



Coachella Valley High School

83-800 Airport Blvd • Thermal, CA 92274 • (760) 399-5183 • Grades 9-12

Art Sanchez jr., Principal
arthur.sanchez@cvusd.us

<https://cvhs.cvusd.us/coachella-valley-high-school>

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 Ganderá
**Assistant Superintendent, Human
Resources**

School Profile

Coachella Valley High School provides instruction for students in grades 9 -12. During the 2017-18 school year, a total of 2,640 students were enrolled. The school's enrollment for 2017-18 was comprised of 92.9% free and reduced-price meal students, 9.5% students with disabilities, and 16.7% English Learners, and consisted of the following number of students per grade level:

Ninth Grade – 695 Tenth Grade – 694 Eleventh Grade – 635 Twelfth Grade – 616

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, as well as concurrent enrollment college courses.

School Vision

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

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 student vote on the traits.

The ASB student body selected for School Learning Objectives (SLO): Positivity, Respect, Integrity, Determination, Excellence

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 9	705
Grade 10	699
Grade 11	651
Grade 12	629
Total Enrollment	2,684

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.1
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.0
White	0.4
Socioeconomically Disadvantaged	89.6
English Learners	21.1
Students with Disabilities	10.1
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Coachella Valley High School	16-17	17-18	18-19
With Full Credential	106	110	106
Without Full Credential	1	0	4
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			
Coachella Valley High School	16-17	17-18	18-19
Teachers of English Learners	0	0	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 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 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 (9-12) 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) 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: Collections Core Program (ELD) (9-11) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9) 2017 Pearson Side by Side (Newcomers) (9) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2015 Pearson: Integrated Math Level 1, 2, 3 (9-12) 2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12) 2008 Statistics-Modeling the World (11-12) 2008 Wiley’s Calculus: Early Trans. (11-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 Glencoe: Hole’s Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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
History-Social Science	2007 McDougal Littell: World Geography (9) 2007 Prentice Hall: World History: The Modern World (English & Spanish) (10) 2007 Holt: American Anthem (11) 2007 Prentice Hall: Magruder's American Gov (12) 2007 Prentice Hall: Economics (12) 2016 Howard Zinn: A Peoples History of the United States, Ethnic Studies (9) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Bedford: American's History - US History AP (11-12) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Pearson: Government and Politics: United States - Government AP (12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	2016 Vista Higher Learning - Teras (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) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools to conduct a Facility Inspection. 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 5, 2018. Results of the inspection are provided in the following table.

Custodial Staff inspects and readies all student/faculty restrooms with supplies, and checks for proper operations.

Implemented this year, 2018-19, a Google reporting form is made available to all teachers for priority maintenance needs that are urgent/immediate. Work Orders are submitted in a timely manner, with a tracking system.

Work orders can be submitted for each item listed below with a tracking system for accountability:

- Work order for Leaking water fountains fixed as soon as reported
- Ceiling tiles will be replaced.
- Graffiti will be removed as soon as reported

Planned Campus Improvements for 2018-19:

- Carpet replaced in the Library
- Carpets cleaned in each classroom each summer
- Carpet Re-Seamed and cleaned in the Auditorium
- Benches will be painted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	73 RR: Missing air vents
Interior:	Fair	116: 13 stained ceiling tiles

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/5/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior Surfaces		122: One stained ceiling tile 126: One stained ceiling tile, rust sports on access ramp 130: 7 stained ceiling tiles 134: 3 stained ceiling tiles 525: 4 stained ceiling tiles, one hole in floor 539: Metal reduce at entrance is loose, trip hazard, wood benches outside need painting 98: 2 sagging ceiling tiles ADMIN: 3 stained ceiling tiles LECTURE RM: Walls need painting T5: 2 sagging ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	139: Dirty carpet 201: Dirty light cover outside lighting 533: Stained carpet BOYS RR: Graffiti at outside drinking fountain, peeling paint from ceiling G5: Stained carpet MINI GYM BOYS RR: Bugs in light covers
Electrical: Electrical	Good	610: 4 lights out 88: 2 sagging light covers, rust sport on access ramp 95: 2 lights out P GIRLS RR: Chipped light cover, one toilet out of paper P GIRLS RR: One light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	GIRLS RR: One broken toilet paper dispenser GYM GIRLS RR: No toilet paper in HC stall P BOYS RR: Loose faucet P BOYS RR: No toilet paper, one plugged toilet P GIRLS RR: Chipped light cover, one toilet out of paper
Safety: Fire Safety, Hazardous Materials	Good	BOYS RR: Graffiti at outside drinking fountain, peeling paint from ceiling
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	539: Metal reduce at entrance is loose, trip hazard, wood benches outside need painting 88: 2 sagging light covers, rust sport on access ramp
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	44.0	35.0	25.0	28.0	48.0	50.0
Math	15.0	17.0	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
9	18.1	19.8	34.5

