Coachella Valley High School
SELF-STUDY REPORT

83-800 Airport Blvd.

Thermal, California 92274

Coachella Valley Unified School District

October 16-18, 2023

ACS WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

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Administrative Team

Socorro Sanchez, Principal

Verjinia Mayer, Assistant Principal

Michael Tittnich, Assistant Principal

Karen Perez-Waligun, Assistant Principal

Gladys Young, Assistant Principal

Elias Castillo, Restorative Practitioner (TOSA)

WASC Team

Mrs. Autumn Carberry, WASC Coordinator

John Zembo, Focus Group A

Laura Morphey, Focus Group B

William Weaver, Focus Group C

Leo Perez, Focus Group D

Renee Vargas, Focus Group E

Instructional Leadership Team (ILT)

Socorro Sanchez, *Principal*

Verjinia Mayer, *Assistant Principal*

Michael Tittnich, *Assistant Principal*

Karen Perez-Waligun, *Assistant Principal*

Gladys Young, *Assistant Principal*

Philip Hoy, *AVID Coordinator*

Monica Perez, *Career & Technical Education*

Diosa Montes, *English Language Development*

Autumn Carberry, *English Language Arts*

John Zembo, *Freshman Coordinator*

Leopoldo Perez, *Mathematics*

Kelli Flores, *Physical Education*

Laura Morphey, *Science*

Marcia Ramirez, *Social Studies*

Doreen Vicario-Morales, *Special Education*

Daniel Granillo, *Visual & Performing Arts*

Sofia Baltazar, *World Languages*

Jason Tate, *Wellness Center*

Wilson Quintana, *Puente*

Jason Castillo, *Athletic Director*
Renee Vargas, *Activities Director*

Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Briefly describe how the faculty and staff and other stakeholders/educational partners were involved and collaborated in the self-study process.**

Coachella Valley High School is a comprehensive high school, grades nine through twelve, primarily servicing the families of Coachella and Thermal, California in Southern Riverside County. The school is 114 years old, and it is located in a rural area on Airport Boulevard. In recent years, the immediate area has become less rural with new housing, but the school is still immediately surrounded by agricultural fields, date orchards, horse ranching, and open desert scrub.

Over its history, there have been numerous additions and renovations to the original campus. As a result, classrooms are spread across three of the five-acre campus, which includes having land available for our Agri-science farming and animal husbandry pathway. Of approximately 125 classrooms, 73 are portables. In the last two years, the district has allocated funds to renovate parts of the campus; this has included the school's entrance and complete renovations of the two weight rooms.

Vision: A school that promotes growth, collaboration, and leadership for all students.

Mission: Through collaboration between all Coachella Valley High School stakeholders, we strive to unlock students' educational growth and individual progress so that they may become productive community members and leaders.

Student Learning Outcomes: In the last two years, stakeholders have revised the learning outcomes to be measurable and indicative of learning. After consideration and revisions of several different models and examples, stakeholder surveys resulted in the following:

Coachella Valley High School graduates:

R Demonstrate RESPECT.
I Demonstrate INTEGRITY. .
S Demonstrate SCHOLARSHIP.
E Demonstrate EXCELLENCE.

CVHS hosts seven academies to include four California Partnerships Academies and five CTE Career Pathways serving approximately 900 students, 25% of the student body. We also have a successful and inclusive Advancement Via Individual Determination (AVID) program and have included PUENTE and Freshmen Seminar to better support our 9th-grade students. The school sponsors over 26 different school clubs, 15 extra-curricular groups, and 44 athletic teams.

Over the last three years, CVUSD and CVHS have worked to implement literacy strategies that create a cycle for all disciplines. Our district-wide professional development days have been specifically designated for these four main strategies: Marking the Text, One-Page Reports, Collaborative discussions, and Chunk Paragraphs, emphasizing claim, evidence, and reasoning, which supports the Next Generation Science Standards.

In 2022 and 2023 faculty were surveyed to allow and facilitate more interaction with the WASC process. Staff was given the opportunity to choose their focus group and also roles for participation. In addition, the staff was surveyed for feedback on the focus group meetings and the input was used to improve subsequent focus group meetings. All documents were made accessible through Google Drive and Jamboard was used to gather input from staff as well. Additional emails and meetings were held to make sure the process was inclusive and that all areas of campus were included. We are currently building parent capacity and communication through the School Site Council and Java with Administration. The goal is to provide all stakeholders with opportunities to participate in the process through various formats.

