

West Shores Middle/High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|------------------------------------------|--------------------------------|
| School Name | West Shores Middle/High School |
| Street | 2381 Shore Hawk Avenue |
| City, State, Zip | Salton City, CA 92274 |
| Phone Number | (760) 848-1360 |
| Principal | Dr. Ignacio Ramirez |
| Email Address | ignacio.ramirez@cvusd.us |
| School Website | wshs.cvusd.us |
| County-District-School (CDS) Code | 33736763330354 |

2022-23 District Contact Information

| | |
|---------------------------------|-----------------------------------------------------------|
| District Name | Coachella Valley Unified School District |
| Phone Number | (760) 399-5137 |
| Superintendent | Dr. Luis Valentino |
| Email Address | luis.valentino@cvusd.us |
| District Website Address | https://www.cvusd.us/ |

2022-23 School Overview

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.

West Shores High School provides instruction for students in grades 7 -12. During the 2021-22 school year, a total of 513 students were enrolled. The school's enrollment was comprised of 93.4% Hispanic students, 0.4% African-American students, 0.6% American-Indian students, and 4.9% Anglo-American students. During the 2021-22 school year, the 513 students enrolled included 89.5% socioeconomically disadvantaged students, 32.9% English Language Learners, 6.4% Migrant students, 12.3% students with disabilities, 1.9% Homeless Youth and 1.2% Foster Youth.

During the 2021-22 school year, the enrollment by grade level was as follows:

Grade 7 = 76 students
Grade 8 = 98 students
Grade 9 = 95 students
Grade 10 = 93 students
Grade 11 = 92 students
Grade 12 = 59 students

Our school has adopted the following vision and mission statements:

School Vision

West Shores High School will encourage, guide, and support all students to reach their highest potential and to become lifelong learners.

School Mission

2022-23 School Overview

The West Shores Middle and High School community will collaborate to establish a positive school climate where there are effective support systems, clear and consistent expectations, and opportunities for learning and growth. Students will achieve academic success and social-emotional well-being while learning to be safe, responsible, and respectful.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 76 |
| Grade 8 | 98 |
| Grade 9 | 95 |
| Grade 10 | 93 |
| Grade 11 | 92 |
| Grade 12 | 59 |
| Total Enrollment | 513 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.5 |
| Male | 51.5 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.0 |
| Black or African American | 0.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 93.4 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.4 |
| White | 4.9 |
| English Learners | 32.9 |
| Foster Youth | 1.2 |
| Homeless | 1.9 |
| Migrant | 6.4 |
| Socioeconomically Disadvantaged | 89.5 |
| Students with Disabilities | 12.3 |



A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.80 | 96.41 | 746.90 | 91.40 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.00 | 0.61 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.90 | 3.55 | 12.70 | 1.56 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 5.50 | 0.68 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 46.90 | 5.75 | 18854.30 | 6.86 |
| Total Teaching Positions | 27.80 | 100.00 | 817.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.30 | 87.87 | 796.60 | 92.18 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 8.50 | 0.99 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.50 | 8.43 | 20.10 | 2.34 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 7.50 | 0.87 | 11953.10 | 4.28 |
| Unknown | 1.10 | 3.67 | 31.20 | 3.62 | 15831.90 | 5.67 |
| Total Teaching Positions | 30.00 | 100.00 | 864.10 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.90 | 2.50 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.90 | 2.50 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--------------------------------------------------------|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.80 | 9.90 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.00 | 0.00 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Bobby Duke Middle School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 22, 2022 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. 2023-09 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 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.

Year and month in which the data were collected

September 22, 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | 2017 Houghton Mifflin Harcourt: Collections Program (9-12) 2016 CSU: ERWC 2016 Bedford: Literature a Portable Anthology - English Literature AP (11-12) 2016 Wadsworth: Structure, Sound, and Sense - English Literature AP (11-12) 2016 Prentice Hall: Everyday Use - English Language AP (12) 2016 Cengage Learning: The River Reader – English Language AP (12) 2016 Bedford: Everything's an Argument – English Language AP (12) 2016 Longman: 50 Great Essays – English Language AP (12) 2016 Bedford: The Language of Composition – English Language AP (12) 2017 Houghton Mifflin Harcourt: Collections Core Program (ELD) (9-11) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal (Intervention) (9-11) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal RealBook (Consumables) (9-11) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9) 2017 Pearson Side by Side (Newcomers) (9) | Yes | 0% |
| Mathematics | 2015 Pearson: Integrated Math Level 1, 2, 3 (9-12) 2008 Prentice Hall: Geometry (9-12) | Yes | 0% |

| | | | |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| | 2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12) 2008 Wiley & Sons: Calculus (9-12) 2008 W.H. Freeman: The Practice of Statistics - AP (9-12) | | |
| Science | 2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 VHPS: Chemistry in the Community (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12) | Yes | 0% |
| History-Social Science | 2007 McDougal Littell: World Geography (9) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Pearson: American Government Roots and Reform AP (12) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson: Magruder's American Government (12) 2019 Pearson: Economics: Principles in Action (12) | Yes | 0 |
| Foreign Language | 2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12) 2003 McGraw Hill: Aproximaciones (Spanish V) (Spanish Honors) (9-12) | Yes | 0% |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. West Shores High School originally opened in 1980. 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 routine maintenance requests.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. West Shores High School custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms

