



# Valley View Elementary School

85-270 Valley View Road • Coachella, CA 92236 • (760) 398-4651 • Grades K-6

Marcella P. Zamudio, Principal

mzamudio@cvusd.us

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

### **Coachella Valley Unified School District**

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

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

#### **District Governing Board**

Silvia Paz, President

Joey Acuña Jr., Vice President

Neftali Galarza, Trustee

Blanca Hall, Clerk

Yolanda Corona, Trustee

Jesus R. Gonzalez, Trustee

Maria G. Machuca, Trustee

#### **District Administration**

Dr. Maria Gandra  
**Superintendent**

Erik Lee

**Assistant Superintendent, Business  
Services**

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

Kevin Rubow  
**Assistant Superintendent, Human  
Resources**

### **Principal's Message**

It is my pleasure to introduce you to Valley View Elementary School. We are committed to providing a safe and intellectually challenging school environment for all students. We believe it is our mission to empower every student with both the skills they need to be scholars, and the emotional tools they need to thrive in the world around them.

Our experienced and highly qualified staff strive for continual improvement to offer the best academic program that is targeted to each child's needs.

We offer both a Structured English and a DUAL Language Instructional Program and collaborate with parents to make sure all students are placed in the setting that will best meet their academic needs.

I have an open door policy and look forward to meeting with any parent about our school and/or your child. Welcome to the school where students soar! Home of the Valley View Eagles.

### **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.

Valley View Elementary School is located in the northern region of the district's boundaries and serves students in grades transitional kindergarten through six following a traditional calendar. The current student enrollment is 673, including 6% students with disabilities, 60% English Language Learners, and 93% 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	81
Grade 2	86
Grade 3	103
Grade 4	81
Grade 5	93
Grade 6	88
<b>Total Enrollment</b>	<b>643</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.1
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	93.3
English Learners	58.8
Students with Disabilities	5
Foster Youth	0.3
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Valley View	17-18	18-19	19-20
With Full Credential	33	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coachella Valley	17-18	18-19	19-20
With Full Credential	♦	♦	792
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at Valley View Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All textbooks used in the core curriculum at Valley View Elementary School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 3, 2019, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2020-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Textbooks and Instructional Materials

Year and month in which data were collected: September, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw Hill: World of Wonders (TK) 2017 McGraw Hill: Wonders Program (English) / Maravillas (Spanish) (K-6) 2017 McGraw Hill: Wonders Kinder ELD (Consumables) (TK) 2016 Houghton Mifflin Harcourt: System 44 Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal (4-6) 2016 Houghton Mifflin Harcourt: System 44 Workbook Elementary (Intervention) (3-6) 2016 Houghton Mifflin Harcourt: Read 180 Stage A Universal Realbook (4-6) 2017 McGraw Hill: Wonders Core Program (TK-6) 2017 Pearson: Side by Side (Newcomers) (5-6) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (5-6)  <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) 2019 Pearson Social Science My World Interactive (4-6) 2019 Pearson Social Science My World Interactive (Spanish Version) (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. Valley View Elementary School's original facilities were built in 1959; 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 nonroutine maintenance requests. Emergency repairs are given the highest priority.

### **2018-19 Campus Improvements:**

- Installation of solar panels in the playground and parking lot
- Installation of new tether ball courts
- Installation of LCD projectors in some classrooms

### **Planned 2019-20 Campus Improvements:**

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

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms

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

- Classrooms
- Restrooms
- Office Areas
- Afternoon/Evening Events Preparations

The principal and secretary communicate with custodial staff daily concerning maintenance and school safety issues. In order to improve the the day to day operations of Valley View School.

We conduct the following:

\* Principal and head custodian conduct monthly site inspections.

\* Review and analyze the findings of the County site inspection. The principal and the custodial staff meet to identify areas of strength and weaknesses. A plan of action is created to improve the day to day operations of the site. Special projects are planned during non student days.

