



COACHELLA VALLEY HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges

Grades 9-12

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2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley Unified School District

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Principal's Message

It is my privilege and honor to introduce you to Coachella Valley High School's Accountability Report Card. The data contained in this document is both informative and of high interest to students, parents, staff, and the community at large. It provides a clear picture of our mission to provide an excellent education to our students. You will find information about our demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility improvement.

In accordance with Proposition 98, California schools are required to publish an annual School Accountability Report Card. However, we view this as not only a means of complying with the state law, but also as an opportunity to showcase our accomplishments and identify areas for growth. Current and future goals are developed from strategic and systematic processes based on results from our staff's Professional Learning Communities, parent involvement groups (Family Involvement Action Team and Parents Empowering Parents), and counseling services.

We celebrate our distinguished teachers and students who continue to excel at Coachella Valley High School. Our student clubs and organizations volunteer and participate in activities which benefit the community. We honor community partnerships that assist us in providing successful Partnership Academies: Hospitality, Tourism and Recreation, Health Careers, Digital Design and Production and Public Service Academies. Our academies serve as small schools within a large school—cohorts of students participate in courses and experiences designed for their career choices.

The Coachella Valley High School community maintains the belief that it is not the sole responsibility of an individual or a school to produce high caliber contributing members of society. Rather, we consider the development of our students as tomorrow's leaders to be best accomplished as the result of a collaborative effort.

Our continuous collaboration can be noted in the progress we report herein. We thank you for being an integral part of our program and welcome new partnerships.

District & School Profile

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

Coachella Valley High School is located in the central region of the district's boundaries and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 2,619 students were enrolled, including 8.9% students with disabilities, 24.2% English Language Learners, and 93.2% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.2%	Grade 9	676
American Indian or Alaskan Native	0.1%	Grade 10	697
Asian	0.0%	Grade 11	636
Filipino	0.2%	Grade 12	610
Hawaiian or Pacific Islander			
Hispanic or Latino	98.7%		
White (not Hispanic)	0.7%		
Two or More Races	0.1%		
Socioeconomically Disadvantaged	93.2%		
English Learners	24.2%		
Students with Disabilities	8.9%		
Migrant Education			
Foster Youth	0.4%	Total Enrollment	2,619

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

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

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	CVHS			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	36	28	27	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	707	672	95.1%	27.2%
Male	355	337	94.9%	27.3%
Female	352	335	95.2%	27.2%
Hispanic or Latino	692	657	94.9%	26.9%
Economically Disadvantaged	670	639	95.4%	27.1%
English Learners	182	164	90.1%	6.7%
Students with Disabilities	61	56	91.8%	16.1%
Migrant Education	56	55	98.2%	32.7%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	CVHS		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	21	36	18	22	44	48
Mathematics	14	17	11	14	33	36

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)

2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 11								
All Students Tested	637	599	94.0%	36.0%	637	595	93.4%	17.1%
Male	303	278	91.8%	35.3%	303	277	91.4%	20.6%
Female	334	321	96.1%	36.7%	334	318	95.2%	14.2%
Hispanic or Latino	627	591	94.3%	35.8%	627	587	93.6%	16.9%
Socioeconomically Disadvantaged	593	563	94.9%	34.8%	593	559	94.3%	16.8%
English Learners	148	125	84.5%	4.0%	148	123	83.1%	0.8%
Students with Disabilities	70	63	90.0%	6.5%	70	61	87.1%	-
Migrant Education	60	58	96.7%	34.5%	60	58	96.7%	13.8%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. A dash (-) appears 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. 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.

Physical Fitness

In the spring of each year, Coachella Valley High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/. A "*" indicates results not available due to incorrect submission of results to CDE, resulting in calculation errors.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	16.8%	23.1%	36.4%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Coachella Valley High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	CVHS	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2003-04	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

Classroom Environment

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Average Class Size	2013-14		
		Number of Classes*		
		1-20	21-32	33+
English	20	52	78	
Math	20	51	64	
Science	22	25	46	
History	21	23	44	
2014-15				
English	22	40	77	3
Math	25	26	70	
Science	27	11	53	1
History	22	30	56	1
2015-16				
English	27	2	82	2
Math	24	14	76	
Science	27	13	59	
History	27	3	58	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Discipline & Climate for Learning

Coachella Valley High School's discipline policies are based upon a schoolwide discipline plan which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions.

