



MECCA ELEMENTARY SCHOOL

Grades K Through Six
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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

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

The Mecca Elementary School staff, both certificated and classified, are dedicated to serving the school and the community. Our curriculum continues to improve to line up with the California Common Core Standards. This is our third year of implementing the California Common Core Standards. In addition, we are implementing Units of Study in both English Language Arts and Math, which serve as guides for delivering instruction. The English Language Arts intervention program is Read 180 for grades 3-6. We are in year three of implementing our new math program, Go Math. We are continuing our plan to improve the development of our English language learners and have been using Rosetta Stone for students at each grade level found within the lowest ELD rotation, which is primarily students scoring between the beginning and intermediate levels as indicated by the CELDT assessment. While we have not been implementing early release Wednesdays at this time, we have been able to build collaboration time during the school day twice a month. It is during this collaboration time, known as Professional Learning Community (PLC) time, that our staff is able to review student data, set goals, discuss best teaching practices, and plan lesson delivery that is systematic and rigorous.

We also are continuing with integrating technology into our daily instruction to enhance lesson delivery and student learning. The goal of integrating technology into the lessons is to maintain engagement from all students and provide a medium through which our students can demonstrate understanding by doing so in manners that modify and redefine the learning that is taking place. All classrooms have iPad carts with iPads assigned to each individual student.

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

District & School Profile

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

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	132
American Indian or Alaskan Native	0.0%	Grade 1	111
Asian	0.0%	Grade 2	108
Filipino	0.0%	Grade 3	106
Hawaiian or Pacific Islander	0.0%	Grade 4	113
Hispanic or Latino	99.9%	Grade 5	134
White (not Hispanic)	0.1%	Grade 6	109
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	97.5%	Grade 8	0
English Learners	87.2%		
Students with Disabilities	7.9%		
Migrant Education	0.0%	Total	
Foster Youth	0.6%	Enrollment	813

Mecca Elementary School is located in the southern region of the district's boundaries and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2015-16 school year, 813 students were enrolled, including 7.9% students with disabilities, 87.2% English Language Learners, and 97.5% socioeconomically disadvantaged.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

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

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through Blackboard Connect, AERIES Parent Portal, school newsletters, flyers, school website, and monthly calendars. Contact the school secretary at (760) 396-2143 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom
- Library
- Office
- Yard Supervision

Committees

- AVID
- Safe Routes to School
- School Site Council
- Parents Empowering Parents (PEP)
- District English Learner Advisory Council
- English Learner Advisory Committee
- Family Leadership Institute (FLI)
- Family Involvement Action Team (FIAT)

School Activities

- Academic Parent Workshops
- Back to School Night
- Coffee with the Principal
- Fall Festival
- Family Fridays
- Winterfest
- Title I Meetings
- Parent Intervention Academy
- Student Recognition Celebrations
- Parenting Classes (In the Parent Center)
- Mecca Angels - Reading Support Group

Student Achievement

Physical Fitness

In the spring of each year, Mecca Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	22.8%	20.6%	11.8%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs.

Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Mecca Elementary School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Mecca	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	108	105	97.2%	24.0%	107	104	97.2%	29.8%
Male	56	54	96.4%	22.6%	56	54	96.4%	37.0%
Female	52	51	98.1%	25.5%	51	50	98.0%	22.0%
Hispanic or Latino	108	105	97.2%	24.0%	107	104	97.2%	29.8%
Socioeconomically Disadvantaged	105	103	98.1%	22.6%	105	102	97.1%	29.4%
English Learners	81	79	97.5%	11.4%	81	79	97.5%	20.3%
Migrant Education	25	25	100.0%	28.0%	25	25	100.0%	24.0%
Grade 4					Grade 4			
All Students Tested	119	116	97.5%	19.8%	119	118	99.2%	10.2%
Male	69	67	97.1%	14.9%	69	68	98.6%	14.7%
Female	50	49	98.0%	26.5%	50	50	100.0%	4.0%
Hispanic or Latino	119	116	97.5%	19.8%	119	118	99.2%	10.2%
Socioeconomically Disadvantaged	117	114	97.4%	19.3%	117	116	99.2%	10.3%
English Learners	93	90	96.8%	11.1%	93	92	98.9%	4.4%
Students with Disabilities	12	11	91.7%	-	12	11	91.7%	9.1%
Migrant Education	28	28	100.0%	7.1%	28	28	100.0%	3.6%
Grade 5					Grade 5			
All Students Tested	140	138	98.6%	17.4%	140	138	98.6%	10.1%
Male	77	75	97.4%	17.3%	77	75	97.4%	10.7%
Female	63	63	100.0%	17.5%	63	63	100.0%	9.5%
Hispanic or Latino	139	137	98.6%	17.5%	139	137	98.6%	10.2%
Socioeconomically Disadvantaged	137	136	99.3%	16.9%	137	136	99.3%	10.3%
English Learners	98	96	98.0%	1.0%	98	96	98.0%	1.0%
Students with Disabilities	18	18	100.0%	-	18	18	100.0%	-
Migrant Education	36	36	100.0%	8.3%	36	36	100.0%	5.6%
Grade 6					Grade 6			
All Students Tested	113	110	97.4%	14.6%	113	110	97.4%	15.5%
Male	65	62	95.4%	9.7%	65	62	95.4%	14.5%
Female	48	48	100.0%	20.8%	48	48	100.0%	16.7%
Hispanic or Latino	113	110	97.4%	14.6%	113	110	97.4%	15.5%
Socioeconomically Disadvantaged	111	109	98.2%	17.4%	111	109	98.2%	15.6%
English Learners	61	58	95.1%	-	61	58	95.1%	1.7%
Migrant Education	21	21	100.0%	-	21	21	100.0%	9.5%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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. 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.

**California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Percentage of Students Meeting or Exceeding the State Standards

	Mecca		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	12	19	18	22	44	48
Mathematics	10	16	11	14	33	36

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.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Mecca			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	17	28	26	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	140	138	98.6%	26.1%
Male	77	75	97.4%	24.0%
Female	63	63	100.0%	28.6%
Hispanic or Latino	139	137	98.6%	26.3%
Economically Disadvantaged	137	136	99.3%	25.7%
English Learners	98	96	98.0%	10.4%
Students with Disabilities	18	18	100.0%	22.2%
Migrant Education	36	36	100.0%	13.9%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

Classroom Environment

Discipline & Climate for Learning

Mecca Elementary School's discipline policies are based upon a schoolwide discipline plan and PBIS, which are used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice. At the beginning of the school year, students are advised of school rules and behavior expectations and grade level assemblies. Using a slide show presentation, teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Mecca Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions

	Mecca			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	23	19	11	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

Advancement Via Individual Determination

Mecca Elementary School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year for grades 4-6. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Mecca Elementary School is focused on the organizational and note-taking skills along with incorporating WICOR strategies for the second year of implementation of this program.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms

Grade	2013-14		
	Average Class Size	Number of Classes*	
		1-20	21-32
K	24.0		5
1	18.0	3	3
2	15.0	5	2
3	19.0	1	6
4	19.0	1	5
5	18.0	2	4
6	19.0	1	5
2014-15			
K	28.0		5
1	22.0		5
2	23.0		4
3	23.0	1	4
4	26.0		5
5	22.0		5
6	24.0	1	4
2015-16			
K	28.0	1	6
1	24.0		5
2	24.0		3
3	24.0		5
4	23.0		5
5	23.0	1	5
6	22.0	1	4

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

Curriculum & Instruction

Instructional Materials

All textbooks used in the core curriculum at Mecca 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 13, 2016, 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. 2017-16 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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2002	Yes	Houghton Mifflin: Reading California	0%	K-6
2010	Yes	Scholastic: Read 180	0%	4-6
2005	Yes	Rigby Harcourt Achieve: On Our Way To English	0%	K-5
2007	Yes	HMH Practice Books	0%	K-2
	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
2002	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
	Yes	Houghton Mifflin: Lectura	0%	K-6
Math				
2014	Yes	Houghton Mifflin Harcourt; Go Math! (English & Spanish)	0%	K-5
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Science				
2008	Yes	Houghton Mifflin: Science	0%	K-3
2008	Yes	FOSS: Science	0%	K-5
2008	Yes	Investigating Earth Systems: Dynamic Planet	0%	6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
Social Science				
2007	Yes	Houghton Mifflin: Social Studies	0%	K-3
2007	Yes	Harcourt: Reflections Social Studies	0%	K-6
2014	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK

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 2016-17 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.

