



Westside Elementary

82-225 Airport Blvd. • Thermal CA 92274 • (760) 399-5171 • Grades K-6
Dr. Timothy C. Steele, Principal
tsteele@cvusd.us

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 Gandra
**Assistant Superintendent, Human
Resources**

Principal's Message

Westside Elementary School is located in the Vista Santa Rosa community, in the city of Thermal, and serves students in grades Head Start through six following a traditional calendar. Westside Elementary School offers an all-day kindergarten program. A strong academic program is provided to every student in a nurturing environment that fosters student achievement

At the beginning of the 2017-18 school year, 498 students were enrolled, including 14.7% students with disabilities, 49.8% English Language Learners, and 84.9% socioeconomically disadvantaged.

Mission Statement

The mission of Westside Elementary School is to collaborate with all stakeholders in providing a positive environment of high expectations through rigorous curriculum and data driven instruction in which every student will attain or exceed academic proficiency thus realizing their full potential in becoming productive and responsible citizens.

Vision Statement

All students at Westside Elementary School are empowered to strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. Our dedicated staff operates with integrity to challenge students in achieving their maximum potential.

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	79
Grade 1	65
Grade 2	69
Grade 3	56
Grade 4	70
Grade 5	83
Grade 6	76
Total Enrollment	498

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0.0
White	1.8
Socioeconomically Disadvantaged	87.6
English Learners	51.2
Students with Disabilities	14.5
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Westside Elementary	16-17	17-18	18-19
With Full Credential	30	27	25
Without Full Credential	0	0	0
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			
Westside Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum at Westside 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 McGraw Hill: World of Wonders (TK) 2017 Houghton Mifflin Harcourt: Go Math! (English & Spanish) (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-3) 2008 FOSS Science (English & Spanish) (4-5) 2008 Investigating Earth Systems: The Dynamic Planet (English & Spanish) (6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: World of Wonders (English) / Maravillas (Spanish) (K-3) 2007 Harcourt Reflections Social Studies (English) / Reflexiones (Spanish) (4-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westside Elementary School's original facilities were built in 1964; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

2017-18 Campus Improvements:

- Replacement of tile in east and west quad classrooms
- Installation of solar panels

2018-19 Campus Improvements in Progress:

- Repair & painting of the campus exterior
- Replacement of all plumbing and sewer lines
- Remodeling projects to the special education restrooms
- Repair of playing field
- Mural placement to spark joy in the community

Every morning before school begins, the day Head Custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Westside Elementary School.

The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Walkways
- Front Office
- Staff Lounge(s)

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for office areas, classrooms, and restrooms. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	29: A/C doesn't work, nine stained and one missing ceiling tile, dirty A/C vents 32: A/C doesn't work Girls RR: Exhaust fan off, bugs in light cover and broken light cover, crickets in the room, faucet stays on, missing partition lock
Interior: Interior Surfaces	Fair	24: Cobwebs by door, one missing and one sagging ceiling tile 29: A/C doesn't work, nine stained and one missing ceiling tile, dirty A/C vents 34: Wrinkles in carpet and worn out carpet 36: Stained ceiling tiles and sagging ceiling tiles Boys RR: Open hole in the wall by toilet, smelly rest room and ants on the floor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Poor	1: Stained VCT 17: Dead bugs under sink 20: Stained VCT 234 Boys RR: Bugs in light cover 24: Cobwebs by door, one missing and one sagging ceiling tile 29: A/C doesn't work, nine stained and one missing ceiling tile, dirty A/C vents 36: Stained ceiling tiles and sagging ceiling tiles 6: Stained VCT, one light out, loose bubler button Boys RR: Bugs in light covers Boys RR: Open hole in the wall by toilet, smelly rest room and ants on the floor Girls RR: Bugs in light covers, one light cover missing, one toilet out of service, missing push button from one faucet Girls RR: Exhaust fan off, bugs in light cover and broken light cover, crickets in the room, faucet stays on, missing partition lock Library:
Electrical: Electrical	Fair	6: Stained VCT, one light out, loose bubler button Girls RR: Bugs in light covers, one light cover missing, one toilet out of service, missing push button from one faucet Girls RR: Exhaust fan off, bugs in light cover and broken light cover, crickets in the room, faucet stays on, missing partition lock
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	6: Stained VCT, one light out, loose bubler button Admin: Outside drinking fountain doesn't work Girls RR: Bugs in light covers, one light cover missing, one toilet out of service, missing push button from one faucet Girls RR: Exhaust fan off, bugs in light cover and broken light cover, crickets in the room, faucet stays on, missing partition lock Girls RR: Paper towel dispenser doesn't work Play Area: Drinking Fountain off, torn fabric from shade structure
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls RR: Exhaust fan off, bugs in light cover and broken light cover, crickets in the room, faucet stays on, missing partition lock Play Area: Drinking Fountain off, torn fabric from shade structure
Overall Rating	Fair	