At the beginning of the school year, students are provided a student handbook (available on the school web site) which outlines discipline policies and behavior expectations. The counselors visit the classrooms to reinforce the importance of following school rules as well as maintaining good attendance and academic progress. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Juniors and seniors who are members of the LINK Crew provide an orientation for their ninth grade participants as they begin the year-long mentoring process.

Coachella Valley High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Special incentive programs reward students for and promote positive attendance and academic efforts.

Suspensions and Expulsions									
	CVHS			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	203	202	186	902	828	926	279,383	243,603	230,389
Expulsions (#)	5	15	10	13	23	25	6,611	5,692	6,227

Dropout Prevention

Coachella Valley High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, tutoring (math, language arts, reading, language acquisition), summer school, Cyber High, APEX online learning system, AVID, support classes, and concurrent enrollment in adult school or community college.

AVID (Advancement via Individual Determination) classes (1, 2, 3, and 4 sections) are offered every day of the week and supported by certificated teaching staff and college student tutors. Students are engaged in college-prep activities and differentiated instruction in a small group setting.

Support classes for math and language arts take place Monday through Friday. Certificated teachers and the college tutors provide individualized support to help students improve skills to meet proficiency standards.

Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the adjacent Dropout & Graduation Rates table, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	CVHS		
	12-13	13-14	14-15
Dropout Rate (%)	11.1	14.2	9.3
Graduation Rate (%)	81.9	81.3	86.09
	CVUSD		
	12-13	13-14	14-15
Dropout Rate (%)	14.2	16.3	11.8
Graduation Rate (%)	79.1	78.3	83.6
	CA		
	12-13	13-14	14-15
Dropout Rate (%)	11.4	11.6	10.7
Graduation Rate (%)	80.4	80.8	82.3

Graduation Rates

Students must accumulate 220 course credits and pass Algebra I to receive a high school diploma from Coachella Valley High School. Alternative methods of acquiring a diploma are available through the continuation school and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Coachella Valley High School. The table in this report illustrates the percentage of students graduating from Coachella Valley High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
2015			
	CVHS	CVUSD	CA
All Students	86%	94%	85%
African American	-	25%	77%
American Indian or Alaskan Native	-	-	75%
Asian	-	100%	99%
Filipino	75%	75%	97%
Hispanic or Latino	86%	95%	84%
Hawaiian or Pacific Islander	-	-	85%
White (not Hispanic)	71%	88%	87%
Two or More Races	-	100%	91%
Socioeconomically Disadvantaged	86%	92%	77%
English Learners	80%	86%	51%
Students with Disabilities	75%	83%	68%
Migrant Education	-	-	-
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core 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 build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. 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.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (B TSA) 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 school or district personnel, and consultants. Special education aides received specialized training from district office personnel.

Site-Based Training

Coachella Valley High School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. The assistant principal identifies professional training needs in collaboration with teaching staff and based upon schoolwide goals, district goals, teacher survey results, and results student performance data analysis. When training needs have been identified, the assistant principal develops action plans for implementation of training. Actions plans address four areas: 1) technology, 2) curriculum and strategies, 3) school safety and culture, and 4) state and federal mandates. During the 2015-16 school year, teachers met two times per month to participate in staff training activities.