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core 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 build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. 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.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

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, consultants, and school administration. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Mecca Elementary School works with the Coachella Valley Unified 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 all school staff, professional development needs are identified based upon student performance results on the CELDT, DIBELS (TK-2), Acuity (3-6), benchmark assessments, culminating tasks, data analysis within PLC groups, data analysis within PLC groups, and teacher surveys. During the 2015-16 school year, Mecca Elementary School allocated time each month for professional development and Professional Learning Community activities focused on:

- AVID
- CELDT Training
- Close Reading
- Common Core Standards
- Data Analysis
- Disaggregating Data
- ELA/Math Trainings (RCOE)
- Integrated vs. Designated English Language Development
- iPad Training
- Mobile Learning Initiative Based Training
- Number Talks
- PBIS
- Response to Intervention
- SAMRai Technology Based Training
- Test Taking Strategies
- Thinking Maps
- Units of Study
- Vocabulary Building Strategies
- Write From the Beginning

Professional Staff

Counseling & Support Staff

Mecca Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Mecca Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	
Media Technician	1	1.0
Psychologist	1	0.3
Speech & Language Pathologist	1	0.2
School Nurse	1	0.2
English Learner Support Assistant	1	1.0
Migrant Community Service Aide	1	0.4
Latino Commission	1	**

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

Teacher Assignment

During the 2015-16 school year, Mecca Elementary School had 38 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	Mecca			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	36	38	38	801	844	857
Teachers with Full Credential	36	38	38	801	840	853
Teachers without Full Credential	0	0	0	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	4	0	0
Teacher Misassignments for English Learners	0	0	0	1	1	1
Total Teacher Misassignments*	0	0	0	1	1	1
Teacher Vacancies	0	0	1	17	15	9

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.

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes

Taught by Highly Qualified Teachers

	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Mecca	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

School Facilities & Maintenance

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

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.

2015-16 Campus Improvements:

- Installation of new paneling to 5th and 6th grade portables
- Repainting of the exterior of all portables

2016-17 Planned Campus Improvements:

- Installation of new carpet and re-level floor in rooms K-6 & 5
- Installation of security cameras
- Replacement of the HVAC system in the multipurpose room

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

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

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

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

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

Campus Description	
Year Built	1952
Acreage	16.54
Bldg. Square Footage	72764
	Quantity
# of Permanent Classrooms	14
# of Portable Classrooms	32
# of Restrooms (student use)	5 sets
Computer Lab	2
Library	1
Cafeteria/Multipurpose Room	1
Teacher Work Room	1
Parent Center	1
Head Start	2

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: the principal, yard duty supervisors, and assistant principal. During recess, ten yard duty supervisors, the principal, and the assistant principal supervise playground activity. Ten yard duty supervisors, the principal, and the assistant principal monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, the assistant principal, and two yard duty supervisors monitor student behavior to ensure a safe and orderly departure.

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

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Mecca Elementary School completed by the county took place on October 28, 2016. Results of the inspection are provided in table below.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Mecca Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed and updated, in April 2016 and discussed with school staff in August 2016.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: October 28, 2016	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			Girls RR - Peeling ceiling tile surface from one tile
Cleanliness	✓			Room 10 - Two stains on carpet; Room 29 - Stained sink
Electrical	✓			K4 - Cord guard needed for wire across room
Restrooms/Fountains	✓			Boys RR - No paper towels
Safety	✓			Admin - Fire alarm in trouble; Room 24 - Peeling paint outside
Structural	✓			
External	✓			K Playground - Rubber playground surface has holes; Boys RR - One stall door hardware needs repair; P44 - Trip hazard at beginning of ramp when stepping on it depresses about an inch
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mecca Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Mecca Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Mecca Elementary is the Mecca Library located at 91-260 Avenue 66, Mecca.

Mecca Library - (760) 396-2363

Hours: Mon. - Thurs.: 10 - 6

Sat.: 10 - 6: Fri. and Sun.: Closed

Number of computers available: 13

Number of printers available: 1

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Mecca	CVUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,726	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,260	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,466	4,809	92.9%	5,677	84.7%
Average Teacher Salary	75,701	76,521	98.9%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs