



Coachella Valley High School

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

Arthur Sanchez Jr, Principal

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

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

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Joey Acuña Jr., Vice President

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Yolanda Corona, Trustee

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Services**

Dr. Josie Paredes

**Assistant Superintendent,
Educational Services**

Kevin Rubow

**Assistant Superintendent, Human
Resources**

School Profile

Coachella Valley High School provides instruction for students in grades 9 -12. During the 2019-20 school year, a total of 2,713 students were enrolled. The school's enrollment for 2019-20 was comprised of 97.4% free and reduced-price meal students, 11.9% students with disabilities, and 14.1% English Learners.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	685
Grade 10	689
Grade 11	678
Grade 12	607
Total Enrollment	2,659

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.1
Filipino	0.2
Hispanic or Latino	98.2
White	0.5
Two or More Races	0.1
Socioeconomically Disadvantaged	92.4
English Learners	17.1
Students with Disabilities	10.8
Foster Youth	0.2
Homeless	0.3

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 Coachella Valley High	17-18	18-19	19-20
With Full Credential	110	106	107
Without Full Credential	0	4	2
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 Coachella Valley High School

Indicator	17-18	18-19	19-20
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 2019-20)

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 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 (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 VHPS: Chemistry in the Community 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%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	2007 McDougal Littell: World Geography (9) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson Social Science My World Interactive Government/Econ 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 - Temas (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 29, 2019. 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 in 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

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.

Planned 2019-2020 Campus Improvements:

- * The track is being repaired during the month of January.
- * Carpet cleaned over the summer.
- * Gym floor is resurfaced over Spring Break. April 12, 2020.
- * Vents: all vents will to be inspected, cleaned over summer detailed cleaning.
- * Webs and dust were reviewed during a custodian meeting. All areas need to be dusted and free of webs.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Nurse's Office: wall finish damaged 208: stained ceiling, rust on return grill, 2 light bulbs out (low impact) P2: missing ceiling tile M1: 1 light bulb out (low impact), paint peeling from ductwork 72: 3 ceiling tiles pushed up 140: 1 light fixture out (low impact), 4 stained ceiling tiles, dirty window sills 137: 2 light bulbs out (low impact), loose ceiling tiles 131: 1 light fixture out (low impact), 1 loose ceiling tile 128: 2 light bulbs out (low impact), damaged ceiling tile 123: 1 light bulb out (low impact), 5 stained ceiling tiles 119: 1 ceiling tile pushed up, 1 light bulb out (low impact) 115: 3 small stained on ceiling tiles, 1 light bulb out (low impact) 103: light covers dirty 91: several ceiling tiles pushed up, wall base loose 89: 1 light bulb out (low impact) 96: 4 stained ceiling tiles T7: 1 loose ceiling tile T3: loose carpet tiles, several ceiling tiles pushed up G7: wall covering damaged, 4 loose ceiling tiles 76: 1 light bulb out (low impact), 1 missing ceiling tile 545: 4 wall tiles missing Vents: all vents need to be inspected, cleaned and replaced if needed. Many vents were dirty throughout the campus
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Webs and Dust: Webs and dust were noticed throughout the campus. All areas need to be dusted and free of webs.
Electrical: Electrical	Fair	Nurse's Office: 1 light fixture out in RR, 4 lights bulbs out (low impact) Auditorium: several light bulbs out 72: missing junction box on raceway 96: loose junction box 98: loose light cover T7: 2 missing light covers Gym: 6 light fixtures missing covers, 5 light fixtures out (low impact)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Library - loose toilet seat in girls RR Girls Locker Room: missing tiles in the RR, 2 loose toilet seats, dirty return vent Boys RR: 1 loose toilet seat, 1 light bulb out, missing button on faucet Boys RR: paint peeling off the ceiling, no soap, loose faucets Girls RR: 1 loose toilet seat
Safety: Fire Safety, Hazardous Materials	Good	Auditorium: no extinguisher 208: paint peeling on the window sill Boys RR: missing fire/strobe annunciator Girls RR: no soap Boys Locker Room: 5 light bulbs out, 2 light fixtures out (low impact), wet floor in RR, no extinguisher
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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	35	36	28	29	50	50
Math	17	19	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
9	20.1	23.2	37.1

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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	660	639	96.82	35.68
Male	337	322	95.55	32.61
Female	323	317	98.14	38.80
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	646	626	96.90	35.46
White	--	--	--	--
Socioeconomically Disadvantaged	550	530	96.36	34.15
English Learners	211	199	94.31	7.54
Students with Disabilities	57	50	87.72	6.00
Students Receiving Migrant Education Services	58	57	98.28	22.81
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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	661	643	97.28	18.54
Male	338	325	96.15	16.98
Female	323	318	98.45	20.13
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	647	630	97.37	18.44
White	--	--	--	--
Socioeconomically Disadvantaged	550	533	96.91	17.11
English Learners	211	200	94.79	2.00
Students with Disabilities	57	51	89.47	0.00
Students Receiving Migrant Education Services	58	57	98.28	10.53
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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 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 by the SSC on January 28, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.7	6.8	8.1
Expulsions Rate	0.3	0.2	0.1

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*	443.2

* 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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	28	87		26	21	87		27	16	80	
Mathematics	25	21	63		27	18	67	2	27	17	72	
Science	25	19	48	3	27	12	44		28	8	49	
Social Science	23	26	56	1	28	12	78		28	11	78	

* 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:

- 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.

2019-20 Site Professional Development:

- * District-wide writing initiative, Jane Schaffer and Name it, Vern it, Finish it
- * High Quality CTE program Evaluations
- * UCI Math
- * 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
- * Teacher Use of ipads in Instruction

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,320	\$4,234	\$9,086	\$94,076
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	-2.5	1.5
School Site/ State	19.0	13.7

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Coachella Valley High School	2015-16	2016-17	2017-18
Dropout Rate	8.5	6.7	9
Graduation Rate	88.1	83.9	82.9

Rate for Coachella Valley Unified	2015-16	2016-17	2017-18
Dropout Rate	10.2	7.8	9.2
Graduation Rate	86.1	83.1	81

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.11
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	34.43

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	10	N/A
All courses	25	14.8

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Coachella Valley High School offers ten CTE pathways in seven industry sectors, enrollment for the 2018-19 school year was 2022 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 (49.4% vs. District Average of 31.8% when you back out CTE students), higher attendance rates, lower suspension and expulsion rates, and higher GPA's to highlight a few.

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

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.