal communicates with custodial staff daily concerning maintenance and school safety issues. Once every two weeks, the principal and custodian meet formally to discuss maintenance and safety needs.

### **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. Cesar Chavez 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 Cesar Chavez Elementary School completed by the county took place on October 2, 2018. Results of the inspection are provided in table below.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/2/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	402: Warm room, stained vinyl floor 403: Warm room, 2 stained ceiling tiles, stained vinyl floor BOYS RR: Missing air vent, one light out
<b>Interior:</b> Interior Surfaces	Poor	301: Two stained ceiling tiles, stained VCT 403: Warm room, 2 stained ceiling tiles, stained vinyl floor 500 P BOYS RR: Sagging ceiling tiles, dirty sinks 500 P GIRLS RR: Sagging ceiling tiles, one loose faucet and one faucet off 502: Broken cabinet door, stained vinyl floor 511: 3 stained ceiling tiles 517: 4 sagging ceiling tiles 600 P BOYS RR: Two missing ceiling tiles 608: Some sagging ceiling tiles, one stained ceiling tile, leaking outside drinking fountain BOYS RR: Stained ceiling, one light out G12: Two stained ceiling tiles, a hole in one of the ceiling tile, broken light switch cover OFFICE: Worn out carpet, fire alarm in trouble
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	301: Two stained ceiling tiles, stained VCT 302: Stained VCT 305: Stained vinyl floor 402: Warm room, stained vinyl floor 403: Warm room, 2 stained ceiling tiles, stained vinyl floor 406: Stained vinyl floor 409: Stained vinyl floor, bubbler needs adjustment, spray bottle needs a label 500 P BOYS RR: Sagging ceiling tiles, dirty sinks 501: Stained vinyl floor 502: Broken cabinet door, stained vinyl floor CORRIDOR OUTSIDE RR: Stained vinyl floor MPR: Stained floor
<b>Electrical:</b> Electrical	Fair	300 GIRLS RR: Two lights out, one toilet leaking BOYS RR: Missing air vent, one light out BOYS RR: Stained ceiling, one light out G12: Two stained ceiling tiles, a hole in one of the ceiling tile, broken light switch cover GIRLS RR: One loose & one cracked toilet seats LIB: One exit light off

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/2/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	300 GIRLS RR: Two lights out, one toilet leaking 400 BOYS RR: One cracked toilet seat, one faucet doesn't work 400 GIRLS RR: One empty soap dispense, 4 broken toilet paper dispensers, 2 cracked toilets seats, one loose toilet seat 409: Stained vinyl floor, bubbler needs adjustment, spray bottle needs a label 500 P GIRLS RR: Sagging ceiling tiles, one loose faucet and one faucet off 501 RR: Boys RR - Cracked toilet seat 608: Some sagging ceiling tiles, one stained ceiling tile, leaking outside drinking fountain BOYS RR: Broken paper towel dispenser, one cracked toilet seat FLAG POLE AREA: Drinking fountain by flag pole lower bowl leaking, drinking fountain by 401 is off GIRLS RR: Empty paper towel dispenser, one broken toilet paper dispenser
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	409: Stained vinyl floor, bubbler needs adjustment, spray bottle needs a label OFFICE: Worn out carpet, fire alarm in trouble
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PLAYFIELD: 3 puddles of water, irrigation lines will be repaired
<b>Overall Rating</b>	<b>Fair</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	22.0	26.0	25.0	28.0	48.0	50.0
Math	19.0	21.0	16.0	19.0	37.0	38.0

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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	555	554	99.82	25.81
Male	291	290	99.66	25.17
Female	264	264	100.00	26.52
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	544	544	100.00	26.10
White	--	--	--	--
Socioeconomically Disadvantaged	495	495	100.00	24.44
English Learners	413	413	100.00	26.15
Students with Disabilities	59	59	100.00	3.39
Students Receiving Migrant Education Services	35	35	100.00	17.14
Foster Youth	--	--	--	--

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	20.9	19.6

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	554	550	99.28	21.31
Male	290	287	98.97	25.09
Female	264	263	99.62	17.18
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	543	540	99.45	21.34
White	--	--	--	--
Socioeconomically Disadvantaged	494	491	99.39	19.8
English Learners	413	411	99.52	21.65
Students with Disabilities	60	60	100	5
Students Receiving Migrant Education Services	35	35	100	11.43
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