Chapter 1: Progress Report (*2-5 pages maximum*)

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**
- **Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.**

In 2022-23, CVUSD had a series of training from the county which focused on analyzing and monitoring the School Plan for Student Achievement (SPSA), which in turn led to a better implementation and understanding of the SPSA, LCAP, and schoolwide action plans that are all aligned. CVHS had a team of one administrator, two teachers, and one counselor that attended each of the monthly trainings, and initiated implementation upon return to the site.

Due to safety incidents and bargaining efforts that occurred on our campus and other campuses within the district, students, parents, and teachers spoke out at board meetings and students conducted a walkout in February of 2023. The negotiation efforts prompted certificated staff members to work-to-rule and afterschool services to students and the community were placed on hold. By early May, certificated members resumed after school services, and safety protocols had been developed and implemented. Both allowed for a smoother and efficient closure of the school year.

Progress on Action Plan

Goal 1: Decrease credit deficiency rate and increase GPAs every year until June 2024.

Aligned with our SPSA and LCAP goals, CVHS has been taking steps to improve the credit recovery rate and increase student GPAs. Primarily it's focus has been on the after-school tutoring and credit recovery program. Teachers participating in the after-school program have been trained in the AVID Collaborative Study Groups instructional model and practice. Also, to be more proactive Freshman cohort teachers for AVID, PUENTE, and the Freshmen Seminar courses were also trained in this instructional practice to help students academically and the intention is to provide them with the tools necessary so that they will not need remediation or credit recovery in the future.

The Master Scheduling Committee is also looking into several solutions for credit recovery and remediation that would support increased GPAs and graduation rates; this includes providing more brick and mortar classes during the summer school program and intentionally placing students there instead of the online learning option.

Also, CVHS is using the College and Career Guidance Initiative program and website to help

students better understand and become familiar with the graduation requirements and transition into postsecondary life, including options that match their interests.

Additionally, each department and program is supporting this goal as well. For example, counselors have been intentionally meeting with grade levels and individual students to review their transcripts and discuss A-G and graduation requirements. We have several academies that regularly monitor transcripts and conduct grade checks. The same goes for AVID and PUENTE, a mentor support program that prepares students by building the skills necessary to be successful. Next, the English department adjusted grade weighting and pace per department and PLC consensus in order to meet the academic and social-emotional needs of students since COVID. The Mathematics department provides students with multiple opportunities of improving grades. They also monitor student progress and inform parents. The Science department has provided direct instruction to students in "Claim, Evidence, Reasoning" writing through their lab reports, projects, and classwork. In Social Studies, teachers have adjusted the Grade Scale to broaden the passing "D" and adjusted late work submission opportunities. The Athletics and Visual and Performing Arts departments are implementing biweekly progress reports to support student's academic progress.

Goal 2: Improve school climate by increasing student awareness and practice of appropriate school behaviors.

CVHS is working on improving our school climate and student awareness as well as practices of appropriate school behaviors by revising policies and procedures. For example, Freshmen are doing Check-Ins & Check-Outs to support students' academic, behavior, and social-emotional needs. This is also part of improving our implementation and the effectiveness of the PBIS program which has been led by our PBIS Coordinator along with one of our academy teachers who made it part of her Entrepreneur Curriculum. The committee is still revising PBIS and creating a buy-in to ensure a successful platform. We have increased the visibility of Latino Commission, which counsels students, and instituted the Wellness Center which supports the physical and social-emotional health of students. Furthermore, we have a new Assistant Principal of Discipline, Gladys Young, that was an administrator here previously. She holds the esteem of the staff, faculty, and students. She has worked to improve the procedures and practices in the Campus Safety office. Teachers are using the district's PBIS lessons or their own social-emotional activities to engage students more regularly. CVHS is also working to continue with the implementation of the PBIS Rewards Program. We have instituted the Wellness Center for student support which is staffed by a Wellness Teacher Facilitator, Behavior Intervention Technician, and a Youth Mentor.

Goal 3: Increase communication and opportunities for parent involvement in all school activities including students' academic progress and the WASC process.

