



SAUL MARTINEZ 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

The purpose of the School Accountability Report Card is to provide parents with information about the instructional programs, academic achievement, materials, facilities, and staff of Saul Martinez Elementary School. Information about Coachella Valley Unified School District is also provided.

Parents and community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Saul Martinez School is a welcoming, stimulating environment where students are actively involved in learning academics as well as positive values. Through our hard work together, our students will be challenged to teach their maximum potential.

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.

Saul Martinez 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, 1,125 students were enrolled, including 7.3% students with disabilities, 82.7% English Language Learners, and 96.5% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	175
American Indian or Alaskan Native	0.3%	Grade 1	156
Asian	0.0%	Grade 2	156
Filipino	0.0%	Grade 3	160
Hawaiian or Pacific Islander	0.0%	Grade 4	164
Hispanic or Latino	99.3%	Grade 5	145
White (not Hispanic)	0.4%	Grade 6	169
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	96.5%	Grade 8	0
English Learners	82.7%		
Students with Disabilities	7.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.1%	Enrollment	1,125

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 ConnectEd, school website, school newsletters, weekly progress reports, and AERIES Parent Portal. Contact the parent volunteer coordinator or school office staff at (760) 396-1935 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Parent Volunteers
- Read to Me Volunteer

Committees

- School Site Council
- District Advisory Committee
- District English Learner Advisory Committee
- English Learner Advisory Committee
- Family Involvement Action Team (FIAT)
- Parent Teacher Organization

School Activities

- AVID Parent Night
- Open House
- Fall Festival
- ESL for Parents and Community Members
- Family Leadership Institute (FLI)
- Family Literacy Nights
- iPad Parent Nights
- Kinder & 1st Grade Parent Academy
- Read Across America
- Saturday Parent Academy
- Spelling Bees
- Science Fair
- Spanish GED Course for Parents
- Third Grade Parent Intervention Program (parent workshops)
- Parents Empowering Parents (PEP)
- Parent Education Classes
- Community Based Tutoring

Student Achievement

Physical Fitness

In the spring of each year, Saul Martinez 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 website 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	11.5%	16.5%	27.3%

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 (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/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Saul Martinez			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)	39	35	28	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	145	145	100.0%	28.3%
Male	80	80	100.0%	33.8%
Female	65	65	100.0%	21.5%
Hispanic or Latino	141	141	100.0%	29.1%
Economically Disadvantaged	144	144	100.0%	27.8%
English Learners	90	90	100.0%	10.0%
Students with Disabilities	16	16	100.0%	
Migrant Education	28	28	100.0%	21.4%

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.

