



Cahuilla Desert Academy

82-489 Avenue 52 • Coachella, CA 92236 • (760) 398-0097 • Grades 7-8

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<https://cda.cvusd.us/cahuilla-desert-academy>

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/>

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Principal's Message

Dear Families and Students:

Welcome to the 2018-19 school year! Cahuilla Desert Academy is a premier middle school, and I am looking forward to an exciting and rigorous year as we pursue our collective goal of preparing all students to succeed in high school so they will be "College Ready." It is an honor to work with our dedicated and highly experienced staff, supportive parents, and wonderful children. As a Pennsylvania State University graduate, I lead with a collaborative spirit and high expectations for academic excellence. I am looking forward to partnering with our families, teachers, and the community to make Cahuilla Desert Academy a high performing learning environment where students thrive both inside and outside the classroom.

School Motto

"A School Where Redtail Hawks Soar Through Shared Leadership"

School Vision

Ensure that all students, upon leaving CDA in 18 months, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 4-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. We will create and maintain a learning environment that ensures every student of our learning community reaches a high level of academic achievement as determined by California State standards. We will ensure the social and academic success of all students through extraordinary service, support and partnerships.

School Mission

- Cahuilla Desert Academy Middle School students will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.
- Cahuilla Desert Academy Middle School parents will remain actively involved as advocates for their children and supporters of the school programs, faculty & staff.
- Within a nurturing, safe environment, Cahuilla Desert Academy Middle School faculty & staff members will actively engage all students in the learning process during the regular and after-school programs and teach students to become critical thinkers, problem-solvers, and life-long learners.

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	486
Grade 8	480
Total Enrollment	966

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.1
Filipino	0.3
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.0
White	0.6
Socioeconomically Disadvantaged	87.0
English Learners	30.0
Students with Disabilities	11.7
Foster Youth	0.5

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			
Cahuilla Desert Academy	16-17	17-18	18-19
With Full Credential	43	43	40
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	0	0	0
Coachella Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	811
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Cahuilla Desert Academy	16-17	17-18	18-19
Teachers of English Learners	1	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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 Cahuilla Desert Academy 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 CPO Science (Life and Physical) 2007 CPO Science (Life and Physical) (Spanish) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	2005 MacMillan McGraw-Hill: Health and Wellness 2005 MacMillan: Salud y bienestar The textbooks listed are from most recent adoption: No

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: teachers, assistant principal, four yard supervisors, principal, two counselors, and two security officers.

Four yard supervisors, two security officers, two counselors, and two administrators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, security officers, the assistant principal, principal, and counselors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Cahuilla Desert Academy 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.

Campus Maintenance

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cahuilla Desert Academy's original facilities were built in 1995; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

2018-19 Campus Improvements in Progress:

- * Final phase of installation of solar panels

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 Cahuilla Desert Academy. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Moving Furniture
- Special Events Preparations/Setup
- Fulfilling Teacher Requests

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 10/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	712: 2 stained ceiling tiles and vent GYM: Warm- ac repairs underway, one missing tile by entrance P Boys RR: 3 missing tiles, loose faucet, hc stall missing partion lock P Girls RR: one missing ceiling tile, wads of paper on ceiling, hand dryer does not work
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	128: Room needs vacuuming 132: 5 lights out 317: stained carpet 704: stained carpet Boys RR: Dusty air vent, one empty soap dispenser P Girls RR: one missing ceiling tile, wads of paper on ceiling, hand dryer does not work

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/4/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	320: 2 lights out Boys Locker RM: 5 lights out Girls Locker: 4 lights out P Girls RR: one missing ceiling tile, wads of paper on ceiling, hand dryer does not work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	132: 5 lights out Boys RR: Dusty air vent, one empty soap dispenser Boys RR: no toilet paper in hc stall P Boys RR: 3 missing tiles, loose faucet, hc stall missing partion lock
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls RR: one missing partition lock P Boys RR: 3 missing tiles, loose faucet, hc stall missing partion lock
Overall Rating	Good	

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	28.0	32.0	25.0	28.0	48.0	50.0
Math	16.0	18.0	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	18.0	26.9	20.8

* 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	961	949	98.75	31.72
Male	490	483	98.57	26.09
Female	471	466	98.94	37.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	940	930	98.94	31.51
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	838	826	98.57	28.57
English Learners	542	534	98.52	19.66
Students with Disabilities	111	110	99.10	5.45
Students Receiving Migrant Education Services	35	35	100.00	25.71
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	961	949	98.75	17.93
Male	490	483	98.57	16.56
Female	471	466	98.94	19.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	940	930	98.94	18.08
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	838	826	98.57	15.76
English Learners	542	534	98.52	10.3
Students with Disabilities	111	110	99.1	2.73
Students Receiving Migrant Education Services	35	35	100	20
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 regularly check students' grades/attendance online and get involved in their child's learning environment either by volunteering in the classroom or in the library.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through Blackboard Connect, the school website, and Parent Academy Workshops. Contact the Counseling Office or Principal at (760) 398-0097 to obtain more information on how to become involved in your child's learning environment.

Committees

- School Site Council
- * Site Leadership Team
 - District Advisory Committee
 - District English Learner Advisory Council
 - English Learner Advisory Council
 - Safe Schools Committee

* ELAC Committee

* PBIS Committee

* Master Schedule Committee

School Activities

- * ASB-sponsored Activities
- * Back to School Night
- * Band Parades
- * Campus Beautification Days

- * Weekly Tutoring
- * Saturday University
- * Fall, Winter, and Spring Carnivals
- * Academic Focused Rallies
 - Parent Workshops
 - Parent Center
 - Parent Conference Nights
 - Scholars Night Award Ceremony
 - Winter and Spring Concerts

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 Safety Plan was developed for Cahuilla Desert Academy 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 most recent school safety plan was reviewed and updated in August 2018, and discussed with school staff on August 14, 2018 at our Professional Development Day with staff.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.6	11.4	11.4
Expulsions Rate	0.4	0.0	0.0
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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	475

* 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	24.0	22.0	23.0	16	24	19	33	35	37			
Mathematics	25.0	22.0	26.0	10	23	9	42	40	51			
Science	24.0	25.0	26.0	10	7	6	31	33	33			
Social Science	24.0	25.0	26.0	8	7	5	33	32	32			

* 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:

Cahuilla Desert Academy 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.

Staff development takes place throughout the year before school, after school, and through teacher release time. During the 2018-19 school year, teacher training activities focused on:

- AVID Strategies
- Building Academic Vocabulary
- PBIS and Transformational Learning
- Classroom Management
- Cornell Notetaking and Instruction
- Data Analysis
- Developing Common Assessments, Identifying Key Elements and New Standards
- Direct Instruction
- Discovery Education Essentials
- Gallery Walks
- Technology Professional Development
- Interventions
- Math 180
- Teacher Use of iPads in Instruction
- Test Prep Strategies
- Thinking Maps

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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,867	3,826	9,041	84,845
District	◆	◆	9,472	\$83,349
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-4.7	1.8
Percent Difference: School Site/ State			23.7	6.3

* 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.