Since our last full visit, the site has worked to increase the understanding of the WASC process as being a continuous cycle of improvement as well as part of our school culture. We have had all-inclusive focus group meetings, monthly Java with the Administration, weekly updates to stakeholders from the principal, and highlights newsletters sent from the district level. We are holding activities and ceremonies for all stakeholders, especially through our new Career Center and the College and Career Counselor, the academies, and biannual parent conferences.

We are continuing to search for and create new opportunities for stakeholder engagement and involvement in our school community and the WASC process.

The October 2019 Visiting Committee suggested an action plan with approximately five main goals and no more than 25 individual action steps. Revisions to the action plan began immediately with the administrative team and WASC Coordinator. The revised plan was then shared with the full leadership team and all staff for additional input. Based on site input, revisions were made. Finally, departments were asked to choose a focus.

At a professional development session in early November 2020, staff reviewed the full action plan. At this time, a few oversights were noticed. Goal 2 is almost exclusively supporting English Learners, but the action plan does not include specific action steps for other school groups. We need to revise the action plan to include SPED, GATE, and other groups.

Additionally, a couple of action steps are completed and ready for removal from the plan:

2D. Provide additional course offerings targeted to English Learners. (All ELL students now have access to all courses required to graduate and to meet A-G requirements.)

3D. Achieve consensus and refine consistent whiteboard posting (Teachers are consistent in posting objectives and essential questions for daily lessons.) It might be better to include the action step in a broader expectation so progress is not lost.

Likewise, 1C. "…grow opportunities that foster high expectations for students, including dual enrollment and AVID" should be revised to more specifically name steps the site can implement.

Another area for improvement on the existing action plan is parent involvement. One of the previous VC committee's recommendations was to increase parent involvement in the WASC process. With distance learning, we have offered more parent communication than ever, both as a district and as a site. We are compiling evidence through sign-in sheets of all the parent communication sent via all-calls, mass emails, website postings, flyers, mailers, etc, and are working towards developing an effective system of compiling the evidence. Also, we are working on increasing our parental participation so that they can be involved in the WASC process. A new action step should be added to the plan to address both parent engagement in school activities and parent involvement in the WASC process so the staff will focus on and provide evidence of efforts.

During an opportunity to review the mid-cycle progress report, a teacher mentioned the need to improve "reading stamina" in addition to critical reading. This is another consideration for refinements to the action plan.

Another weakness noticed in the mid-cycle report is that it focuses on the progress of teachers, staff, and the site as a whole, but there is not enough focus on student learning outcomes. The WASC chair has been involving other stakeholders to edit the document and ensure that all lenses are included.

We are also looking at data more often in our staff, department, and PLC meetings. With an improved PLC process there will be a more intentional focus on data and utilizing it.

Since the mid-cycle visit in February, administration, leadership, and the full staff have revisited the Action Plan and evaluated it for refinements. Through our district-level training on

Instructional Leadership Teams, we have begun the revision process on our SLOs so that they are more aligned with site and district initiatives and needs. The site will revisit its vision, mission, and SLOs for refinement of alignments.

In the second semester of the 22-23 school year, there have been rising concerns about campus safety that were not initially part of our action plan. We are looking to add them as it has become a need stated by all stakeholders; this includes the consistent communication through committees.

One area of improvement that was not targeted on the action plan is the strengthening of shared decision making. The current principal believes in creating a team leadership culture and has revised our Instructional Leadership Team (ILT) format. This has included more of a focus on site data and planning as a team.

Chapter 2: School Profile and Supporting Data and Findings (*3-5 pages maximum*)

Develop a clear profile of your school and students using data and information. Include the following:

- **Provide demographic data about the school including demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), link to SARC and other relevant data. See the ACS WASC/CDE School Profile Guide for guidance.**

Coachella Valley High School is mostly made up of Latino students from socio-economically disadvantaged backgrounds. Since the school is over 100 years old, the school community Vhas sent generations of its students to the school and is emotionally invested in the site. This creates opportunities as well as challenges for the school.