**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	162	156	96.3%	18.6%	162	160	98.8%	23.8%
Male	84	80	95.2%	18.8%	84	83	98.8%	28.9%
Female	78	76	97.4%	18.4%	78	77	98.7%	18.2%
Hispanic or Latino	161	155	96.3%	18.7%	161	159	98.8%	23.9%
Socioeconomically Disadvantaged	158	152	96.2%	17.1%	158	156	98.7%	21.8%
English Learners	130	124	95.4%	7.3%	130	128	98.5%	14.1%
Students with Disabilities	17	17	100.0%	5.9%	17	17	100.0%	5.9%
Migrant Education	26	25	96.2%	16.0%	26	26	100.0%	19.2%
Grade 4					Grade 4			
All Students Tested	172	167	97.1%	21.0%	172	170	98.8%	25.9%
Male	83	82	98.8%	14.6%	83	82	98.8%	26.8%
Female	89	85	95.5%	27.1%	89	88	98.9%	25.0%
Hispanic or Latino	166	162	97.6%	21.0%	166	164	98.8%	25.0%
Socioeconomically Disadvantaged	167	163	97.6%	20.3%	167	166	99.4%	24.7%
English Learners	127	122	96.1%	7.4%	127	125	98.4%	15.2%
Students with Disabilities	15	15	100.0%	-	15	15	100.0%	6.7%
Migrant Education	34	34	100.0%	11.8%	34	34	100.0%	17.7%
Grade 5					Grade 5			
All Students Tested	145	145	100.0%	24.8%	145	145	100.0%	9.7%
Male	80	80	100.0%	23.8%	80	80	100.0%	13.8%
Female	65	65	100.0%	26.2%	65	65	100.0%	4.6%
Hispanic or Latino	141	141	100.0%	25.5%	141	141	100.0%	9.9%
Socioeconomically Disadvantaged	144	144	100.0%	24.3%	144	144	100.0%	9.0%
English Learners	90	90	100.0%	5.6%	90	90	100.0%	-
Students with Disabilities	16	16	100.0%	-	16	16	100.0%	-
Migrant Education	28	28	100.0%	21.4%	28	28	100.0%	7.1%
Grade 6					Grade 6			
All Students Tested	172	170	98.8%	25.3%	172	171	99.4%	13.5%
Male	97	95	97.9%	15.8%	97	96	99.0%	11.5%
Female	75	75	100.0%	37.3%	75	75	100.0%	16.0%
Hispanic or Latino	169	167	98.8%	25.2%	169	168	99.4%	13.7%
Socioeconomically Disadvantaged	168	166	98.8%	24.7%	168	167	99.4%	12.6%
English Learners	81	79	97.5%	3.8%	81	80	98.8%	1.3%
Students with Disabilities	24	23	95.8%	-	24	23	95.8%	-
Migrant Education	28	28	100.0%	17.9%	28	28	100.0%	14.3%

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						
	Saul Martinez		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	19	22	18	22	44	48
Mathematics	18	18	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.

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, Saul Martinez 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

	Saul Martinez	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.

Classroom Environment

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	Average Class Size	2013-14		
		1-20	21-32	33+
K	28.0		6	
1	21.0	2	6	
2	21.0	2	6	
3	25.0	1	5	
4	24.0	1	6	
5	23.0	1	6	
6	23.0	1	6	
2014-15				
K	27.0		7	
1	24.0		6	
2	27.0		6	
3	26.0		6	
4	27.0		5	
5	25.0	1	6	
6	22.0	1	6	
2015-16				
K	20.0	3	6	
1	25.0		6	
2	25.0		6	
3	24.0		7	
4	24.0	1	6	
5	21.0	1	6	
6	24.0	1	6	

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

Discipline & Climate for Learning

Saul Martinez 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.

Students are advised of school rules and behavior expectations during assemblies led by the assistant principal. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Saul Martinez 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

	Saul Martinez			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	14	4	45	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

Saul Martinez Elementary School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. 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. Saul Martinez Elementary School is focused on the organizational and note-taking skills for the first year of implementation of this program.

Curriculum & Instruction

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-Base Training

Saul Martinez 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 the collaborative efforts of school administration, grade level leaders, and teaching staff, professional training needs are identified based upon results of student performance data analysis and classroom observations. During the 2015-16 school year, staff development training focused on:

- ABI Gradebook
- AVID
- Blooms Depth of Knowledge Training
- CELDT Training
- Close Reading Strategies
- Common Core State Standards
- Data Analysis Workshop
- English Learner Strategies
- Gradebook Training
- iPad Apps
- Kpals
- Math Strategies thru RCOE
- Professional Learning Communities
- Strategies to Improve Reading and Writing
- Thinking Maps
- Vocabulary Instructional Routines and Strategies
- Write From the Beginning: Response to Literature
- Write From the Beginning: Expository Writing
- Writing Strategies thru RCOE (ongoing)

Instructional Materials

All textbooks used in the core curriculum at Saul Martinez 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

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
	Yes	HMH Practice Books	0%	K-2
2007	Yes	Rosetta Stone for ELD	0%	6
	Yes	HMH System 44 Elementary	0%	3-6
	Yes	Cambium: We Can - Early Learning Curriculum	0%	TK
2002	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

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 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.