2015-16 Staff Development

- CELDT
- Cornell Notes
- Edmodo Training
- Interactive Notebooks
- iPad Training
- School Safety and Bully Prevention

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	McDougal Littell: Language of Literature	0%	9-12
2010	*	National Geographic: Edge	0%	9-10
2003	*	Pearson: Side by Side (Newcomers)	0%	9-12
Math				
2015	*	McGraw-Hill: Accelerated Math	0%	9-12
2008	*	Graphical, Numerical Statistics-Modeling the World	0%	11-12
2008	*	Wiley's Calculus: Early Transition	0%	9-12
Science				
2007	*	Glencoe: Hole's Essentials of Human Anatomy and Physiology	0%	9-12
2007	*	Glencoe: Life Science (English and Spanish)	0%	9-12
2007	*	Prentice Hall: Biology (English and Spanish)	0%	9-12
2007	*	Prentice Hall: Chemistry	0%	9-12
2007	*	Pearson: Astronomy Today	0%	9-12
2007	*	Holt: Earth Science (English and Spanish)	0%	9-12
2007	*	Holt: Physics	0%	9-12
2007	*	VHPS: Chemistry in the Community	0%	9-12
2007	*	Wiley: Environmental Science	0%	9-12
Social Science				
2007	*	McDougal Littell: World Geography	0%	9
2007	*	Prentice Hall: World History: The Modern World (English and Spanish)	0%	10
2007	*	Holt: American Anthem	0%	11
2007	*	Prentice Hall: Magruder's American Government	0%	12
2007	*	Prentice Hall: Economics	0%	12
Foreign Language				
2003	*	Heinle: Voces De Hispanoamerica	0%	9-12
2003	*	Longman: Una Vez Mas	0%	9-12
2003	*	McGraw-Hill: Composicion Proceso Y Sintesis	0%	9-12
2003	*	McGraw Hill: El Espejo Enterrado	0%	9-12
2003	*	McDougall Littell: Next Text/Abriendo Puertas Tomo I and II	0%	9-12
2003	*	Catedra: Como se Comenta Un Texto Literario	0%	9-12
2016	*	Wayside Publishing: Triangulo Aprobado	0%	9-12
2003	*	Prentice Hall: Realidades	0%	9-12
2003	*	Glencoe: Tesoro Literario and Galeria de Arte	0%	9-12
2016	*	Vista Higher Learning: Temas	0%	9-12
2016	*	Pearson: Reflexiones	0%	9-12
Health				
2007	*	Holt: Lifetime Health	0%	9-12
2007	*	Holt: Salud Para Toda La Vida	0%	9-12

Instructional Materials

All textbooks used in the core curriculum at Coachella Valley High School are being aligned to the Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, 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. 2017-16 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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.

College and Work Readiness

College Preparation Coursework

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	26
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	27.7

Admission Requirements for California Public Universities:

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University web site at www.calstate.edu/admission/.

Advanced Placement

In 2015-16, Coachella Valley High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2015-16		
	No. of Courses Offered	% of Students Enrolled in AP Courses
English	5	N/A
Foreign Language	3	N/A
Math	3	N/A
Science	1	N/A
Social Science	4	N/A
Totals	16	0.4%

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

Workforce Preparation

As part of their ninth grade college and career planning activities, students are introduced to Coachella Valley High School's vocational education courses, Partnership Academies, work experience program, regional occupational programs, and workability programs.

All of Coachella Valley High School's career technical education (CTE) courses comply with state-adopted academic content standards. Some CTE courses fulfill UC/CSU admission requirements. Program coordinators monitor student progress through course grades and regularly meeting with employers and program advisors to discuss student performance.

On-campus Regional Occupational Courses

Digital Imaging
Retail Sales and Marketing
Web Site Design and Development

On-campus Career Technical Education Courses

Agriculture
Agriscience
Health Support Services
Hospitality, Tourism, and Recreation
Medical Office Services
Multimedia Production
Other Arts, Media, and Entertainment
Other Health Career Courses
Other Marketing Courses

California Partnership Academies
Health Careers Academy
Hospitality, Tourism and Recreation Academy
Public Safety Academy
Digital Design and Production

Coachella Valley High School measures student success in achieving base and/or industry-specific standards in CTE courses through:

- Program completion rates
- Carl Perkins reporting system
- Graduation rates
- Post-graduation surveys
- End-of-unit exam results
- Industry-standard exam results

Partnership Academies integrate academics, career, and/or technical education. Participating students receive on-the-job experience and training through job shadowing. Coachella Valley High School partners with local employers to provide academies in Health, Hospitality, Public Services, and Digital Design and Production.

Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. The school's workability coordinator works closely with the student and the employer to develop skills necessary to earn regular employment after graduation.

Career technical education (CTE) classes and programs are available on and off campus through the Riverside County Regional Occupational Program. Training programs offered are based upon current and future labor market demands. Vocational programs offer job experience and training in over 85 fields. More information may be obtained from the school's counselor or through the Riverside County Office of Education www.rcoe.us/cte.

The Career Technical Education Program table in this report shows the number of students participating in the district's regional occupational programs and their completion rates. For more information on career technical programs, please contact the career center or visit the state's career technical web site at www.cde.ca.gov/ci/ct/.

Professional Staff

Teacher Assignment

During the 2015-16 school year, Coachella Valley High School had 103 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	CVHS		
	14-15	15-16	16-17
Total Teachers	99	103	102
Teachers with Full Credential	99	103	102
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	1	0	1
	CVUSD		
	14-15	15-16	16-17
Total Teachers	801	844	857
Teachers with Full Credential	801	840	853
Teachers without Full Credential	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	4	0	0
Teacher Misassignments for English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Teacher Vacancies	17	15	9

*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.*

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes		
Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
CVHS	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Staff

Coachella Valley High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to Coachella Valley High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	8	8.0
Campus Security Officers	8	8.0
Librarian	1	1.0
Media Technician	1	1.0
Probation Officer	As needed	
Psychologist	1	1.0
School Nurse	1	0.3
School Resource Officer	1	1.0
Speech & Language Aide	1	0.1
Speech & Language Pathologist	1	0.2
Adaptive PE Specialist	As needed	
Occupational Therapist	As needed	
Average Number of Students per Academic Counselor		327.38

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Coachella Valley High School's facilities were built in 1939; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The campus is equipped with five mobile technology labs to support instructional programs; three labs hold 30 laptops each and two labs contain 30 netbooks each.

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. Emergency repairs are given the highest priority.

2015-16 Campus Improvements

- Replacement of exterior doors throughout campus
- Remodeling of two classrooms into PE classrooms
- Remodeling to the interior of the theater

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. Two day custodians and four evening custodians are assigned to Coachella Valley High School. The day custodians are responsible for cafeteria cleanup/setup, general maintenance, special events preparations, and restrooms. Two noon supervisors check restrooms a minimum of six times a day for cleanliness; subsequently custodians clean restrooms as needed. The evening custodians are responsible for the gym, locker rooms, classrooms, restrooms, and office areas. The assistant principal in charge of facilities and custodians communicate formally once a month and daily as needed concerning maintenance and school safety issues.

Campus Description	
Year Built	1939
Acreage	80
Bldg. Square Footage	310660
	Quantity
# of Permanent Classrooms	63
# of Portable Classrooms	69
# of Restrooms (student use)	7 sets
Auditorium	1
Cafeteria	1
Computer Lab	7
Gym	1
Library	1
Staff Lounge	2
Teacher Work Room	1
Sports Stadium	1
Career Center	1
Swimming Pool	1
Mini Gym	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Teachers, noon supervisors, security guards, the resource officer, administrators, and probation officer are strategically located throughout the campus to provide supervision of students in the morning during arrival time, during passing periods and lunch, and at the end of day during dismissal. Coachella Valley High School 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.

School Site Safety Plan

The Comprehensive School Site 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 is reviewed, updated, and discussed with school staff in fall 2016.

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 that are in the API Decile Ranks 1-3. The inspection is 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 Coachella Valley High School completed by the county took place on November 18, 2016. Results of the inspection are provided in the following table.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Coachella Valley High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Coachella Valley High School's SARC and access the Internet in the school's library or at any of the county's public libraries. The closest library to Coachella Valley High School is the Coachella Branch Library located at 1538 Seventh Street, Coachella.