* 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	641	620	96.72	35.00
Male	320	314	98.13	29.30
Female	321	306	95.33	40.85
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	628	608	96.82	34.70
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	589	570	96.77	33.68
English Learners	220	207	94.09	9.66
Students with Disabilities	54	51	94.44	7.84
Students Receiving Migrant Education Services	47	46	97.87	30.43
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	641	622	97.04	16.56
Male	320	312	97.5	16.35
Female	321	310	96.57	16.77
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	628	610	97.13	16.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	589	573	97.28	15.71
English Learners	220	208	94.55	3.85
Students with Disabilities	54	50	92.59	2
Students Receiving Migrant Education Services	47	46	97.87	21.74
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.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through the monthly calendar, web site, newsletters (one per trimester), marquee, and automated phone. Contact the 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
- School Safety Committee
- English Learner Advisory Council
- Focus Groups for Academics
- Family Involvement Action Team (FIAT)

School Activities

- Athletic Events
- College Awareness and Admission
- College Information Nights
- Health Fair
- Parent Technology Training (ABI Portal)
- Parent Training (by counselors, teachers, and administration)
- Student Performances
- Student Recognition Assemblies
- Tutoring Support
- Vocational Education Night

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 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 school safety plan was reviewed and updated, and subsequently approved on Feb. 27, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.1	9.7	6.8
Expulsions Rate	0.4	0.3	0.3
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	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	530

* 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	23.0	24.0	26.0	33	28	21	84	87	87	2		
Mathematics	27.0	25.0	27.0	14	21	18	76	63	67			2
Science	27.0	25.0	27.0	13	19	12	57	48	44		3	
Social Science	25.0	23.0	28.0	18	26	12	57	56	78		1	

* 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:

- 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.

2018-19 Site Professional Development:

- High Quality CTE program Evaluations
- CTE Project Based instruction and outcomes
- California Partnership Academy teacher cohorted integrated lessons
- UCCI course implementations
- AVID Strategies
- Building Academic Vocabulary
- PBIS and Transformation Learning
- Classroom Management
- Cornell Note taking
- Data Analysis
- Developing Common Assessments
- Direct Instruction
- Discovery Education Essentials
- Gallery Walks
- Technology Professional Development
- Interventions
- Thinking Maps
- Test Prep Strategies
- Teacher Use of ipads in Instruction

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/.

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 Prop 98, SB 70
- 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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,846	3,845	9,002	85,346
District	◆	◆	9,472	\$83,349
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-5.1	2.4
Percent Difference: School Site/ State			23.3	6.9

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Coachella Valley High School	2014-15	2015-16	2016-17
Dropout Rate	9.3	8.5	6.7
Graduation Rate	86.1	88.1	83.9
Coachella Valley Unified School District			
2014-15	2015-16	2016-17	
Dropout Rate	11.8	10.2	7.8
Graduation Rate	83.6	86.1	83.1
California			
2014-15	2015-16	2016-17	
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,456
% of pupils completing a CTE program and earning a high school diploma	98.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13.7

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	95.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	30.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	6	♦
Fine and Performing Arts	1	♦
Foreign Language	5	♦
Mathematics	2	♦
Science	3	♦
Social Science	8	♦
All courses	25	14.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	85.9	83.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	66.7	93.5
Hispanic or Latino	85.8	83.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	81.8	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	85.7	82.5	88.6
English Learners	43.9	36.5	56.7
Students with Disabilities	80.0	71.6	67.1
Foster Youth	100.0	50.0	74.1

Career Technical Education Programs

Coachella Valley High School offers ten CTE pathways in seven industry sectors, enrollment for the 2017-18 school year was 1,562 students. Five 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 eleven elements of high quality CTE. The remaining pathways (AgriScience, Horticulture, Cisco Networking, Digital Design, Engineering Design) 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 29 CTE courses are offered throughout the ten pathways, 26 of the courses have been approved through the UC/Cal State system and award A-G credit. Of the 26 courses, 11 courses offer A-G academic credit in math, science, or fine arts. The remaining 15 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 eleven elements 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 district (35% vs. District Average of 28% when you back out CTE students), higher attendance rates, lower suspension and expulsion rates, and higher GPA's to highlight a few.

Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair. The school host two advisory meetings each year with representatives from each of the seven industry sectors.

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.