

# West Shores Middle/ High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	West ShoresMiddle/ High School
<b>Street</b>	2381 Shore Hawk Avenue
<b>City, State, Zip</b>	Salton City, CA 92274
<b>Phone Number</b>	(760) 848-1360
<b>Principal</b>	Dr. Ignacio Ramirez
<b>Email Address</b>	ignacio.ramirez@cvusd.us
<b>School Website</b>	wshs.cvusd.us
<b>County-District-School (CDS) Code</b>	33736763330354

## 2021-22 District Contact Information

<b>District Name</b>	Coachella Valley Unified School District
<b>Phone Number</b>	(760) 399-5137
<b>Superintendent</b>	Dr. Luis Valentino
<b>Email Address</b>	luis.valentino@cvusd.us
<b>District Website Address</b>	<a href="https://www.cvusd.us/">https://www.cvusd.us/</a>

## 2021-22 School Overview

### School Profile

West Shores High School provides instruction for students in grades 7-12. During the 2020-21 school year there were 557 students enrolled at West Shores High School, including: 95.3% socioeconomically disadvantaged students, 26.9% English Language Learners, 13.1% students with disabilities, 6.5% Migrant students, 0.5% Foster Youth and 0.7% Homeless Youth.

Our school has adopted the following vision and mission statements:

### School Vision

West Shores High School will encourage, guide, and support all students to reach their highest potential and to become lifelong learners.

### School Mission

West Shores High School staff, parents, and students will collaborate to establish a positive school climate where there are effective support systems, clear and consistent expectations, and opportunities for learning and growth. Students will achieve academic success and social-emotional well-being while learning to be safe, responsible, and respectful.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	100
Grade 8	97
Grade 9	93
Grade 10	107
Grade 11	80
Grade 12	80
Total Enrollment	557

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Black or African American	0.9
Hispanic or Latino	92.5
Two or More Races	0.7
White	5.4
English Learners	26.9
Foster Youth	0.5
Homeless	0.7
Socioeconomically Disadvantaged	95.3
Students with Disabilities	13.1

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.8	96.4	746.9	91.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.0	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.9	3.5	12.7	1.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	5.5	0.7	12115.8	4.4
<b>Unknown</b>	0.0	0.0	46.9	5.7	18854.3	6.9
<b>Total Teaching Positions</b>	27.8	100.0	817.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.9
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.9

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Bobby Duke Middle 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 16, 2021 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. 2022-06 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 2021-22 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.

Year and month in which the data were collected

October 8, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Houghton Mifflin Harcourt: Collections Program (9-12) 2016 CSU: ERWC 2016 Bedford: Literature a Portable Anthology - English Literature AP (11-12) 2016 Wadsworth: Structure, Sound, and Sense - English Literature AP (11-12) 2016 Prentice Hall: Everyday Use - English Language AP (12) 2016 Cengage Learning: The River Reader – English Language AP (12) 2016 Bedford: Everything's an Argument – English Language AP (12) 2016 Longman: 50 Great Essays – English Language AP (12) 2016 Bedford: The Language of Composition – English Language AP (12) 2017 Houghton Mifflin Harcourt: Collections Core Program (ELD) (9-11) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal (Intervention) (9-11) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal RealBook (Consumables) (9-11) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9) 2017 Pearson Side by Side (Newcomers) (9)	Yes	0
<b>Mathematics</b>	2015 Pearson: Integrated Math Level 1, 2, 3 (9-12) 2008 Prentice Hall: Geometry (9-12)	Yes	0

	2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12) 2008 Wiley & Sons: Calculus (9-12) 2008 W.H. Freeman: The Practice of Statistics - AP (9-12)		
<b>Science</b>	2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 VHPS: Chemistry in the Community (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12)	Yes	0
<b>History-Social Science</b>	2007 McDougal Littell: World Geography (9) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Pearson: American Government Roots and Reform AP (12) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson: Magruder's American Government (12) 2019 Pearson: Economics: Principles in Action (12)	Yes	0
<b>Foreign Language</b>	2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12) 2003 McGraw Hill: Aproximaciones (Spanish V) (Spanish Honors) (9-12)	Yes	0
<b>Health</b>	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12)	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

### Campus Maintenance

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. West Shores High School's ongoing maintenance will include the replacement of light bulbs, ensure light covers are replaced if missing, and ensure carpets are cleaned from stains. Damaged ceiling tiles will be replaced as needed and a schedule to provide adequate facility maintenance will be implemented.