### **Community Out Reach**

Valley View School works in collaboration with South West Church every year to beautify the school. For the last past two years over 50 volunteers have assisted staff, parents and students with the painting of 30 classrooms throughout the campus. The projected plan is to have the entire school painted within four years.

### **Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: the principal, assistant principal, instructional aides, classified staff, noon supervisors, teachers, and crossing guards. During breaks, students are supervised by the principal, assistant principal and yard duty supervisors. Yard supervisors and classified staff monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, teachers, crossing guards and classified staff monitor student behavior to ensure a safe and orderly departure. The administration assists with morning, lunch, and afternoon supervision of students.

Valley View 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. Head Start parents are the only parents allow to walk their children to their classroom. Upon entry Head Start parents must present their pickup and drop up badge in order to have access to the campus.

### **Condition of Facilities - Riverside County Williams Inspection Results**

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools to conduct an inspection designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Valley View Elementary School completed by the county took place on November 4, 2019. Results of the inspection are provided in the table below.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January, 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	22: 1 damaged ceiling tile, 3 stained ceiling tiles 38: 1 pushed up ceiling tile, 1 stained ceiling tile  Vents: all vents need to be inspected, cleaned and replaced if needed. Many vents were dirty throughout the campus.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	11: electrical cord without protector, data plate loose from raceway, debris under sink 34: 1 loose ceiling tile, electrical cords without protectors 18: debris under sink, loose wallplate from raceway Library: 1 light fixture out (low impact), bookshelf surface damaged, 3 light fixtures missing covers Boys RR: light fixture has burn damage, 2 light bulbs out (low impact)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Boys RR: 2 loose faucets, 1 broken sink Girls RR: 1 loose toilet, paint peeling off ceiling, wall patch breaking Girls RR: 1 lose toilet seat, 1 light bulb out (low impact)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Nurse's Office: 1 light bulb out (low impact) 8: 1 light bulb out (low impact), undercharged extinguisher 34: extinguisher missing tag
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	32	28	29	50	50
Math	21	27	19	21	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	381	99.22	32.28
Male	184	182	98.91	25.82
Female	200	199	99.50	38.19
Hispanic or Latino	380	378	99.47	32.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	360	357	99.17	30.25
English Learners	271	268	98.89	30.60
Students with Disabilities	31	31	100.00	3.23
Students Receiving Migrant Education Services	46	46	100.00	26.09
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.6	16.5	36.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	384	383	99.74	26.63
Male	184	183	99.46	25.14
Female	200	200	100.00	28.00
Hispanic or Latino	380	379	99.74	26.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	360	359	99.72	24.23
English Learners	271	270	99.63	25.56
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	46	46	100.00	17.39
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2019-20)**

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through ConnectEd (automated phone messaging system), school calendars, school marquee, flyers, Aeries Parent Portal, and monthly bulletins. Contact the principal or your child's teacher at (760) 398-4651 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Classroom Helper
- Read with Me
- Library Assistant
- Field Trips
- Trimester Award Assemblies
- Carnivals
- Dances
- \*PTA Committee

**Committees**

- District Advisory Committee
- District English Learner Advisory Council
- English Learner Advisory Council
- Parent Leaders Always Taking Action (PLATA)
- Superintendent’s Advisory Committee
- PAC Meetings
- School Site Council

**School Activities**

- Back to School Night
- Father Daughter Dance
- Noche de Cultura
- Fall/Spring Carnival
- Kindergarten Roundup
- Mother Son Dance
- Parent Intervention Academy
- Parent Literacy Nights
- Red Ribbon Week
- Science Fair
- Spelling Bee
- Parent Conferences
- Parent Forums and Workshops
- The Great Kindness Challenge
- Read Across America/ Career Day
- Winter Program
- Book 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 Valley View Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school’s 2019-20 school safety plan was reviewed, updated, and approved by the SSC on February 7, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.0	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	5.2	4.7
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	4	2		20	2	3		24		5	
1	18	3	3		22	1	3		23		3	
2	20	2	2		22	2	2		23		4	
3	24		4		22	1	3		20	3	2	
4	19	1	4		24		4		26		3	
5	24		5		26		3		23	1	3	
6	22	1	4		20	2	4		19	2	3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

\* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

\* Read 180 & Math 180 implementation and data analysis training

\* Lexia and RAPID implementation and Data Analysis

2018-19 District-Sponsored Professional Development:

- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

\* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

\* Lexia and RAPID implementation and Data Analysis

\* Writing professional development provided by Riverside County Office of Education (RCOE)

2019-20 District-Sponsored Professional Development:

\* Joven Noble

\* Xinatchli

\* Transformational Learning Training

\* Restorative Justice Training

\* PBIS Training

- CAASPP Summative and Interim Assessment Block (IAB) training

\* ELPAC Initial and Summative training

\* English 3D

\* Rosetta Stone

\* Project Moving Forward - vocabulary, literacy, and language development

- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation
- EADMS Training for Assessment Implementation and Data Analysis

\* University of California Irvine (UCI) Math training for middle school and high school

\* Writing professional development provided by Riverside County Office of Education (RCOE)

\* Accelerating Academic Learning for English Learners

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Longterm substitute teachers are invited to attend designated training sessions.

#### Site-Based Training

Valley View 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. Through collaborative efforts of district representatives, the principal, and the school leadership team, specific areas for professional training are identified to complement and support districtwide training. Staff development needs correspond with classroom observations, student performance data, and feedback from grade level teams.

During the 2018-19 school year, teacher training activities focused on:

- Academic Language
- AVID
- Data Analysis
- Developing S.M.A.R.T. Goals through Data Collection Meetings
- Lesson Planning using Common Core State Standards and Technology

\* Lexia and iStation

\* Math Focus: 3 Read Protocol, Number Talks, Opinion and Explanatory Writing in Math

\* PBIS

- Phases of Gradual Release with Frequent Checks for Understanding

\* Student Engagement

- Technology in the Classroom
- Thinking Maps
- Understanding the Common Core State Standards
- Vertical Articulation

\* Writing Focus: NVF strategy, organizational structure, Language standards, and phases of writing process

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. Longterm substitute teachers are invited to attend designated training sessions.

#### Site-Based Training

Valley View Elementary School works in collaboration with the Coachella Valley Unified School District to focus on district initiatives of the implementation Multi-Tiered Systems of Support (MTSS), Writing and Positive School Blended Model. Through collaborative efforts of district representatives, the principal, and the school leadership team, specific areas for professional training are identified to complement and support districtwide training. Staff development needs correspond with classroom observations, student performance data, and feedback from grade level teams.

#### 2019-2020 Focused Training

\*AVID- vertical grade level articulation of time management, organizational tools and note taking

\*PBIS

\*Transformational Learning

\*Writing: Reading to Writing Connection

\* CLOSE Reading

- \* Academic Language
  - Developing S.M.A.R.T. Goals through Data Collection Meetings
  - Academic Language
- \* Identifying 12 Essential Language Arts Standards
- \* Identifying 6 Essential Math Standards
  - Phases of Gradual Release with Frequent Checks for Understanding
- \* Student Engagement
  - Technology in the Classroom
  - Thinking Maps
  - Understanding the Common Core State Standards
  - Vertical Articulation
- \* Leadership Team Training- Shared Decision Making
- \* Multi-Tiered Systems of Support- Building Systems of Sustainability

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,870	\$51,374
Mid-Range Teacher Salary	\$86,849	\$80,151
Highest Teacher Salary	\$111,614	\$100,143
Average Principal Salary (ES)	\$128,758	\$126,896
Average Principal Salary (MS)	\$147,364	\$133,668
Average Principal Salary (HS)	\$149,640	\$143,746
Superintendent Salary	\$250,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,189	\$4,318	\$9,870	\$90,912
District	N/A	N/A	\$9,313	\$92,713.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.8	-2.0
School Site/ State	27.2	10.3

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

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

## **Types of Services Funded**

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- Department of Rehabilitation Grant (Work Experience)
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

## **DataQuest**

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

## **Internet Access**

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