Professional Staff

Counseling & Support Staff

Saul Martinez 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 Saul Martinez 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	
English Learner Support Aide	1	1.0
Psychologist	1	0.4
School Nurse	1	0.2
Speech & Language Aide	1	0.4
Speech & Language Pathologist	1	0.4
Media Technician	1	1.0
Health Technician	1	1.0
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, Saul Martinez Elementary School had 51 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						
	Saul Martinez			CVUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	48	51	50	801	844	857
Teachers with Full Credential	48	51	50	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	1	1	0	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	
Saul Martinez	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. Saul Martinez Elementary School's original facilities were built in 2004; 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.

2015-16 Campus Improvements:

- Painting of the exterior of portables

Every morning before school begins, one of the day custodians inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One morning, one mid-day, and one evening custodian are assigned to Saul Martinez Elementary School. The morning and mid-day custodians are responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Basic Custodial for Staff and Students

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

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

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

Campus Description

Year Built	2004
Acreage	12
Bldg. Square Footage	77235
	Quantity
# of Permanent Classrooms	34
# of Portable Classrooms	22
# of Restrooms (student use)	14 sets
Cafeteria	1
Computer Lab(s)	3
Health Office	1
Library	1
Staff Lounge	1
Teacher Work Room	1

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 principal, assistant principal, and yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal, the assistant principal, teachers, and yard duty supervisors supervise playground activity. Yard duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, the assistant principal, and teachers monitor student behavior to ensure a safe and orderly departure. Saul Martinez 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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Saul Martinez 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 May 2016, and discussed with school staff in the August 2016.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Saul Martinez 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 Saul Martinez Elementary School's SARC and access the Internet in the school's library or at any of the county's public libraries. The closest library to Saul Martinez Elementary is the Mecca Branch Library located at 91-260 Avenue 66, Mecca.

Mecca Branch 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

Saul Martinez Elementary School Library

Hours: 7:00 - 4:00

Visitors are required to check in at the school office

Number of computers available: 5

Printers available: Yes

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: October 28, 2016			
			Repair Needed and Action Taken or Planned
Systems	✓		Boys RR Across from Library, Girls RR Across from Library, Girls RR 200, Boys RR 400, Girls RR 400, Boys RR 500, Girls RR 500, Girls RR Across from 600 & Boys RR Across from 600 - Exhaust fan does not work
Interior Surfaces		✓	Girls RR Across from Library - One broken toilet seat; Old Portable Girls RR - Stained sink; Old Portable Boys RR - One ceiling tile covering is peeling; P20 - Stains on carpet; Boys RR 400 - Chipped hand dryer; MPR - Loose or missing rubber base, entrance door have rust areas
Cleanliness	✓		Boys RR 400 - Toilets need scrubbing; Rm 402 - Trash under sink cabinet; Rm 602 - Outside drinking fountain dirty
Electrical		✓	K4 - One light out in the restroom; P 20 - Cord guard needed for wire across room; Boys RR 500 - One light fixture out
Restrooms/Fountains		✓	Boys RR Across from Library - No paper towels, one outside drinking fountain does work, one sink faucet does not work; Girls RR Across from Library, Girls RR Across from 600, Boys RR Across from 600 & MPR Girls RR - No paper towels; Boys RR 200 - One sink faucet leaks
Safety	✓		Admin - Fire alarm in trouble
Structural	✓		
External	✓		Playground - Rubber playground access pad is chipped at the edges
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

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 Saul Martinez Elementary School completed by the county took place on October 28, 2016. Results of the inspection are provided in the above table.

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 website 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/>.

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Saul Martinez	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,939	N/A	N/A	N/A	N/A
Restricted (Supplemental)	254	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,685	4,809	97.4%	5,677	84.7%
Average Teacher Salary	72,283	76,521	94.5%	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

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.