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

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

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

### Planned 2020-21 Campus Improvements:

Our campus will be addressing any ceiling/roof leaks to prevent water damage and the staining of ceiling tiles. Stained tiles will be replaced and any future stained tiles will be replaced as needed. Light bulbs will be replaced to ensure proper lighting is available for classrooms and facilities.

Regular inspection of restrooms will occur to ensure the student restrooms are stocked with all necessary supplies, including soap and working dryers.

Our custodial department will focus on inspecting and cleaning vents to ensure they are free of dirt and debris. In addition, a plan will be put in place to remove webs and dust to improve the cleanliness of our campus.

### Planned 2021-22 Campus Improvements:

Campus improvements planned for the 2021-2022 school year include the following:

Replacing the flooring in the student and faculty restrooms in the middle school area.

Replacing picnic tables around campus that are damaged.

Replace any damaged ceiling tiles from classrooms and student common areas.

Replace the landscaping in the front of the school.

### 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, administrators and yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and surrounding areas. Yard duty supervisors monitor lunch time activity in the cafeteria and surrounding areas. At dismissal, students are monitored to ensure a safe and orderly departure. West Shores High 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 West Shores High School completed by the county took place on November 12, 2021. Results of the inspection are provided in table below.

\* Indicates that corrections/repairs have been completed.

\*\* Indicates that the repair is scheduled to be completed by June 7, 2022

**Year and month of the most recent FIT report**

November 12, 2021

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Classroom 29 - rust on AC register* Girls RR - damaged flooring** *AC Register will be repaired or replaced by. 01/21/22 **Flooring has been replaced for the girls' restroom as well as the boys restroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Library - 2 light fixtures out (low Impact)* Classroom 34 - 1 light fixture off (low Impact)* *Lights will be repaired by 1/21/22 Classroom 14 - wallplate missing** **Wallplate will be repaired by 1/14/22
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Classroom 18 - drain clogged* *Drain has been cleared and no longer clogged. Boys RR - loose faucet** *Faucet has been secured. Girls RR - loose faucet, hand dryer off*** *Faucet has been secured and hand dryer is operating properly.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	273	162	59.34	40.66	23.53
<b>Female</b>	122	77	63.11	36.89	32.43
<b>Male</b>	151	85	56.29	43.71	15.19
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	260	157	60.38	39.62	24.16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	92	56	60.87	39.13	1.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	2	16.67	83.33	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	258	151	58.53	41.47	23.24
<b>Students Receiving Migrant Education Services</b>	18	11	61.11	38.89	50
<b>Students with Disabilities</b>	27	16	59.26	40.74	7.14

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	154	56.41	43.59	8.97
Female	122	77	63.11	36.89	11.59
Male	151	77	50.99	49.01	6.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	260	148	56.92	43.08	8.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	50	54.35	45.65	2.00
Foster Youth	--	--	--	--	--
Homeless	12	2	16.67	83.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	145	56.20	43.80	9.49
Students Receiving Migrant Education Services	18	8	44.44	55.56	--
Students with Disabilities	27	15	55.56	44.44	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A		
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A		N/A	N/A	
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A		N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	0.00	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	NT	NT	NT	NT
Female	79	NT	NT		
Male	93	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	158	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Career Technical Education Programs

Career Technical Education Programs

West Shores High School is a small school with only one CTE program – AP computer Science with a total enrollment of 31 students. The two course sequence of curriculum is College Board approved and approved as A-G science and math credits. This small but mighty program has 100% of students meeting A-G requirements, 100% of students passing AP Computer Science Exams, and higher than average GPA's.

