



# Bobby Duke Middle School

85-358 Bagdad Avenue • Coachella, CA 92236 • (760) 398-0139 • Grades 7-8

, Principal

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**2017-18 School Accountability Report Card  
Published During the 2018-19 School Year**



## **Coachella Valley Unified School District**

87-225 Church Street  
Thermal, CA 92274  
(760) 399-5137  
<https://www.cvusd.us/>

### **District Governing Board**

Joey Acuña, Jr., President  
Silvia Paz, Vice President  
Yolanda Corona, Clerk  
Blanca Hall, Clerk  
Neftali Galarza, Trustee  
Jesus R. Gonzalez, Trustee  
Maria G. Machuca, Trustee

### **District Administration**

Dr. Edwin Gomez  
**Superintendent**

Erik Lee  
**Assistant Superintendent, Business  
Services**

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

Dr. Maria Gandera  
**Assistant Superintendent, Human  
Resources**

**Resources**

## School Description

### School Vision

Bobby G. Duke Middle School will be a dynamic, safe environment that ensures learning for all students and addresses physical, social, emotional, and academic needs. Together with community and family support, we will foster lifelong learning.

### School Mission

All students, upon leaving Bobby Duke Middle School in two years, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 6-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. This foundation will support an academic and social bridge between middle and high school levels.

Bobby Duke Middle School opened in September 2007 and serves students in grades seven through eight following a traditional calendar. At the start of the 2018-19 school year, Bobby Duke had approximately 800 students enrolled, including 16.4% students with disabilities, 39.4% English Language Learners, and 97.1% socioeconomically disadvantaged.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	367
Grade 8	347
<b>Total Enrollment</b>	<b>714</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.6
Native Hawaiian or Pacific Islander	0.0
White	0.6
Socioeconomically Disadvantaged	97.1
English Learners	39.4
Students with Disabilities	16.4
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Bobby Duke Middle School	16-17	17-18	18-19
<b>With Full Credential</b>	31	32	32
<b>Without Full Credential</b>	2	1	2
<b>Teaching Outside Subject Area of Competence</b>	0	1	0
Coachella Valley Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	◆	◆	811
<b>Without Full Credential</b>	◆	◆	14
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Bobby Duke Middle School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 20, 2018, 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. 2019-13 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 2018-19 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: September 20, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections Program 2016 HMH System 44 Secondary 2016 HMH: Read 180 Stage B Universal 2017 Pearson: Side by Side (Newcomers) 2017 HMH English 3D (Progressing ELs and LTELs)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2014 McGraw-Hill: CA Middle School Math Course 2 & 3 2014 McGraw-Hill: Accelerated Math 2015 Pearson Integrated Math Level 1, 2, 3 2014 McGraw-Hill: ALEKS  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	2007 CPO Science (Life and Physical) 2007 CPO Science (Life and Physical) (Spanish)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2007 Holt: World History, Medieval to Early Modern Times 2007 Holt: World History (Spanish Student Edition) 2007 Holt: U.S History, Independence to 1914 2007 Holt: U.S History (Spanish Student Edition)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	2005 MacMillan McGraw-Hill: Health and Wellness 2005 MacMillan: Salud y bienestar  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A  <b>The textbooks listed are from most recent adoption:</b> N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bobby Duke Middle School's original facilities were built in 2007; 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.

2016-2017 Campus Improvements:

- \* Addition of 32 iMacs in the PC lab to replace older computers

2017-2018 Campus Improvements:

- \* Installation of Solar Panels in the parking lot

2018-2019 Campus Improvements in Progress:

- \* Grass areas in common areas to receive grass seed
- \* Main field to receive grass seed
- \* Sod/artificial grass to be added in tree planters

Every morning before school begins, the day custodian and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians are assigned to Bobby Duke Middle School. 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	200 GIRLS RR: NO TOILET PAPER IN HC STALL BOYS LOCKERS RR: NO TOILET PAPER IN HC STALL
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	10.0	13.0	25.0	28.0	48.0	50.0
Math	4.0	7.0	16.0	19.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.4	30.7	18.0

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	720	710	98.61	13.10
Male	366	360	98.36	9.72
Female	354	350	98.87	16.57
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	707	698	98.73	13.18
White	--	--	--	--
Socioeconomically Disadvantaged	701	691	98.57	12.45
English Learners	495	488	98.59	8.61
Students with Disabilities	101	98	97.03	3.06
Students Receiving Migrant Education Services	103	102	99.03	7.84
Foster Youth	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	721	712	98.75	7.02
Male	367	360	98.09	6.39
Female	354	352	99.44	7.67
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	707	700	99.01	7
White	--	--	--	--
Socioeconomically Disadvantaged	702	693	98.72	6.64
English Learners	495	490	98.99	3.88
Students with Disabilities	102	98	96.08	3.06
Students Receiving Migrant Education Services	103	102	99.03	2.94
Foster Youth	--	--	--	--

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

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

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. More information for parent involvement opportunities call Bobby Duke Middle School at (760) 398-0139.

**Opportunities to Volunteer**

- Chaperone School Activities
- Student Assemblies
- School Site Council
- English Learner Advisory Council

School Activities Include but are not limited to the following:

- Band Concerts
- Book Fair
- College & Career Fair
- Math Field Day
- Musicals
- Open House
- Parent Conferences
- Parent Workshops
- Student Award Assemblies
- Student Performances
- Team Sports via ASES

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The Comprehensive School Site Safety Plan was developed for Bobby Duke Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed and updated in February, 2018, and approved on February 22, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	15.6	12.2	15.1
Expulsions Rate	0.3	0.1	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.5	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.25
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.25
Average Number of Students per Staff Member	
Academic Counselor	500

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	23.0	26.0	7	15	8	32	28	29			
Mathematics	25.0	23.0	24.0	5	11	7	19	25	28			
Science	25.0	22.0	26.0	5	10	3	24	20	24			
Social Science	25.0	23.0	26.0	5	8	4	24	25	23			

\* Number of classes indicates how many classrooms 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.

### Professional Development provided for Teachers

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

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

#### 2016-17 District-Sponsored Professional Development:

- Acuity Training (3-6)
- All Things iPad! Reaching All Learners
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the New ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- EADMS Training for Assessment Implementation and Data Analysis

#### 2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation
- Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)
- EADMS Training for Assessment Implementation and Data Analysis
- Read 180 & Math 180 implementation and data analysis training



- Lexia and RAPID implementation and Data Analysis
- 2018-19 District-Sponsored Professional Development:

\* Joven Noble

\* Transformational Learning Training

\* PBIS Training

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

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

- EADMS Training for Assessment Implementation and Data Analysis

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

\* Lexia and RAPID implementation and Data Analysis

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

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.

Site-Based Training:

Bobby Duke Middle 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 2018-19 school year, Bobby Duke Middle School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

- AVID Strategies
- Classroom Management
- EADMS (Student Performance Data Analysis Software)
- Professional Learning Communities Process

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$49,512
Mid-Range Teacher Salary	\$80,602	\$77,880
Highest Teacher Salary	\$103,586	\$96,387
Average Principal Salary (ES)	\$125,213	\$123,139
Average Principal Salary (MS)	\$119,564	\$129,919
Average Principal Salary (HS)	\$146,655	\$140,111
Superintendent Salary	\$250,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13,129	3,898	9,231	79,507
District	◆	◆	9,472	\$83,837
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-2.6	-4.7
Percent Difference: School Site/ State			25.8	-0.2

\* Cells with ◆ do not require data.

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

## **Types of Services Funded**

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

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

## **DataQuest**

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

## **Internet Access**

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