



# 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>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Coachella Valley Unified School District

87-225 Church Street  
Thermal, CA 92274  
(760) 399-5137

<https://www.cvusd.us/>

#### District Governing Board

Silvia Paz, President

Joey Acuña Jr, Vice President

Neftali Galarza, Clerk

Blanca Hall, Trustee

Yolanda Corona, Trustee

Jesus R. Gonzalez, Trustee

Maria G. Machuca, Trustee

#### District Administration

Dr. Maria Gandra  
Superintendent

Erik Lee

Assistant Superintendent, Business  
Services

Dr. Josie Paredes  
Assistant Superintendent,  
Educational Services

Kevin Rubow  
Assistant Superintendent, Human  
Resources

### School Description

Cahuilla Desert Academy is a premier Middle School, determined to improve all students for success through research-based instruction. Our long-term goal is to prepare our students for a "College Ready" focus and be high school ready. It is an honor to work with our dedicated and highly experienced staff, supportive parents, and wonderful children. As a Educational Leader, I lead with a collaborative spirit and high expectations for all staff and students to achieve excellence and develop positive relationships.

Cahuilla Desert Academy is a 7th and 8th grade Middle School, comprised of 98.6% Hispanic, 0.2% African-American, 0.1% American-Indian, 0.2% Filipino, 0.5% Anglo-American, and 0.2 % Two or More Races . Our student population includes 88.5% Socioeconomically Disadvantaged, 24.8% English Learners, 12.2% Students with Disabilities and 0.7% Foster Youth.

### School Vision

Cahuilla Desert Academy is committed to providing a high-level of rigorous academic instruction and encourages social success through dedicated service, support and partnership. "We are CDA." College-Career, Dedicated to Success, Act Responsible and Respectful.

### School Mission

CDA is dedicated to success through rigorous programs and development of innovative instruction that prepares our students for positive relationships, collaboration, growth mindset and respect for all.

CDA staff, parents and community work together to foster life-long learners in preparing all students for college and career pathways who will contribute to our global society.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	440
Grade 8	480
<b>Total Enrollment</b>	<b>920</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Filipino	0.2
Hispanic or Latino	98.6
White	0.5
Two or More Races	0.2
Socioeconomically Disadvantaged	88.5
English Learners	24.8
Students with Disabilities	12.2
Foster Youth	0.7

## 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 for Cahuilla Desert	17-18	18-19	19-20
With Full Credential	43	40	38
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coachella Valley	17-18	18-19	19-20
With Full Credential	♦	♦	792
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

## Teacher Misassignments and Vacant Teacher Positions at Cahuilla Desert Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* 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 2019-20)

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 October 3, 2019, 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. 2020-12 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 2019-20 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, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections Program 2016 HMH System 44 Secondary 2016 HMH: Read 180 Stage B Universal 2017 Pearson: Side by Side (Newcomers) 2017 HMH English 3D (Progressing ELs and LTELs)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2014 McGraw-Hill: CA Middle School Math Course 2 & 3 2014 McGraw-Hill: Accelerated Math 2015 Pearson Integrated Math Level 1, 2, 3 2014 McGraw-Hill: ALEKS  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	2007 CPO Science (Life and Physical) 2007 CPO Science (Life and Physical) (Spanish)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2019 Cengage: National Geographic Medieval to Early Modern Times 2019 Cengage: National Geographic Medieval to Early Modern Times (Spanish Version) 2019 Cengage: National Geographic American History 2019 Cengage: National Geographic American History (Spanish Version)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	<b>The textbooks listed are from most recent adoption:</b> No
Health	2005 MacMillan McGraw-Hill: Health and Wellness 2005 MacMillan: Salud y bienestar  <b>The textbooks listed are from most recent adoption:</b> 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.