Both courses in the sequence have key assignments aligned with both CTE and Academic standards, the program is evaluated using the eleven elements of high quality CTE with goals set for any element not meeting high quality. All student populations are supported through after school tutoring to ensure success in all CTE programs. Because this school is rurally located, field trips to post-secondary institutions and industry, guest speakers, and online student competitions make up a majority of exposure to workforce readiness as there is very little industry located near the school site.

The school hosts two advisory meetings each year with representatives from the Information Communication Technologies Industry. Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	24
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.92
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	56.72

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

West Shores High School values parents as partners in their child's education. Parents are encouraged to participate in a decision-making committee, monitor their child's progress, and participate in school events.



## 2021-22 Opportunities for Parental Involvement

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through flyers, weekly ConnectEd messages, the school website, and Facebook page. Contact the principal Dr. Ramirez or Dr. De Feo in the school office at (760) 848-1360 for more information on how to become involved in your child's learning environment. Opportunities for involvement may be reduced and impacted by current COVID-19 restrictions. However, as restrictions are eased, we look forward to having more parents volunteer at our site.

### Committees

- School Site Council
- English Learner Advisory Council (ELAC)
- Student Engagement Committee
- Virtual Conference Committee

### School Activities

- Back to School Night
- Financial Aid Night
- Parent Conferences
- Parent Meetings
- Parent Workshops
- Open House

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	10.1	12.7	31.0	8.7	12.3	15.3	9.0	8.9	9.4
<b>Graduation Rate</b>	82.6	84.8	66.7	79.6	82.7	75.7	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	87	58	66.7
<b>Female</b>	42	35	83.3
<b>Male</b>	45	23	51.1
<b>American Indian or Alaska Native</b>	--	--	--

Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	76	51	67.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	24	10	41.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	81	53	65.4
Students Receiving Migrant Education Services	12	8	66.7
Students with Disabilities	14	8	57.1

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	578	203	35.1
Female	278	277	77	27.8
Male	308	301	126	41.9
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	5	5	1	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	541	533	183	34.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	3	60.0
White	32	32	14	43.8
English Learners	175	171	69	40.4
Foster Youth	5	5	2	40.0
Homeless	16	15	9	60.0
Socioeconomically Disadvantaged	554	547	196	35.8
Students Receiving Migrant Education Services	46	45	17	37.8
Students with Disabilities	75	74	36	48.6

## C. Engagement

### 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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	11.09	0.00	4.70	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	8.03	2.93	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

The Comprehensive School Safety Plan was developed for West Shores High 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 2021-22 safety plan was reviewed, updated, and approved by the SSC on March 11, 2021. It was board approved on April 15, 2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	26	13	
Mathematics	20	15	11	
Science	21	5	12	
Social Science	28	2	14	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	15	3
Mathematics	21	10	17	
Science	37	4	7	3
Social Science	25	3	13	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	27	5	
Mathematics	15	14	5	
Science	19	5	5	
Social Science	19	6	6	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	557

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,072	\$4,110	\$10,962	\$83,485
<b>District</b>	N/A	N/A	\$9,179	\$95,846
<b>Percent Difference - School Site and District</b>	N/A	N/A	17.7	-13.8
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	26.0	-3.4

## 2020-21 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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- Expanded Learning Programs (EXLP)
- 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

Programs and Services at West Shores High School:

- \* Expanded Learning Programs (EXLP)
- \* Newcomer Academy
- \* English Learner Mentoring
- \* Long Term English Learner (LTEL) Tutoring
- \* Advancement Via Individual Determination (AVID) Program
- \* NCLB: Title I Part A, Basic Grants
- \* NCLB: Title I Part C, Migrant Education Regular Program
- \* Career Technical Education Incentive Grant
- \* Culturally Relevant Instruction
- \* Professional Development for Staff
- \* Data Teams
- \* Family Engagement Events
- \* Mental Health Services through the Latino Commission
- \* Migrant Program
- \* Partnership with CalFresh
- \* Partnership with Safe Routes to School

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,870	\$52,562
<b>Mid-Range Teacher Salary</b>	\$86,849	\$83,575
<b>Highest Teacher Salary</b>	\$111,614	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$129,320	\$131,875
<b>Average Principal Salary (Middle)</b>	\$137,188	\$137,852
<b>Average Principal Salary (High)</b>	\$154,856	\$150,626
<b>Superintendent Salary</b>	\$250,000	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	12.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	2
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b>	3

## Professional Development

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



## Professional Development

student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

### 2020-21 District-Sponsored Professional Development:

Adult Self-Care  
AERIES Student Engagement  
APEX (Secondary)  
Bitmoji Classrooms  
CAASPP  
California School Library Database  
Cameras in the Classroom  
Canvas (6-part series)  
CCGI - California College Guidance Initiative (Secondary)  
Collections (Secondary)  
ELPAC  
English 3D for English Learners  
Ethnic Studies (Secondary)  
Go Math (Elementary)  
Google Apps  
Google Classroom Basics  
Google Forms Assessment and Data  
Hybrid Teaching  
IEPs (3-part series)  
Illuminate Assessment Platform  
Informative, Argument, and Narrative Writing (Elementary and Secondary)  
Lexia/Power Up  
Math 180  
National Geographic (Middle School)  
NGSS  
PBIS  
Positive Prevention Plus (6-part series, Secondary)  
Project Moving Forward  
Restorative Justice (Secondary)  
Saavas/Pearson History (Elementary, Secondary)  
Supporting Secondary Trauma  
Transformational Learning - La Cultura Cura (4-part series)  
UCI Math (6-part series, Elementary, Secondary)  
UDL - Universal Design for Learning  
VAPA Standards  
Virtual Science Labs  
Wonders & Maravillas (Elementary)  
Zoom 101/102

### 2021 - 22 District-Sponsored Professional Development:

August, 2021 (Optional Professional Development) – before the start of school:

#### Secondary:

Next Generation Science Standards (NGSS)  
School-Based Mental Health  
Visual and Performing Arts (VAPA)  
Math 7, 8  
iMath 1, 2, 3  
History Standards and DBQs  
Crisis Prevention Intervention  
APEX Tutorials  
NEPRIS  
Positive Behavior Intervention Supports (PBIS) Rewards  
Social-Emotional Learning  
School Attendance

## Professional Development

Ethnic Studies Pedagogy  
Physical Education  
English Learner (EL) Academy Module 1  
Joven Noble  
Canvas  
Mastery Connect  
New Teacher Technology  
Cardio-Pulmonary Resuscitation (CPR)

Special Education:  
Extended School Year (ESY)  
Goalbook  
Transition Plan Writing  
Legally Defensible Individualized Education Programs (IEPs)  
Special Education Information System (SEIS)  
Canvas  
Mastery Connect  
New Teacher Technology

District-Wide throughout 2021-22:  
MasteryConnect  
iReady  
Intervention  
Transitional Kindergarten/Kindergarten (TK/K) Instructional Aides Training  
Canvas  
Writing  
Newcomer Assessments  
Lexia  
UCI Math Grades 3-6  
UCI Math Admin  
English Learner Training  
Read 180/System 44  
English Language Development (ELD) Professional Development  
Google Suite App  
ELD Benchmarks  
Google Classroom  
New Teacher Technology  
Early Literacy Support Block (ELSB)

All-District Professional Development, non-student day:  
Preschool Google Suite Apps  
UCI Math Grades 3, 4, 5, 6  
English Learner (EL) Academy Grades TK, K, VAPA, Intervention  
Positive School Climate Grades 1, 2  
Positive School Climate - all middle schools and high schools

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two year period.