Student Demographics:

California School Dashboard on Demographics	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
# of Students	2684	2659	2651	2706	2722
% Socio-Economically Disadvantaged	89.6%	92.4%	89.1%	89.3%	88.9%
% English Learners	21.1%	17.1%	424 (15.9%)	13.7%	17.8%
% Foster	0.1%	0.2%	0.7%	0.3%	0.3%
# of SPED/Special Day Class (SDC)	285/84 (10%)	325/38 (12%)	265 (10.0%)	313 (13%)	340 (12.5%)
# of 504 Plans	18 (0.01%)	19 (0.01%)	17 (0.01%)	25 (0.01%)	19 (0.01%)

CDE DataQuest Data by Gender & Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	2684	2659	2706	2745	2722
Female	1324 (49%)	1324 (50%)	1346 (49%)	1352 (49%)	1329 (49%)
Male	1360 (51%)	1335 (50%)	1360 (50%)	1393 (51%)	1392 (51%)

CDE DataQuest Data by Gender & Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Non-Binary	N/A	N/A	N/A	0	1
Hispanic/Latino	2635 (98%)	2611 (98%)	2659 (98%)	2715 (99%)	2687 (99%)
White	11 (0.004%)	13 (0.005%)	13 (0.005%)	12 (0.004%)	13 (0.005%)
African American	6 (0.002%)	6 (0.002%)	6 (0.002%)	6 (0.002%)	4 (0.001%)
Native American	4 (0.001%)	6 (0.002%)	5 (0.002%)	5 (0.002%)	11 (0.004%)
Asian	2 (0.001%)	3 (0.001%)	3 (0.001%)	0 (0%)	1(0.0003%)
Filipino	4 (0.001%)	5 (0.002%)	5 (0.002%)	3 (0.001%)	3 (0.001%)
Two or More Races	3 (0.001%)	2 (0.001%)	2 (0.001%)	2(0.001%)	2 (0.001%)

Faculty Education & Years of Experience	2018-2019	2019-2020	2020-2021	2021-2022
Total Faculty	124	128	131	133
Bachelor's Degree	11 (0.1%)	8 (0.06%)	9 (0.1%)	19 (14.3%)
Bachelor's Degree + Units	41 (33.3%)	41 (32.2%)	41 (31.4%)	56 (42.1%)
Master's Degree	21 (17.1%)	24 (18.6%)	20 (15.1%)	21 (15.8%)
Master's Degree + (Double Masters or PhD.)	62 (49.6%)	63 (49.2%)	63 (47.7%)	36 (27.1%)
1 - 5 Years Experience	9 (7.6%)	10 (7.6%)	8 (5.8%)	23 (17.3%)
6 - 10 Years Experience	14 (11.4%)	17 (13.6%)	14 (10.5%)	19 (14.3%)
11 - 20 Years Experience	63 (50.5%)	67 (52.5%)	62 (47.7%)	67 (50%)
20+ Years Experience	38 (30.5%)	34 (26.3%)	44 (33.7%)	24 (18%)

(Waiting on CPADS)

Staff Demographics

	Custodial	Clerical Support	Para-Educators	Locker-room Attendants	Attendance	Security
2020	2AM+5PM	15	21	2	2	6ÅΩ
2019	2AM+5PM	15	21	2	2	6
2018	2AM+5PM	15	21	2	2	6

Graduation Rate Data	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Graduates/ Total Seniors in Cohort	542/654	504/645	570/676	520/651	548/631
% of Seniors Graduated (+/- from Previous Year)	82.9% (-1.0%)	78.1% (-4.8%)	84.3% (+6.2%)	79.9% (-4.4%)	86.8% (+6.9%)
5th Year Seniors (Adult School Graduates)	9	19	3	36	11
% of Ninth Grade Entry	78.3%	83%	83.8%	77.7%	80.7%
State Graduation Rate	83%	84.5%	84.2%	83.6%	87.4%

Enrollment

School Demographics

Student Group	Total	Percentage
English Learners	485	17.8%
Foster Youth	7	0.3%
Homeless	53	1.9%
Socioeconomically Disadvantaged	2,419	88.9%
Students with Disabilities	339	12.5%

Race/Ethnicity	Total	Percentage
African American	4	0.1%
American Indian	11	0.4%
Asian	1	0%
Filipino	3	0.1%
Hispanic	2,687	98.7%
Two or More Races	2	0.1%
White	13	0.5%

