



WEST SHORES HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges
 Advancement via Individual Determination (AVID) Model School
 Grades 7-12
 Richard Pimentel, Principal
 Roberta Kelleher, Assistant Principal
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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

Welcome to West Shores High School, home of the Wildcats. Our mission at WSHS is to educate all students for college, career, and citizenship. Our commitment to our students is to allow them to think critically and to become leaders in the community. As our common core implementation continues, our staff continues to work hard to overhaul our curriculum and instruction to fit our 21st century needs. Our connectivity and technology integration continues to improve as does our A-G completion rates. A key to our success will be our parent involvement. We expect our parents to get involved by attending the variety of workshops through our newly created Family Leadership Institute (FLI), become involved in our English Learning Advisory Committee, and School Site Council. With all the support present at WSHS, the sky is the limit for our students. We hope to continue working with our students so that we continue receiving Gates Millennium Scholarships, acceptance to top universities, and a group of graduates that is focused on making a difference.

Bienvenidos.
 Richard Pimentel

West Shores High School is located in the southern region of the district's boundaries and serves students in grades seven through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 443 students were enrolled, including 11.1% students with disabilities, 27.8% English Language Learners, and 96.4% socioeconomically disadvantaged. West Shores High School's AVID program is currently available to grades 7-12 students, with further expansion in the planning stages. The AVID program provides the opportunity for students to gain the skills and knowledge needed for success in post-secondary education. The school's AVID classes apply strategies, such as Cornell Notes and Costa's Levels of Higher Order Thinking Skills, to provide support to students across all content areas. Daily and weekly lesson plans address the academic standards and ESLRs. Periodic short-cycle and benchmark assessments are used to track the progress of students' toward mastery of the academic standards.

All students are engaged in a 45-minute advisory period once a week. Activities include application of AVID strategies, college exploration and preparation activities, CAHSEE exam preparation, and CELDT exam preparation.

School Vision

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

School Mission

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

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.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	2.1%	Grade 7	90
American Indian or Alaskan Native	0.2%	Grade 8	82
Asian		Grade 9	71
Filipino	0.2%	Grade 10	71
Hawaiian or Pacific Islander		Grade 11	70
Hispanic or Latino	89.8%	Grade 12	59
White (not Hispanic)	7.4%		
Two or More Races	0.2%		
Socioeconomically Disadvantaged	96.4%		
English Learners	27.8%		
Students with Disabilities	11.1%		
Migrant Education			
Foster Youth	1.4%	Total Enrollment	443

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 and 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.

Student Achievement

Physical Fitness

In the spring of each year, West Shores High School is required by the state to administer a physical fitness test to all students in seventh and 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/.

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	12.9%	11.4%	34.3%

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.

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/.

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

Opportunities to Volunteer

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

Committees

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

School Activities

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

California Assessment of Student Performance and Progress Test Results in Science All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	WSHS			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)	40	31	32	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	158	152	96.2%	31.6%
Male	79	74	93.7%	41.9%
Female	79	78	98.7%	21.8%
Hispanic or Latino	137	133	97.1%	28.6%
White (not Hispanic)	13	11	84.6%	54.6%
Economically Disadvantaged	152	148	97.4%	31.1%
English Learners	45	42	93.3%	9.5%
Students with Disabilities	19	19	100.0%	15.8%
Migrant Education	15	15	100.0%	53.3%

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						
	WSHS		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	26	27	18	22	44	48
Mathematics	8	10	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 7					Grade 7			
All Students Tested	99	95	96.0%	11.6%	99	95	96.0%	4.2%
Male	49	48	98.0%	16.7%	49	48	98.0%	6.3%
Female	50	47	94.0%	6.4%	50	47	94.0%	2.1%
Hispanic or Latino	92	91	98.9%	11.0%	92	91	98.9%	4.4%
Socioeconomically Disadvantaged	92	89	96.7%	11.2%	92	89	96.7%	3.4%
English Learners	40	39	97.5%	-	40	39	97.5%	-
Students with Disabilities	20	20	100.0%	5.0%	20	20	100.0%	-
Grade 8					Grade 8			
All Students Tested	86	86	100.0%	25.6%	86	86	100.0%	16.3%
Male	34	34	100.0%	20.6%	34	34	100.0%	17.7%
Female	52	52	100.0%	28.9%	52	52	100.0%	15.4%
Hispanic or Latino	75	75	100.0%	28.0%	75	75	100.0%	14.7%
Socioeconomically Disadvantaged	84	84	100.0%	25.0%	84	84	100.0%	15.5%
English Learners	26	26	100.0%	-	26	26	100.0%	-
Grade 11					Grade 11			
All Students Tested	71	67	94.4%	50.8%	71	67	94.4%	11.9%
Male	35	34	97.1%	35.3%	35	34	97.1%	11.8%
Female	36	33	91.7%	66.7%	36	33	91.7%	12.1%
Hispanic or Latino	63	62	98.4%	50.0%	63	62	98.4%	12.9%
Socioeconomically Disadvantaged	66	63	95.5%	52.4%	66	63	95.5%	12.7%
English Learners	14	13	92.9%	-	14	13	92.9%	-

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.