Coachella Branch Library

(760) 398-5148

Hours: Mon. - Thurs.: 10 - 6

Sat.: 10 - 5

Fri. and Sun.: Closed

Number of computers available: 7

Number of printers available: 1

Coachella Valley High School Library

Hours: 7:30 - 3:00

Visitors are required to check in at the school office

Number of computers available: 18

Printers available: Yes

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: November 18, 2016			
			Repair Needed and Action Taken or Planned
Systems	✓		Girls RR, Boys RR & Track Varsity Locker Rm - Exhaust fan not working; Gym - Loose ceiling vent
Interior Surfaces		✓	Admin - Stained ceiling tiles hallway; Audit. Girls RR - Paper on ceiling; P1 - Stained ceiling tile; M1 Music - On all walls loose fabric/at entrance chunks of floor missing; Rm 525 - Two cracked windows & stained ceiling tiles; Rm 544 - Left hand door broken lock, doesn't work; Rm 75 - Two stained ceiling tiles; Rm 131, 133, 127 & 106 - Stained ceiling tiles; Rm 117 - Stained ceiling & holes in tiles; Rm T2 - Floor base detached from wall; Rm G-7 - Misplaced ceiling tiles; Portable Boys RR - Several locations, broken vinyl floor; Weight Rm - Holes in wall
Cleanliness		✓	Mini Gym Entry Hallway - Cobwebs/bugs in lights; Girls RR - Bugs in lights; Rm 536 - Cobwebs; Girls RR by 77 - Drinking fountain dirty & cobwebs under, bugs in lights; Boys RR - Cobwebs under outside drinking fountain; Portable Boys RR - Dirty light diffusers; Portable Girls RR - Cobwebs & dirty diffusers; Rm 109 - Dirt under sink cabinet; Rm T2 - Gum on entry area; Portable Girls RR - Graffiti in the stall; Portable Boys RR - Dirty light diffuser; Track Varsity Locker Rm - Needs cleaning; Track Visiting Locker Room - Needs cleaning & spiders; Boys Locker Rm RR - Dirty walls; Boys RR & Girls RR - Dirty air vent; Pool Mens RR & Pool Womens RR - Dirty air vent and light diffusers
Electrical		✓	Career Center - About six lights out; M1 Choir - Outside lights missing lenses; Rm 81 - Dangling wire by door; Rm 92 - Data outlet cover detached from box; Rm G-13 & G-11 - Broken light diffuser; Weight Rm - Several missing light diffusers; Track Varsity Locker Rm & Track Visiting Locker Rm - Several lights out and missing diffusers; Boys Locker Rm RR - Two lights out in shower area; Gym - Floor outlet cover missing, several lights out above the bleachers
Restrooms/Fountains		✓	Admin - Outside drinking fountain needs adjustment; Mini Gym Entry Hallway - Drinking fountain outside leaks & dirty; Rm 106 - Outside drinking fountain plugged drain; Track Varsity Locker Rm - Broken paper towel dispenser; Track Visiting Locker Rm - Broken paper towel dispenser and loose faucet
Safety		✓	Admin - Fire alarm in trouble; Audit. Boys RR - Peeling paint from partitions; Rm 202 - Peeling paint; Rm 206 - Peeling paint from windows; Mini Gym Entry Hallway & Rm 540 - Peeling paint from walls; Mini Gym - Missing fire extinguisher; P1 - Exterior paint peeling; Boys RR - Peeling paint from ceiling; Portable Boys RR - Rusted out door; Portable Girls RR - Peeling paint behind toilet; Boys Locker Rm - Peeling paint from walls
Structural		✓	
External		✓	Rm 131 - Broken downspout near roof gutter; Rm 117 - Ramp siding missing; Rm G-15 - Outside concrete walkway, holes; Track Varsity Locker Rm - Broken window
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary			✓

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of \$10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

Current Expense of Education Per Pupil 2014-15					
Dollars Spent Per Student					
Expenditures Per Pupil	CVHS	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,610	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,593	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,017	4,809	83.5%	5,677	84.7%
Average Teacher Salary	68,504	76,521	89.5%	74,216	103.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.