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 flyers, school website, monthly newsletters, Blackboard Connect, and monthly calendars. Contact the principal or FIAT chairperson at (760) 398-2004 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

- Classroom Helper
- Library Helper

#### Committees

- School Site Council
- English Learner Advisory Council
- District English Language Advisory Council
- FIAT (Family Involvement Action Team)
- Parent Volunteer Program
- PBIS School Safety Committee



#### School Activities

- ASES Afterschool Activities
- Academic Olympics
- Cesar Chavez Parenting Classes
- Closing the Achievement Gap Workshop
- Fall Festival
- Family Leadership Institute (FLI)
- Holiday Events
- MLI Parent Academies
- Open House
- Parent Conferences
- PBIS Workshops
- Spring Festival
- Taza De Cafe

#### State Priority: School Climate

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

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

#### School Safety Plan

The Comprehensive School Safety Plan was developed for Cesar Chavez Elementary 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 safety plan was reviewed, updated, and discussed with school staff and reviewed and approved by SSC on February, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	1.2	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.5	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	0
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	19	22		5	1	7	3	5			
1	23	21	19		3	1	6	3	5			
2	24	22	22		1		5	5	6			
3	22	21	22	1	3	1	6	3	5			
4	28	22	29		1		4	5	4			
5	29	27	27				4	5	5			
6	24	18	20	1	3	3	5	5	5			
Other	12		7	3		1	1					

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

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.

#### 2016-17 District-Sponsored Professional Development:

- Acuity Training (3-6)
- All Things iPad! Reaching All Learners
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the New ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- EADMS Training for Assessment Implementation and Data Analysis

2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
  - CAASPP Summative and Interim Assessment Block (IAB) training
  - AVID Path to Schoolwide Trainings
  - AVID Summer Institute
  - Best Practices Relating to the ELA/ELD Standards and Frameworks
  - Biliteracy Units of Study
  - Common Core State Standards Implementation
- \* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis
- \* Read 180 & Math 180 implementation and data analysis training
- \* Lexia and RAPID implementation and Data Analysis

2018-19 District-Sponsored Professional Development:

- CAASPP Summative and Interim Assessment Block (IAB) training
  - AVID Path to Schoolwide Trainings
  - AVID Summer Institute
  - Best Practices Relating to the ELA/ELD Standards and Frameworks
  - Biliteracy Units of Study
  - Common Core State Standards Implementation
- \* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis
- \* Read 180 & Math 180 implementation and data analysis training
- \* Lexia and RAPID implementation and Data Analysis
- \* Writing professional development provided by Riverside County Office of Education (RCOE)

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

Cesar Chavez Elementary School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The school’s leadership team selects staff training activities to support school goals, best teaching practices, intervention programs, and constructive collaborative planning. During the 2018-19 school year, Cesar Chavez Elementary allocated time on early release Wednesdays for professional development for activities focused on:

- AVID (Advancement via Individual Determination)
  - PBIS (Positive Behavior Intervention Supports)
  - ELPAC
  - Close Reading Strategies
  - Dual Language Teacher Training
  - English Language Learner Training
  - Common Core State Standards (English Language Arts & Math)
  - Go Math! Training
- \* Kahn Academy Training
- Lexia Learning Training
  - SBAC Data Analysis
- \* Wonders training (new adoption)
- \* Maravillas training (new adoption for Dual Language Classrooms)
- \* Writing across the curriculum training with RCOE

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$49,512
Mid-Range Teacher Salary	\$80,602	\$77,880
Highest Teacher Salary	\$103,586	\$96,387
Average Principal Salary (ES)	\$125,213	\$123,139
Average Principal Salary (MS)	\$119,564	\$129,919
Average Principal Salary (HS)	\$146,655	\$140,111
Superintendent Salary	\$250,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18 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
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13,692	3,844	9,848	91,078
District	♦	♦	9,472	\$83,349
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			3.9	8.9
Percent Difference: School Site/ State			32.1	13.4

\* Cells with ♦ do not require data.

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