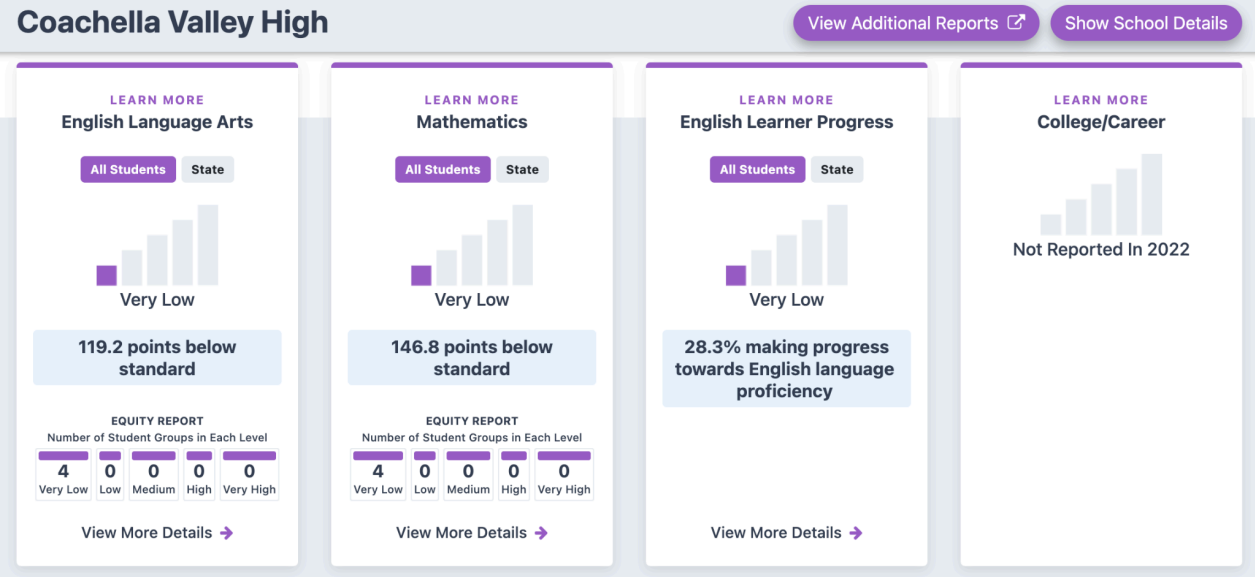
Master Schedule

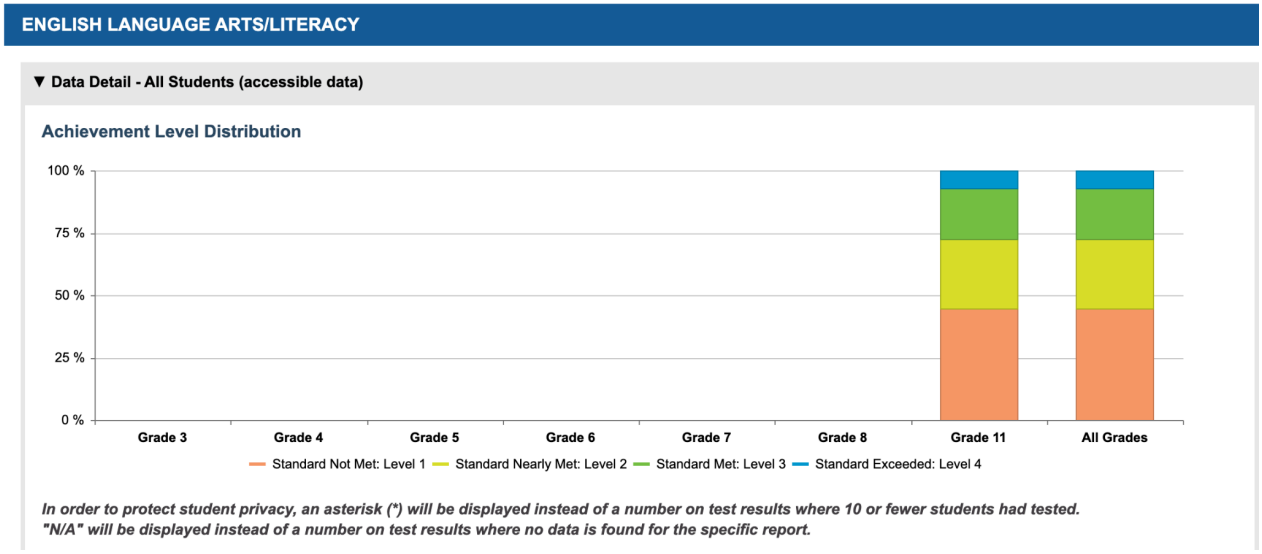
CA Dashboard Data Report 2022

Based on the local and state data our academic progress has maintained about the same over the past three years, pre-COVID included. Our students have struggled with their reading and math scores. There are several challenges that may factor into this area of growth. We have had several unfilled teaching positions in the 22-23 school year. There have been several changes in district level and site administration bringing different initiatives and positive change yet not fully implemented. The school is committed to data driven instruction. It has become apparent that when we focus on our data, we do see an increase in academic achievement. For that reason, we are going back to our data driven PLC cycles. This year with the help of our instructional coaches and administrators, we will focus on utilizing our data and systems of support to improve our instruction and academic achievement. Over the last few years we have seen a rise in our students struggling with social-emotional issues that have also contributed to lower academic performance. However, CVHS and the district have made concerted efforts to improve

social-emotional support and learning, through our weekly PBIS lessons, Wellness Center, teacher-student check-ins, and building relationships with students.

Student Climate Survey Data





English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	676	676
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	486	486
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	481	481
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2511.5	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7.07 %	7.07 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	20.17 %	20.17 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27.86 %	27.86 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	44.91 %	44.91 %

Areas

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

English Language Arts/Literacy Area Achievement Level Descriptors

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.21 %	10.21 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54.79 %	54.79 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.00 %	35.00 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	10.23 %	10.23 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	41.54 %	41.54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	48.23 %	48.23 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	7.71 %	7.71 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.96 %	63.96 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	28.33 %	28.33 %