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, West Shores 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/.

Classroom Environment

Discipline & Climate for Learning

West Shores High School's discipline policies are based upon a schoolwide Positive Behavior Intervention System (PBIS), which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. West Shores 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. The staff utilizes social contracts to establish and hold high expectations for students.

	Suspensions and Expulsions								
	WSHS			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	46	45	35	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

	Federal Intervention Program 2016-17	
	WSHS	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2004-05
Year in PI	Year 2	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

Advancement Via Individual Determination

West Shores High School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. West Shores High School is focused on the organizational and note-taking skills for the first year of implementation of this program.

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				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	14	36	4	
Math	17	20	11	
Science	18	15	1	
History	14	19	3	
2014-15				
English	15	27	10	
Math	18	20	9	
Science	19	10	9	
History	18	15	8	
2015-16				
English	11	43	5	
Math	13	21	13	
Science	14	18	6	
History	12	24	7	

*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.

Dropout Prevention

West Shores 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. Teachers have access to a "dashboard" to review individual student performance data such as course grades, attendance, and discipline data; the dashboard helps teaching staff identify student's academic needs for improvement. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, after school tutoring, Saturday school, targeted intervention (migrant program), SRO home visits (based on truancy), APEX online learning, and independent study. 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.

The APEX online learning program is designed to help student who are deficient in credits needed for graduation and for those students seeking Advanced Placement coursework. Three teachers provide supervision and instruction for participating students; the academic coaches serve as the classroom teacher for grading purposes.

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)			
	WSHS		
	12-13	13-14	14-15
Dropout Rate (%)	17.3	16.7	13.9
Graduation Rate (%)	78.9	81.8	81.94
	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 Math I to receive a high school diploma from West Shores 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 West Shores High School. The adjacent table illustrates the percentage of students graduating from West Shores High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
	2015		
	WSHS	CVUSD	CA
All Students	82%	94%	85%
African American	-	25%	77%
American Indian or Alaskan Native	-	-	75%
Asian	-	100%	99%
Filipino	-	75%	97%
Hispanic or Latino	87%	95%	84%
Hawaiian or Pacific Islander	-	-	85%
White (not Hispanic)	60%	88%	87%
Two or More Races	100%	100%	91%
Socioeconomically Disadvantaged	79%	92%	77%
English Learners	67%	86%	51%
Students with Disabilities	64%	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
- Bilitery 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 (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

West Shores 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. Through collaborative efforts of school and district representatives, specific areas for professional training are identified to complement and support districtwide training. Teacher training takes place after school on early release Wednesdays. During the 2015-16 school year, staff development activities included:

- ABI Gradebook Training
- APEX Online
- AVID Strategies
- CELDT
- Common Core State Standards
- Common Lesson Planning
- Data Analysis and Planning
- ERWC Training
- Grade Level Teaming
- iPad Training
- Intervention Planning
- PBIS
- Test Preparation Strategies
- Units of Study
- WASC
- Web Page Training

Instructional Materials

All textbooks used in the core curriculum at West Shores 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

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%	7-8
2016	Yes	HMH System 44 Secondary	0%	7-8
2010	Yes	Longman Pearson: Keystones	0%	7-8
2003	Yes	Hampton Brown: High Point	0%	7-8
2010	Yes	Scholastic Read 180 Stage B Next Generation	0%	7-8
2007	Yes	Rosetta Stone for ELD	0%	7-8
2003	Yes	Pearson: Side by Side (Newcomers)	0%	7-8
2003	Yes	HMH English 3D	0%	7-8
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				
2014	Yes	McGraw-Hill; CA Middle School Math Course 1, 2, 3	0%	7-8
2014	Yes	McGraw-Hill: ALEKS	0%	7-8
2014	Yes	McGraw-Hill; Accelerated Math	0%	8
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	Yes	CPO Science (Life and Physical)	0%	7-8
2007	Yes	CPO Science Spanish Edition	0%	7-8
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	Yes	Holt: World History, Medieval to Early Modern Times	0%	7
2007	Yes	Holt: World History (Spanish Student Edition)	0%	7
2007	Yes	Holt: U.S. History, Independence to 1914	0%	8
2007	Yes	Holt: U.S. History (Spanish Student Edition)	0%	8
2007	*	McDougal Littell: World Geography	0%	9
2007	*	Prentice Hall: World History: The Modern World (English and	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	*	McDougal 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				
2005	Yes	MacMillan McGraw-Hill: Health and Wellness	0%	7-8
2005	Yes	MacMillan: Salud y Bienestar	0%	7-8
2007	*	Holt: Lifetime Health	0%	9-12
2007	*	Holt: Salud Para Toda La Vida	0%	9-12

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 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

Advanced Placement

In 2015-16, West Shores 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
Computer Education	1	N/A
English	2	N/A
Foreign Language	2	N/A
Math	1	N/A
Science	1	N/A
Social Science	2	N/A
Totals	9	17.0%

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

College Preparation Coursework

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below 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		*
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission		40.0

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/.

