



West Shores High School

2381 Shore Hawk Avenue • Salton City, CA 92274 • (760) 848-1360 • Grades 7-12

Dr. Ignacio Ramirez, Principal

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<https://wshs.cvusd.us/west-shores-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

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Services

Dr. Josie Paredes
Assistant Superintendent,
Educational Services

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Assistant Superintendent, Human
Resources

School Profile

West Shores Middle School provides instruction for students in grades 7-8. During the 2017-18 school year, a total of 160 students were enrolled. The school's enrollment for 2017-18 was comprised of 81.3% foci disadvantaged students, 13.1% students with disabilities, and 38.8% English Learners, and consisted of the following number of students per grade level:

- Seventh Grade – 87
- Eighth Grade – 73

West Shores High School provides instruction for students in grades 9-12. During the 2017-18 school year, a total of 315 students were enrolled. The school's enrollment for 2017-18 was comprised of 70.5% socio disadvantaged students, 15.2% students with disabilities, and 24.4% English Learners, and consisted of the following number of students per grade level:

- Ninth Grade – 100
- Tenth Grade – 90
- Eleventh Grade – 65
- Twelfth Grade – 60

School Vision

West Shores is a community where students, parents, and educators collaborate to build a future of excellence. Together we Build the Future.

School Mission

The mission of West Shores High School is to teach with passion, love and creativity, thereby empowering students to believe in their dreams, persevere through trials, and have the courage to choose their own destinies. West Shores High School students believe in learning, dreaming, and learning to earn their dreams.

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	87
Grade 8	73
Grade 9	100
Grade 10	90
Grade 11	65
Grade 12	60
Total Enrollment	475

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.4
Asian	0.0
Filipino	0.2
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.0
White	6.1
Socioeconomically Disadvantaged	87.6
English Learners	29.3
Students with Disabilities	14.7
Foster Youth	0.4

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			
West Shores High School	16-17	17-18	18-19
With Full Credential	27	23	23
Without Full Credential	3	2	0
Teaching Outside Subject Area of Competence	0	2	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			
West Shores High School	16-17	17-18	18-19
Teachers of English Learners	1	3	3
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 West Shores 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: Geometry, Algebra 2, 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 VHPS: Chemistry in the Community (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 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
Health	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (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)

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools to conduct an inspection designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for West Shores High School completed by the county took place on October 5, 2018. Results of the inspection are provided in the table below.

Campus Maintenance

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

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	
Interior: Interior Surfaces	Fair	11 Band rm: One broken light diffuser and broken ceiling tiles 20: one stained ceiling tile, stained carpet and loose bubler push button 32: One Stained ceiling tile 38: 2 Stained ceiling tiles and stained air vents
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	20: one stained ceiling tile, stained carpet and loose bubler push button 30: Dirty Bowl outside drinking fountain Gym: Pile of trash in one corner Lib: Stained Carpet and 2 lights out
Electrical: Electrical	Poor	15: 16 Bulbs Out 16: 20 Lights out 21: 25 Lights out 22: missing light cover Boys RR: Light cover missing, hand dryer off, plugged HC toilet Core RR: Lib: Stained Carpet and 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	7:00 20: one stained ceiling tile, stained carpet and loose bubler push button Boys RR: Light cover missing, hand dryer off, plugged HC toilet Boys RR: one empty soap dispenser
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	27.0	22.0	25.0	28.0	48.0	50.0
Math	8.0	6.0	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	20.7	28.0	18.3
9	16.8	16.8	24.2

* 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	230	222	96.52	21.62
Male	115	110	95.65	15.45
Female	115	112	97.39	27.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	202	96.19	19.31
White	12	12	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	208	97.20	20.19
English Learners	126	120	95.24	8.33
Students with Disabilities	25	25	100.00	0.00
Students Receiving Migrant Education Services	15	14	93.33	14.29

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	229	228	99.56	6.14
Male	115	115	100	5.22
Female	114	113	99.12	7.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	209	208	99.52	4.81
White	12	12	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	213	100	5.63
English Learners	126	126	100	3.17
Students with Disabilities	25	25	100	0
Students Receiving Migrant Education Services	15	15	100	6.67

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 flyers sent by different parent involvement groups, the school's family involvement action team and staff, ConnectEd, and the school web site and Facebook page. Contact the principal or Mrs. Kelleher in the school office at (760) 848-1360 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Campus Supervision
- Chaperoning dances & trips
- Classroom Help
- Fundraisers
- School Activities

Committees

- School Site Council
- Family Leadership Institute (FLI)
- FIAT (Family Involvement Action Team)
- English Learner Advisory Council (ELAC)
- Parents Enabling Parents (PEP)

School Activities

- Back to School Night
- Fall & Spring Festival
- Family Day
- Financial Aide Night
- Parent Conferences
- Parent Meetings
- Parent Workshops
- Open House

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 West Shores High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed, updated, and discussed with school staff in February, 2018. The school safety plan will be reviewed each year to ensure it is current and up to date.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.8	11.1	9.8
Expulsions Rate	0.0	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	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.25
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	331

* 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	13.0	13.0	17.0	34	37	26	7	7	11			
Mathematics	18.0	14.0	17.0	16	26	26	10	5	7			
Science	14.0	12.0	14.0	19	23	18	4	3	4			
Social Science	19.0	17.0	22.0	9	10	7	10	10	9			

* 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)

2018-2019 Site Professional Development:

Staff development takes place at the site level throughout the year after school on minimum days, faculty meetings, and through teacher release time. During the 2018-19 school year, teacher training activities focused on:

- AVID Strategies
- Building Academic Vocabulary
- Classroom Management
- Cornell Note taking and Instruction
- Data Analysis
- Instructional Strategies to Check for Understanding
- Test Prep Strategies

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.

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	16,907	3,906	13,001	86,575
District	◆	◆	9,472	\$83,349
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			31.4	3.8
Percent Difference: School Site/ State			58.4	8.3

* 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
West Shores High School	2014-15	2015-16	2016-17
Dropout Rate	13.9	8.9	10.3
Graduation Rate	81.9	83.9	85.3
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	29
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	65.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.1

* 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	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	1	♦
Science	1	♦
Social Science	2	♦
All courses	7	17.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	83.8	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	0.0	100.0	94.9
Filipino	0.0	66.7	93.5
Hispanic or Latino	83.9	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	83.1	82.5	88.6
English Learners	36.4	36.5	56.7
Students with Disabilities	75.0	71.6	67.1
Foster Youth	0.0	50.0	74.1

Career Technical Education Programs

West Shores High School is a small school with only one CTE program – AP computer Science with a total enrollment of 29 students. The two course sequence of curriculum is both college board approved and approved for A-G elective credit. This small but mighty program has 100% of students meeting A-G requirements, 100% of students passing AP Computer Science Exams, and higher than average GPA's.

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

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 the Information Communication Technologies Industry.

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.