The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions. September 4, 2019

## Professional Development

### 2019-2020 Site Professional Development

Professional development at the site level occurs on designated professional development time on early release Wednesdays. During the 2019-2020 school year, professional development focused on the following:

- Socio-Emotional Learning
- PBIS Universal Expectations, Discipline, and interventions
- Restorative Justice practices
- Multi-Tiered System of Support
- Writing across the curriculum including all genres
- Close Reading
- Instructional Norms: Student Engagement
- Student Academic Interaction
- ELPAC

### 2020-2021 Site Professional Development

Professional development at the site level occurs on designated professional development time on early release Wednesdays. During the 2020-2021 school year, professional development focused on the following:

- Socio-Emotional Learning
- Self-Care
- PBIS
- ELPAC
- Distance Learning Instructional Resources/Tools
- Student Engagement
- Transformational Learning
- Instructional Norms: Student Engagement
- Technology tools for student engagement

### 2021-2022 Site Professional Development

Professional development at the site level occurs on designated professional development time on early release Wednesdays. During the 2021-2022 school year, professional development focused on the following:

- Multi-Tiered System of Support
- Comprehensive Support and Improvement (CSI)
- School Climate: PBIS, Socio-Emotional Learning
- ELPAC
- English Learners Writing Instruction and Support: Seven Sentence Paragraph
- English Learners: Structured Conversations
- Student Engagement: Entry/Exit Tickets as formative assessments and instructional tools
- Transformational Justice
- Instructional Norms: Student Engagement
- Close Reading Strategies: Marking the Text, Reading with Purpose

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

# Coachella Valley Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Coachella Valley Unified School District
<b>Phone Number</b>	(760) 399-5137
<b>Superintendent</b>	Dr. Luis Valentino
<b>Email Address</b>	<a href="mailto:luis.valentino@cvusd.us">luis.valentino@cvusd.us</a>
<b>District Website Address</b>	<a href="https://www.cvusd.us/">https://www.cvusd.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	9407	7385	78.51	21.49	23.43
<b>Female</b>	4565	3682	80.66	19.34	28.28
<b>Male</b>	4842	3703	76.48	23.52	18.64
<b>American Indian or Alaska Native</b>	41	20	48.78	51.22	15.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	11	73.33	26.67	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	9229	7265	78.72	21.28	23.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	28	71.79	28.21	25.00
<b>White</b>	73	54	73.97	26.03	26.00
<b>English Learners</b>	3973	3129	78.76	21.24	6.26
<b>Foster Youth</b>	66	54	81.82	18.18	9.62
<b>Homeless</b>	290	224	77.24	22.76	14.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	8690	6820	78.48	21.52	22.41
<b>Students Receiving Migrant Education Services</b>	1108	835	75.36	24.64	16.73
<b>Students with Disabilities</b>	1170	725	61.97	38.03	3.97

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	9408	7239	76.95	23.05	11.54
<b>Female</b>	4565	3599	78.84	21.16	11.67
<b>Male</b>	4843	3640	75.16	24.84	11.40
<b>American Indian or Alaska Native</b>	41	24	58.54	41.46	8.70
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	12	80.00	20.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	9230	7113	77.06	22.94	11.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	39	29	74.36	25.64	10.34
<b>White</b>	73	52	71.23		11.54
<b>English Learners</b>	3973	3058	76.97	23.03	3.45
<b>Foster Youth</b>	66	50	75.76	24.24	4.00
<b>Homeless</b>	290	214	73.79	26.21	9.43
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	8691	6681	76.87	23.13	10.98
<b>Students Receiving Migrant Education Services</b>	1108	825	74.46	25.54	7.72
<b>Students with Disabilities</b>	1170	721	61.62	38.38	2.68

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.