Coachella Valley High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2022-23 School Contact Information

School Name	Coachella Valley High School
Street	83-800 Airport Blvd
City, State, Zip	Thermal, CA 92274
Phone Number	(760) 399-5183
Principal	Socorro Sanchez
Email Address	socorro.sanchez@cvusd.us
School Website	cvhs.cvusd.us
County-District-School (CDS) Code	33736763330990

2022-23 District Contact Information

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

2022-23 School Overview

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.

Coachella Valley High School provides instruction for students in grades 9 -12. During the 2021-22 school year, a total of 2,722 students were enrolled. The school's enrollment
was comprised of 98.7% Hispanic students, 0.1% African-American students, 0.4% American-Indian students, and 0.5% Anglo-American students. During the 2021-22 school year, The 2,722 students enrolled included 88.9% socioeconomically disadvantaged students, 17.8% English Language Learners, 7.6% Migrant students, 12.5% students with disabilities, 1.9% Homeless Youth and 0.3% Foster Youth.

During the 2022-23 school year, the enrollment by grade level was as follows:

Grade 9 = 687 students
Grade 10 = 743 students
Grade 11 = 687 students
Grade 12 = 605 students

The instructional program promotes a culture of preparation for both college and career success through programs of study, academic disciplines, school presentations, guest speakers, and counseling. Students have access to a wide range of career technical education programs, sequenced pathways, and California Partnership Academies. Advanced Placement courses are offered across all core academic strands, in addition to concurrent enrollment college courses.

School Vision
A school that promotes growth, collaboration, and leadership for all students.

2022-23 School Overview

School Mission
Through collaboration between all Coachella Valley High School stakeholders, we strive to unlock students' educational growth and individual progress so that they may become productive community members and leaders.

School Learning Objectives

The ASB leadership group proposed a list of valued traits and then had the students vote on the traits.
The ASB student body selected for School Learning Objectives (SLO): Positivity, Respect, Integrity, Determination, Excellence

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Coachella Valley High 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 22, 2022 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. 2023-09 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 2022-23 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	September 22, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections Core 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 Pearson Side by Side (Newcomers) (9) 2022 Cengage - National Geographic: Time Zones/Impact 1, 2, 3 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)	Yes	0%

Mathematics	2015 Pearson: Integrated Math Level 1, 2, 3 (9-12) 2008 Prentice Hall/Pearson: Pre-Calculus, Graphical and Numerical (9-12) 2008 Wiley & Sons: Calculus (9-12) 2008 W.H. Freeman: The Practice of Statistics - AP (9-12)	Yes	0%
Science	2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Holt: Earth Science (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Pearson: Geology 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 Physics (9-12) 2007 VHPS: Chemistry in the Community 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12)	Yes	0%
History-Social Science	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: America's 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) 2016 Krugman's: Krugman's AP Economics (12) 2016 Krugman's: Bedford History if Western Society 1300 AP (11-12)	Yes	0%
Foreign Language	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) 2016 Vista Higher Learning - Temas (AP-Span. Lang.) (9-12) 2016 Wayside Publishing - Triángulo Aprobado (AP Spanish Lang.) (9-12) 2016 Pearson Reflexiones (AP Spanish Lit.) (9-12) 2004 Prentice-Hall - Realidades (Spanish I, II, III) (Spanish as a Second Language) (9-12)	Yes	0%
Health			
Visual and Performing Arts	University of California: Music (UCOP) Approved Courses (9-12)	Yes	0%
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Coachella Valley High School was established at its current location in 1916, and has gone through building additions and renovations over the last 100 plus years. 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 routine maintenance requests.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodians are responsible for:
- Cafeteria Cleanup/Setup
- Classrooms
- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

2022 - 2023: Campus Improvements
- Moved and repainted the CTE Office.
- Planted CTE Gardens
- FFA planters outside of Counseling
- Restored the Farmworkers Mural outside of Rm 87
- Repaired the Green House
- Cleaned up the Farm
- Replaced Parking Lot Lights
- Reopened 200 for class use
- Room 144 was reassigned as a classroom.
- New Air Conditioning Units- 80s'
- Repainted walls on the outside of the 80s bldg
- Painted Administrative offices
- Repaired the football field
- Replaced lights on the football field
- Transformed Room 85 into the Wellness Center (Arab's United)
- Restored weight rooms
- Renovation of the entrance to the school - Beautification Project

2022 - 2023: Planned Campus Improvements
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, yard duty supervisors are strategically assigned to designated entrance areas. Administration, teachers, and Yard duty supervisors monitor lunchtime activity in the cafeteria and surrounding areas. 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 (RCOE) visit Coachella Valley Unified School District's schools that are in Comprehensive Support & Improvement (CSI) or Additional Targeted Support & Improvement (ATSI) to conduct a Facility Inspection. Coachella Valley High School was identified as an ATSI School based on the 2019 CA School Dashboard. The inspection is designed to evaluate and verify that the 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 Coachella Valley High School took place on October 17, 2022. The results of the inspection are provided in the following table.