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	21.0	30.0	25.0	28.0	48.0	50.0
Math	16.0	18.0	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.

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	13.3	21.7	34.9

* 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.

**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	286	281	98.25	30.25
Male	151	148	98.01	28.38
Female	135	133	98.52	32.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	280	276	98.57	30.80
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	259	255	98.46	29.02
English Learners	192	188	97.92	30.85
Students with Disabilities	54	53	98.15	1.89
Students Receiving Migrant Education Services	--	--	--	--
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.

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	286	284	99.3	18.31
Male	151	149	98.68	18.12
Female	135	135	100	18.52
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	280	278	99.29	18.71
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	259	258	99.61	17.83
English Learners	192	192	100	17.19
Students with Disabilities	54	53	98.15	0
Students Receiving Migrant Education Services	--	--	--	--
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 a monthly Principal's message on the schools website, ConnectEd, monthly calendars, school website, and monthly principal messages published on the school's website. Contact the principal at (760) 399-5171 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone field trips
- Classroom Helper
- Library Assistant
- Office Helper

Committees:

- District English Learner Advisory Council
- English Learner Advisory Council
- School Site Council

School Activities:

- Campus Beautification Day
- Celebration of Students
- Dr. Seuss/Read Across America
- Dragon Games
- Educational Field Trips
- End of the Year Awards
- Family Festivals
- Family Literacy Night
- Family Orientation Night (Before the First Day of School)
- Family Science Night
- Holiday Programs
- Open House
- Red Ribbon Week
- Science Fair

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 Westside Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's 2018-19 safety plan was reviewed, updated, subsequently amended, and discussed with school staff in February, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.8	1.1
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)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.5
Average Number of Students per Staff Member	
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.

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	18	18	19	2	3	3	3	2	2			
1	21	20	16	2	1	1	1	3	2			
2	23	20	23		2		3	1	3			
3	21	18	19		4	3	4					
4	20	27	28	1			3	3	2			
5	25	19	30		1		3	3	3			
6	22	21	17	1	1	2	3	3	3			

* 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 newteachers 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

Westside 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 principal and assistant principal jointly identify and provide professional development activities based upon teacher needs, teacher surveys, results of student performance data analysis, and classroom observations. During the 2016-17 school year, site-based staff development took place during staff meetings and collaboration meetings utilizing teacher release time which focused on:

- ABI Gradebook
- AVID (Core Group During Summer)
- CAASPP Training
- CELDT Training
- Common Core State Standards
- iPad Training
- Lexia
- Number Talks Training
- Positive Behavior Intervention and Support (PBIS) Training
- Read 180/System 44
- Reading Plus (grades 4-6)
- SST Training

Professional development activities are primarily led by the principal, assistant principal, or a teacher leader experienced in training and academic coaching.

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/.

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	14,098	3,856	10,242	86,248
District	♦	♦	9,472	\$83,349
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			7.8	3.4
Percent Difference: School Site/ State			35.9	7.9

* 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.