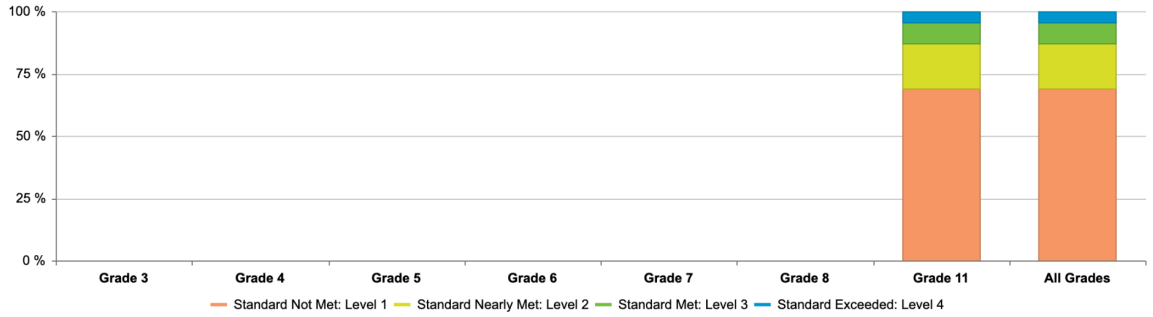
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	11.23 %	11.23 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	58.84 %	58.84 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29.94 %	29.94 %

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Mathematics Achievement Level Descriptors
Mathematics Scale Score Ranges

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	676	676
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	566	566
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	563	563
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2490.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	4.26 %	4.26 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	8.70 %	8.70 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	18.12 %	18.12 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	68.92 %	68.92 %

Mathematics Area Achievement Level Descriptors

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6.75 %	6.75 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	30.02 %	30.02 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	63.23 %	63.23 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	4.26 %	4.26 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	55.77 %	55.77 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	39.96 %	39.96 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3.55 %	3.55 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61.10 %	61.10 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	35.35 %	35.35 %

CAASPP Assessment Data Multi-Year 2018-2022

Year	Math	ELA
2022	-146.8 below standard	-119.2 below standard
2021	No data	No data
2020	No data	No data
2019	-117.2 below standard	-40.5 below standard
2018	-116.3 below standard	-48.1 below standard

CA Dashboard Data Report 2018

CA Dashboard Data Report 2019

CA Dashboard Data Report 2022

The implications of this assessment data is that our students are not making adequate academic progress or meeting state standards. The scores are better in ELA than in math. At one point ELA was only 40 points below the standard then jumped over an additional 60 points. Math has

consistently been over 100 points below standard.