School Facility Conditions and Planned Improvements

* Indicates that corrections/repairs have been completed.
** Indicates that the repair is scheduled to be completed by June 7, 2023.

Year and month of the most recent FIT report	October 17, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gym (10,650 sq/ft) - missing AC grill * Room 84 - NO HVAC * Room 80 - No HVAC *
Interior: Interior Surfaces			X	Mini Gym - damaged wall covering and ceiling* Room 140 - Damaged wall surface and stained ceiling tile Room 75 - stained ceiling tiles * Room 80 - damaged wall surface* Room 85 - damaged wall surface* Room 130 - damaged wall surface* Room 106 - missing and stained ceiling tiles * Room 109 - stained ceiling tiles * Room 90 - Damaged wall surface * Room 91 - Dirty window sills * G14 - Damaged window sills G8 - Damaged wall surface Girls RR - Missing flooring and graffiti * Boys RR - Damaged flooring, graffiti, and faucet * MPR - Stained ceiling tiles * Boys Locker Room - Dirty vents and damaged wall surface * Room 528 - stained ceiling and webs present on many surfaces * * Indicates that corrections/repairs have been completed. ** Indicates that the repair is scheduled to be completed by June 7, 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 528 - stained ceiling and webs present on many surfaces * Library - ants *
Electrical	X			Room 75 - broken data box Room 137 - Loose data box Gym (10,650 sq/ft) - Damaged data wall plate

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Girls LR(1040 + 1050 sq/ft) - Loose toilet seat * Girls Restroom (150 sq/ft) - Loose toilet seat * Boys RR (145 sq ft) Damaged flooring and missing stall door ** Boys RR (230 sq/ft) - Loose toilet seat, no soap, and toilet clogged * Boys Restroom (125 sq/ft) - loose faucet* Library RR - loose toilet seat * * Indicates that corrections/repairs have been completed. ** Indicates that the repair is scheduled to be completed by June 7, 2023.
Safety: Fire Safety, Hazardous Materials	X			Room 99 - no extinguisher *
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 76- concrete broken on exterior walkway*

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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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.

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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.

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

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

Career Technical Education Programs

Coachella Valley High School offers nine CTE pathways in seven industry sectors, total CTE enrollment is 1425 students. Four pathways are cohorted with academic subjects and supported through California Partnership Academy (CPA) funding. The five pathways (Patient Care, Mental & Behavioral Health, Film, Public Safety, Hospitality/Tourism) all have robust work-based learning programs, active CTSO participation, and meet the Twelve Indicators of high quality CTE. The remaining pathways (Horticulture, Cisco Networking, Engineering Design and Entrepreneurship) are not cohorted with academic subjects, but all course outlines have been updated with alignment of CTE and academic standards based upon key assignments for each unit of study. A total of 27 CTE courses are offered throughout the nine pathways, all of the courses have been approved through the UC/Cal State system and award A-G credit. Of the 26 courses, 12 courses offer A-G academic credit in math, science, or fine arts. The remaining 17 courses offer A-G elective credit. All student populations are supported through after school tutoring to ensure success in all CTE programs.

Each program is evaluated yearly using the rubric for the twelve indicators of high quality CTE, with goals set for each pathway for elements that do not meet high quality. Program data is also collected on total number of students meeting A-G requirements, enrollment and participation in CTSO's, Certifications, suspensions/expulsions, GPA, attendance, and students earning dual enrollment credit. Program data collected confirmed higher A-G rates for CTE students versus the general population of students across the School site (37% vs. 26%), higher attendance rates, lower suspension and expulsion rates, and higher GPA's to highlight a few. The schools hosts two advisory meetings each year with representatives from each of the industry sectors. Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.9%	97.9%	93.2%	97.5%	98.1%

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering on campus, 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 the monthly calendar, school's website, weekly highlights, social media, marquee, and automated phone. Contact our parent liaison at (760) 399-5183 for more information on how to become involved in your child's learning environment.