School Facility Conditions and Planned Improvements

- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

2021-22 Campus Improvements:

- Replacing the flooring in the student and faculty restrooms in the middle school area.
- Replacing picnic tables around campus that are damaged.
- Replace any damaged ceiling tiles from classrooms and student common areas.
- Replace the landscaping in the front of the school.

2022-23 Planned Campus Improvements:

The following are planned campus improvements at our site:

- Resurfacing of our gym floor
- Replacement of gym bleachers
- Installing a new portable classroom
- Install a Student Wellness Center
- Remodel the school library
- Improve the curb appeal of the front of the school
- Acquire a new scoring table for athletics

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, administrators and yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and surrounding areas. Yard duty supervisors monitor lunch time activity in the cafeteria and surrounding areas. At dismissal, students are monitored to ensure a safe and orderly departure. 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 Comprehensive Support & Improvement (CSI) or Additional Targeted Support & Improvement (ATSI). West Shores High School was identified as a CSI School in based on the 2019 CA School Dashboard. 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 18, 2022. Results of the inspection are provided in table below.

| Year and month of the most recent FIT report | | | | October 18, 2022 |
|------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Nurse (205 sq/ft) - Missing HVAC grill. **Work order in place to fix by 3/1/2023 |
| Interior: Interior Surfaces | | X | | Library (1,475 sq/ft) - Loose exhaust grill. ** Work order in place to fix by 3/1/2023 Gym (8,135 sq/ft) - Damaged wall surface ** Repair has been made. |

School Facility Conditions and Planned Improvements

| | | | |
|----------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>Boys Locker Room (520 sq/ft) - Dirty return vent ** Work order in place to fix by 3/1/2023</p> <p>Classroom 27 (905 sq/ft) - no description given on FIT report ** Room was inspected by custodian. Wall plates were tightened.</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | | X | <p>Classroom 7 (910 sq/ft) - loose data wall plate. ** Data plate has been fixed.</p> <p>Boys Locker Room (520 sq/ft) - missing wall plate ** Work order in place to fix by 3/1/2023</p> |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | <p>Girls Restroom (145 sq/ft) - loose faucet ** Faucet has been secured.</p> |
| Safety: Fire Safety, Hazardous Materials | X | | <p>Classroom 7 (910 sq/ft) - Insecticide under sink ** Insecticide has been removed.</p> |
| Structural: Structural Damage, Roofs | X | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | <p>Classroom 3 (900 sq/ft) - Trip hazard at entry ** Work order in place to fix by 3/1/2023</p> |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 26 | N/A | 27 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 5 | N/A | 13 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 280 | 267 | 95.36 | 4.64 | 25.84 |
| Female | 134 | 128 | 95.52 | 4.48 | 31.25 |
| Male | 146 | 139 | 95.21 | 4.79 | 20.86 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 263 | 253 | 96.20 | 3.80 | 25.69 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 8 | 72.73 | 27.27 | -- |
| English Learners | 105 | 98 | 93.33 | 6.67 | 5.10 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 237 | 229 | 96.62 | 3.38 | 25.33 |
| Students Receiving Migrant Education Services | 20 | 19 | 95.00 | 5.00 | 57.89 |
| Students with Disabilities | 34 | 31 | 91.18 | 8.82 | 3.23 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 279 | 271 | 97.13 | 2.87 | 5.17 |
| Female | 133 | 131 | 98.50 | 1.50 | 4.58 |
| Male | 146 | 140 | 95.89 | 4.11 | 5.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 262 | 257 | 98.09 | 1.91 | 5.45 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 8 | 72.73 | 27.27 | -- |
| English Learners | 105 | 102 | 97.14 | 2.86 | 1.96 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 236 | 231 | 97.88 | 2.12 | 3.90 |
| Students Receiving Migrant Education Services | 20 | 20 | 100.00 | 0.00 | 10.00 |
| Students with Disabilities | 34 | 31 | 91.18 | 8.82 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 8.02 | 0 | 9.47 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 167 | 162 | 97.01 | 2.99 | 8.02 |
| Female | 85 | 83 | 97.65 | 2.35 | 7.23 |
| Male | 82 | 79 | 96.34 | 3.66 | 8.86 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 156 | 152 | 97.44 | 2.56 | 7.24 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 61 | 57 | 93.44 | 6.56 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 135 | 131 | 97.04 | 2.96 | 8.4 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 17 | 16 | 94.12 | 5.88 | 0 |

2021-22 Career Technical Education Programs

Career Technical Education Programs

West Shores High School is a small school with only one CTE program – AP computer Science with a total enrollment of 28 students. The two-course sequence of curriculum is College Board approved and approved as A-G science and math credits. This small but mighty program has 100% of students meeting A-G requirements, 100% of students passing AP Computer Science Exams, and higher than average GPA's.