Workforce Preparation

As part of their college and career planning activities, students meet with the school counselor to discuss career paths, credits, and courses of study. All ninth grade students are enrolled in a careers class and an introductory computer class. All students meet with the school counselor a minimum of once each year to follow-up on progress towards meeting academic and career goals.

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.

Speakers from the community, professional motivational presentations, technology, career related research projects, career classes, Leos Club, and community service projects are made available to students to heighten their awareness of postsecondary options for education, training, and employment. Parent workshops include college and career planning advice, financial aide guidance, and nutrition.

For more information on career technical education programs, contact the school's counselor or the state's career technical web site at www.cde.ca.gov/ci/ct/.

Professional Staff

Teacher Assignment

During the 2015-16 school year, West Shores High School had 26 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			
	WSHS		
	14-15	15-16	16-17
Total Teachers	26	27	30
Teachers with Full Credential	26	27	28
Teachers without Full Credential	0	0	2
Teachers Teaching Outside Subject Area (with full credential)			
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	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)			
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		
WSHS	96.0%	4.0%
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

West Shores 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 West Shores 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	1	1.0
Campus Security Officers	1	1.0
English Learner Support Assistant	1	1.0
Playground Supervisors	2	0.7
Psychologist	1	0.3
School Nurse	1	0.1
Speech & Language Aide	1	0.1
Speech & Language Specialist	1	0.1
ASB Clerk	1	0.5
Registrar	1	0.5
Attendance Clerk	1	1.0
Health Assistant	1	1.0
Average Number of Students per Academic Counselor		443

**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. West Shores High School's original facilities were built in 1966; 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.

Every morning before school begins, administrators or the custodian inspect 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 West Shores High School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Restrooms
- Office Areas
- Classrooms
- Special Events Preparations/Setups

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Walkways
- Gym
- Locker Rooms
- Exterior Groundskeeping

An administrator communicates with custodial staff daily concerning maintenance and school safety issues.

2015-16 Campus Improvements

- Painting of the exterior of campus
- Replacement of HVAC units
- Replacement of basketball mechanisms
- Motorize bleachers in gym

Campus Description	
Year Built	1966
Acreage	9.87
Bldg. Square Footage	79500
	Quantity
# of Permanent Classrooms	10
# of Portable Classrooms	8
# of Restrooms (student use)	2 sets
Cafeteria	1
Computer Lab	1
Gym	1
Library	1
Resource Room	1
Science Lab	1
Staff Lounge	1
Teacher Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for West Shores High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed, updated, and discussed with school staff in April 2016.

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: the principal, assistant principal, guidance counselor and campus security officer. Administrators, campus security and one yard supervisor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers, campus security officer, one yard supervisor, and administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

West Shores 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.

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 West Shores High School completed by the county took place on October 27, 2016. Results of the inspection are provided in the table below.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 27, 2016				
Systems	✓			Portable Boys RR - Exhaust fan is not working
Interior Surfaces		✓		MPR - Stained floor; Portable Boys RR & Portable Girls RR - Covering from ceiling tiles is peeling; Rm P8 - Entrance worn out carpet; Workroom - Stained ceiling tiles; Rm 2 - One ceiling tile has a hole
Cleanliness		✓		Boys RR, Library, Boys Locker Room & Gym Boys RR - Bugs in light diffusers; Gym Girls RR, Portable Girls RR & Boys RR - Bugs in lights
Electrical	✓			Library - Three light fixtures don't work; Weight Room - Missing light diffuser
Restrooms/Fountains	✓			Boys RR - One faucet does not work; Portable Girls RR - Two stalls missing locking hardware
Safety		✓		Office - Fire alarm in trouble; Rm 19 - Rust spots on access ramp; Boys Locker Room - Peeling paint; Gym Girls RR - Peeling paint at the ceiling; Rm H2 - Outside wall, peeling paint; Portable Boys RR & Portable Girls RR - Access ramp has several rust areas, outside walls peeling paint; Rm P24 - Access ramp has several rust areas; Rm P 22 - Access ramp has several rust spots; Rm P8 - Outside walls peeling paint
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about West Shores 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 West Shores 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 West Shores High School is the Imperial County Salton City Branch Library located at 2098 Frontage Road, Salton City.

Salton City Branch Library
(760) 394-5503
Hours: Mon. - Wed. 9-6; Thurs. 10-7; Fri. 9-5
Number of computers available: 4
Number of printers available: 1

West Shores High School Library
Visitors are required to check in at school office
Number of computers available: 6
Printers available: Yes

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.

Current Expense of Education Per Pupil 2014-15					
Dollars Spent Per Student					
Expenditures Per Pupil	WSHS	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	13,033	N/A	N/A	N/A	N/A
Restricted (Supplemental)	107	N/A	N/A	N/A	N/A
Unrestricted (Basic)	12,926	4,809	268.8%	5,677	84.7%
Average Teacher Salary	57,423	76,521	75.0%	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