Committees
- School Advisory Council
- District Advisory Council
- School Site Council
- English Learner Advisory Council
- Focus Groups for Academies and Programs (AVID & PUENTE)
- Family Involvement Action Team (FIAT)

School Activities
- Athletic Events
- College & Career Awareness and Admission
- College & Career Information Nights
- Health Fair
- Student Performances
- Student Recognitions & Celebrations
- Intervention Support
- Extended Learning Program
- Student Competitions
- Field Trips

2022-23 Opportunities for Parental Involvement

- Open House & Parent Conferences
- Java with Admin.
- Monthly Parent Workshops

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

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

2021-22 Chronic Absenteeism by Student Group

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

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

The Comprehensive School Safety Plan was developed for Coachella Valley 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 2022-23 School Safety Plan was reviewed and updated, and subsequently approved by the SSC on January 24, 2022. It was board approved on March 10, 2022.

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	$12,694	$4,386	$8,308	$95,398
District	N/A	N/A	$5,558	
Percent Difference - School Site and District	N/A	N/A	39.7	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

2021-22 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 2022-23 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
- Comprehensive Support & Improvement
- Department of Rehabilitation Grant (Work Experience)
- Early Literacy Block Grant
- Educator Effectiveness Grant
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Programs
- ESSER
- 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 Coachella Valley High School:
*Expanded Learning Programs (EXLP):
 Tutoring all core subjects, credit recovery for 9th thru 11th grades, CVHS Dance Team, Personal Fitness Classes, Hip Hop Dance, and Karate.
* CTE: Agricultural Career Technical Education: Students competed in FFA competitions. These include livestock auctions and work on the CVHS Green
 House.
* College Readiness: Students are providing the AP exams and SAT waivers.
 Department of Rehabilitation Grant (Work Experience): The services are provided to Coachella Valley High students through an outside provider.
* Newcomer Academy
* English Learner Mentoring
* Long Term English Learner (LTEL) Tutoring
 CVHS students are provided an EL Mentor, and tutoring services. The EL Mentors meet with students' goals in language and academics.
* Advancement Via Individual Determination (AVID) Program
* Culturally Relevant Instruction
* Professional Development for Staff
* Data Teams
* Family Engagement Events
* Mental Health Services through the Latino Commission

2021-22 Types of Services Funded

* Migrant Program
 CVHS students receive support through a TOSA assigned to our high school. Mrs. Rodriguez works to increase positive outcomes for our migrant students. The focus is on the
 academic and social-emotional well-being of migrant students. Additionally, they work on community service and college trips.
* Partnership with CalFresh
* Partnership with Safe Routes to School
* Wellness Center
* Student Mentor
* Behavior Technician
* General Education Paraprofessionals to support ELL

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Coachella Valley High School works with the Coachella Valley Unified School District to focus on site-based areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training activities are designed to complement and support district-wide training efforts.

During the school year(s), Coachella Valley High School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

2022-23 school year:
- i-Ready Diagnostic Assessment and Data Monitoring
- Integrated and Designated English Language Development and EL Data Review
- Best Practices in Reading and Writing Literacy
- Writing using Claim-Evidence-Reasoning
- Marking the Text
- Close Reading Strategies
- Literacy Scaffolds and Strategies for English Learners
- Canvas
- UCI Math for Conceptual Understanding and Common Core Standards
- Transformational Justice
- Positive Behavioral Interventions and Supports (PBIS)
- McGraw Hill Inspire Science
- National Geographic Impact and Time Zones ELD
- Houghton Mifflin Harcourt English 3D
- Instructional Leadership

Additionally, the district offers two distinct programs to support professional growth and improve instruction in the classroom. The New Teacher Induction Support 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

Professional Development

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 receives job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

2022-23 Site Professional Development:
* Literacy Cycle: Chunk paragraphs, Mark the text, One Page Report, Collaborative Academic Discussion
* High-Quality CTE program Evaluations
* UCI Math
* MRWC - Math Reasoning with Connections
* CTE Project-Based instruction and outcomes
* California Partnership Academy teacher cohort integrated lessons
* UCCI course implementations
* AVID Strategies
* Building Academic Vocabulary
* PBIS and Transformation Learning
* CCGI - California College Guidance Initiative (Secondary)
* Classroom Management
* Cornell Note-taking
* Data Analysis
* Mastery Connect - Developing Common Assessments
* Phases of Direct Instruction
* Discovery Education Essentials
* Gallery Walks
* Technology Professional Development
* Interventions
* Teacher Use of ipads in Instruction
* Ethnic Studies
* Restorative Justice Blended Model
* AERIES - Creating grade books, linking Zoom and Google Classroom.
* In-person Back to School
* CANVAS
* Behavior Support Plans
* Special Education Timelines
* Classroom Management Mock Scenarios
* Reading an IEP
* ALICE
* Collaborative Study Groups

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2