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

The school hosts two advisory meetings each year with representatives from the Information Communication Technologies Industry. Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 33 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 25 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 96.76 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 37.93 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 7 | 93.8% | 87.7% | 92.3% | 89.6% | 95.4% |
| Grade 9 | 93.6% | 93.5% | 91.6% | 91.8% | 94.0% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

West Shores High School values parents as partners in their child's education. Parents are encouraged to participate in a decision-making committee, school committees, district level committees, monitor their child's progress, and participate in school events. Our school hosts a Parent Back to School Night, parent conferences, and informational meetings that include graduation and promotion requirements. Our staff provides information and presents on our AVID program, our ELD program, and any curriculum being presented to our students. Our parent center provides a place for parents to receive assistance, be supported and informed of the educational process, and be provided with information on becoming a volunteer. Parents are also invited to particular leadership team meetings and faculty meetings to provide feedback on our school's educational program.

Parents are invited to attend all activities pertaining to their students including athletics, band, and academic awards. Our school's English Learner Advisory Committee, School Site Council, and Parent Involvement Committee is open to all parents. Opportunities to volunteer are also available during our Fall and Spring Festivals, Campus Beautification projects, and any other school wide event.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through flyers, weekly ConnectEd messages, the school website, and Facebook page. Contact the principal Dr. Ramirez or Dr. De Feo in the school office at (760) 848-1360 for more information on how to become involved in your child's learning environment.

Committees

- School Site Council
- English Learner Advisory Council (ELAC)
- Student Engagement Committee
- Virtual Conference Committee
- Parent Involvement Committee

2022-23 Opportunities for Parental Involvement

School Activities

- Back to School Night
- Financial Aid Night
- Parent Conferences
- Parent Meetings
- Parent Workshops
- Open House
- Fall Festival
- Spring Festival
- Band Performances
- WASC Stakeholder meetings

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 12.7 | 15.9 | | 12.3 | 7.1 | | 8.9 | 7.8 |
| Graduation Rate | | 84.8 | 81.2 | | 82.7 | 88.3 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|------------------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students | 69 | 56 | 81.2 |
| Female | 32 | 29 | 90.6 |
| Male | 37 | 27 | 73.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 65 | 52 | 80.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | -- | -- | -- |
| English Learners | 19 | 16 | 84.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 68 | 55 | 80.9 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 600 | 574 | 289 | 50.3 |
| Female | 292 | 283 | 142 | 50.2 |
| Male | 308 | 291 | 147 | 50.5 |
| American Indian or Alaska Native | 3 | 3 | 2 | 66.7 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 2 | 2 | 2 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 561 | 536 | 266 | 49.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 4 | 4 | 2 | 50.0 |
| White | 28 | 27 | 16 | 59.3 |
| English Learners | 215 | 207 | 123 | 59.4 |
| Foster Youth | 9 | 8 | 6 | 75.0 |
| Homeless | 20 | 19 | 14 | 73.7 |
| Socioeconomically Disadvantaged | 550 | 531 | 273 | 51.4 |
| Students Receiving Migrant Education Services | 45 | 43 | 20 | 46.5 |
| Students with Disabilities | 71 | 69 | 47 | 68.1 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 8.03 | 2.93 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 6.83 | 0.03 | 3.73 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 6.83 | 0.00 |
| Female | 4.79 | 0.00 |
| Male | 8.77 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 6.42 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 10.71 | 0.00 |
| English Learners | 7.91 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 5.00 | 0.00 |
| Socioeconomically Disadvantaged | 7.09 | 0.00 |
| Students Receiving Migrant Education Services | 2.22 | 0.00 |
| Students with Disabilities | 7.04 | 0.00 |

2022-23 School Safety Plan

The Comprehensive School Safety Plan was developed for West Shores High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's 2022-23 safety plan was reviewed, updated, and approved by the SSC on January 20, 2022. It was board approved on March 10, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 17 | 15 | 3 |
| Mathematics | 21 | 10 | 17 | |
| Science | 37 | 4 | 7 | 3 |
| Social Science | 25 | 3 | 13 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 13 | 27 | 5 | |
| Mathematics | 15 | 14 | 5 | |
| Science | 19 | 5 | 5 | |
| Social Science | 19 | 6 | 6 | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 14 | 34 | 14 | |
| Mathematics | 20 | 14 | 13 | |
| Science | 22 | 9 | 7 | |
| Social Science | 22 | 10 | 9 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 513 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|----------------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.3 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$15,041 | \$4,527 | \$10,514 | \$85,707 |
| District | N/A | N/A | \$7,764 | \$96,800 |
| Percent Difference - School Site and District | N/A | N/A | 30.1 | -12.2 |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 45.8 | -3.0 |