### Planned 2019-2020 Campus Improvements:

- \* Repainting of fences and exterior doors

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: January, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Nurse's office - missing exhaust grill Room 134 - 4 light bulbs out (low impact), 1 damaged ceiling tile, 1 loose ceiling tile Room 137 - 3 light bulbs out, 1 light fixture out (low impact), loose wall covering Room 708 - 2 light bulbs out (low impact), 6 stained ceiling tiles Room 714 - 1 light bulb out (low impact), 4 stained ceiling tiles, 1 loose ceiling tile Boys Locker Room - rusted hand dryer MPR - loose wall covering Vents - all vents need to be inspected, cleaned and replaced if needed. Many vents were dirty throughout the campus.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	Library - 28 light bulbs out, 5 light fixtures out MPR - 10 light bulbs out, 7 light fixtures out Room 424 - electrical cord without protector, 5 small stains on ceiling tiles
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	Boys RR - latches missing on 2 stalls, 3 light fixtures out (low impact), 1 faucet off and loose Girls RR - 2 light fixtures out Boys RR - 1 loose faucet Girls RR - 1 loose toilet seat Boys RR - 1 loose faucet Girls RR - 1 loose faucet, hand dryer off, 1 light fixture out (low impact)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	33	28	29	50	50
Math	18	23	19	21	38	39

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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	914	897	98.14	33.37
Male	468	463	98.93	27.92
Female	446	434	97.31	39.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	901	884	98.11	33.41
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	805	791	98.26	31.27
English Learners	527	518	98.29	20.89
Students with Disabilities	112	111	99.11	7.21
Students Receiving Migrant Education Services	25	24	96.00	20.83
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	912	901	98.79	23.11
Male	467	463	99.14	22.73
Female	445	438	98.43	23.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	900	889	98.78	23.20
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	803	794	98.88	21.56
English Learners	526	523	99.43	12.64
Students with Disabilities	112	110	98.21	3.64
Students Receiving Migrant Education Services	25	25	100.00	12.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 and Spring Carnivals

\* Academic Focused Rallies

- Parent Workshops
- Parent Center
- Parent Conference Nights
- Scholars Night Award Ceremony
- 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 by the SSC on February 13, 2019 and board approved on March 21, 2019. It was discussed with school staff on August 14, 2019 at our Professional Development Day with staff.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.4	11.4	12.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	5.2	4.7
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	460.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	24	35		23	19	37		25	11	39	
Mathematics	22	23	40		26	9	51		26	7	50	
Science	25	7	33		26	6	33		25	4	34	
Social Science	25	7	32		26	5	32		27	4	30	

\* 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**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

**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)

2019-20 District-Sponsored Professional Development:

\* Joven Noble

\* Xinatchli

\* Transformational Learning Training

\* Restorative Justice Training

\* PBIS Training

- CAASPP Summative and Interim Assessment Block (IAB) training

\* ELPAC Initial and Summative training

\* English 3D

\* Rosetta Stone

\* Project Moving Forward - vocabulary, literacy, and language development

- 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
- EADMS Training for Assessment Implementation and Data Analysis

\* University of California Irvine (UCI) Math training for middle school and high school

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

\* Accelerating Academic Learning for English Learners

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 2019-20 school year, teacher training activities focused on:

- AVID Strategies
- Building Academic Vocabulary
- PBIS and Transformational Learning
- Classroom Management
- Cornell Note-taking and Instruction
- Data Analysis
- Developing Common Assessments, Identifying Key Elements and New Standards
- Direct Instruction
- Social and Emotional Wellness

\* Total Youth Development

- Technology Professional Development
- Interventions
- Writing and Reading implementation strategies school-wide expectations
- Test Prep Strategies
- Thinking Maps

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,870	\$51,374
Mid-Range Teacher Salary	\$86,849	\$80,151
Highest Teacher Salary	\$111,614	\$100,143
Average Principal Salary (ES)	\$128,758	\$126,896
Average Principal Salary (MS)	\$147,364	\$133,668
Average Principal Salary (HS)	\$149,640	\$143,746
Superintendent Salary	\$250,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,664	\$3,876	\$8,788	\$94,486
District	N/A	N/A	\$9,313	\$92,713.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.8	1.9
School Site/ State	15.7	14.1

Note: Cells with N/A values 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 2018-19 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
- Department of Rehabilitation Grant (Work Experience)
- 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.