2021-22 Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- Expanded Learning Programs (EXLP)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education

2021-22 Types of Services Funded

- College Readiness Block Grant
- * Comprehensive Support & Improvement
 - Department of Rehabilitation Grant (Work Experience)
- * Early Literacy Block Grant
- * Educator Effectiveness Grant
 - ESEA: Title II, Part A Teacher Quality
 - ESEA: Title III, Immigrant Education Program
 - ESEA: Title III, English Learners Student Program
- *. ESSER
 - Indian Education
 - Governor's CTE Initiative: California Partnership Academies
 - Head Start
 - Learning Communities for School Success
 - Lottery: Instructional Materials
 - Medi-Cal Billing Option
 - NCLB: Title I Part A, Basic Grants
 - NCLB: Title I Part C, Migrant Education Regular Program
 - NCLB: Title I, Migrant Education Summer Program
 - Partnership Academies Program
 - Special Ed: IDEA Basic Local Assistance
 - Special Ed: IDEA Preschool Grant, Part B, Sec 619
 - Special Ed: IDEA Preschool Local Entitlement
 - Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
 - Supporting Inclusive Practices
 - Special Ed: Mental Health Services
 - Special Ed: Project Workability
 - Special Ed: Low Incidence Equipment
 - State Lottery

Programs and Services at West Shores High School:

- * Expanded Learning Programs (EXLP)
- * Newcomer Academy
- * English Learner Mentoring
- * Long Term English Learner (LTEL) Tutoring
- * Advancement Via Individual Determination (AVID) Program
- * NCLB: Title I Part A, Basic Grants
- * NCLB: Title I Part C, Migrant Education Regular Program
- * Career Technical Education Incentive Grant
- * Culturally Relevant Instruction
- * Professional Development for Staff
- * Data Teams
- * Family Engagement Events
- * Mental Health Services through the Latino Commission
- * Migrant Program
- * Partnership with CalFresh
- * Partnership with Safe Routes to School

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$53,870 | \$54,370 |
| Mid-Range Teacher Salary | \$83,945 | \$82,681 |
| Highest Teacher Salary | \$111,614 | \$106,610 |
| Average Principal Salary (Elementary) | \$129,289 | \$135,283 |
| Average Principal Salary (Middle) | \$140,000 | \$141,244 |
| Average Principal Salary (High) | \$154,856 | \$152,955 |
| Superintendent Salary | \$250,000 | \$264,367 |
| Percent of Budget for Teacher Salaries | 33% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|------------------------------------------|-----|
| Percent of Students in AP Courses | 8.6 |
|------------------------------------------|-----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--------------------------------------------------------------------------------------------------------|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 2 |
| Mathematics | 2 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 4 |

Professional Development

Bobby Duke Middle School works with the Coachella Valley Unified School District to focus on site-based areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training activities are designed to complement and support district-wide training efforts.

During the school year(s), Bobby Duke Middle School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

2022-23 school year:

- i-Ready Diagnostic Assessment and Data Monitoring
- Integrated and Designated English Language Development and EL Data Review
- Best Practices in Reading and Writing Literacy
- Writing using Claim-Evidence-Reasoning
- Marking the Text
- Close Reading Strategies
- Literacy Scaffolds and Strategies for English Learners
- Canvas
- UCI Math for Conceptual Understanding and Common Core Standards
- Transformational Justice
- Positive Behavioral Interventions and Supports (PBIS)
- McGraw Hill Inspire Science
- National Geographic Impact and Time Zones ELD
- Houghton Mifflin Harcourt English 3D
- Instructional Leadership

Additionally, the district offers two distinct programs to support professional growth and improve instruction in the classroom. The New Teacher Induction Support 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.

2022-2023 Site Professional Development

Professional development at the site level occurs on designated professional development time on early release Wednesdays.

During the 2022-2023 school year, professional development focused on the following:

- Multi-Tiered System of Support
- Comprehensive Support and Improvement (CSI)
- School Climate: PBIS, Socio-Emotional Learning
- ELPAC
- English Learners Writing Instruction and Support: Seven Sentence Paragraph
- English Learners: Structured Conversations
- Student Engagement: Entry/Exit Tickets as formative assessments and instructional tools
- Transformational Justice
- Instructional Norms: Student Engagement
- Close Reading Strategies: Marking the Text, Reading with Purpose
- CER: Claim Evidence Reasoning

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 18 | 18 | 18 |