Student Learner Needs Based on the Data

1. Increase student assessment participation and basic skills.
2. Students' academic vocabulary is not adequate to increase performance achievement.

Important Questions to Consider

1. Why are our math scores so much lower than our ELA scores?
2. Is it due to curriculum or instructional practices?
3. How do we better meet the needs of our students in math?
4. How can we increase the academic vocabulary for our students?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose (*1–2 pages maximum*)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

Indicator	Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: Coachella Valley High School has established a clear, coherent vision and mission of what its high school graduates will know and demonstrate to reach their fullest potential. It is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that every student possesses the capacity to learn, thrive, and emerge fully prepared for the demands of both college and a successful career that's aligned with district goals for students. Since the last visit we have had a change in leadership. We have had a new principal for the last two years, including several new assistant principals. These changes have helped to form a new direction from leadership aligned with the mission and vision of the school. We are working to ensure that our new vision and mission demonstrates and resonates with the ever growing	• CVHS Website • Schoolwide Learner Outcomes • CVHS Strategic Plan 2023-27 • Evidence for vision • Assessments/PSAT scores, College acceptance rates, AP scores, scholarships, CTE certifications, awards and recognitions (LightHouse Academy, Skills USA, Golden Bell Award Nomination, Institutional Pride by recruitment and retainment of home growth staff, KIDWIND, FFA awards • Evidence for Mission (purpose) • Community Partnerships, Alumni Success Stories • CVUSD CTE Sequence of … • CTE 2022-2023 Accolades … • CTE Data from Leads

needs of our students post-COVID. Efforts have been made to include all parts of our school community in the revision of our mission and vision as well. Site leadership has had discussions with parents at their Java with the Administration meetings. There have also been discussions in our Instructional Leadership Team (ILT) meetings. Furthermore, parents, staff (classified and certificated), and students were sent a survey to gain their input on the changes to the mission and vision. We also used feedback to develop a schoolwide, multiyear, strategic plan that is aligned to our mission, vision, student expectations, SPSA, and WASC Action Plan goals. It was introduced to staff at our welcome back at the beginning of the school year. Our principal described it as a living document that will grow and change based on student achievement and need.	• Dual Enrollment Data: • In 22-23 school year CVHS Dual Enrollment: • Offered 8 dual enrollment courses (4 CTE and 4 IGETC courses) 247 students enrolled in 363 Dual Enrollment courses • 218 passed 324 Dual Enrollment courses earning 1,117 college credits. • Master Schedule • Student Handbook • Staff Handbook • Math Support Courses- for 9th graders with math gaps but have potential for success. • The majority of our evidence with Online Learning states otherwise. How can we start a conversation that evaluates this idea? • (16 seniors graduate summer of 2023. 60% increase from 2022) We have expanded Online Credit Recovery to our Special Education Students. Online Learning is not standard, it is a support and intervention to brick and mortar. • A part of the evidence is what was documented on our jam board. ILT looked at Math, Science and English and saw factors of change
A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure the	• Instructional Leadership Team meeting agendas

involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes. Over the last three years, CVHS has initiated a culture of shared leadership and decision-making. We have always had leadership team meetings but in the past, they have been mostly focused on discussing issues but not on developing solutions. The district has supported this transition with training on how our leadership team meetings are more targeted and effective. We now have Instructional Leadership Team (ILT) meetings, these have a direct focus on site data. We analyze the data and discuss how we can begin to improve academic instruction, student outcomes, and culture. The data is shared with the departments via the department chairs in their monthly meetings and Professional Learning Communities (PLCs). In these meetings, each department examines the results and determines how their department can improve student learning and achievement. As we are still in the implementation phases of ILT meetings, there is still room for improvement and we are monitoring the burgeoning successes that come from these meetings.	• Feedback from Strategic Plan • (suggestion) Students attend meetings - including PLC, Dept. Meetings • Student Advisory Committee • Academies - Advisory Tri-district meetings - students facilitate the meetings. (CTE Advisory meetings) • Evidence for Math - UCI is helping with the refinements of the learner outcome • Parent Presence at ELAC, SSC
A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and the district LCAP. CVHS administration shares the vision and mission, and schoolwide learner outcomes with the stakeholders through various modes. This year we have updated the vision, mission, and student learner outcomes to meet the changing needs of our students, site, and school community since COVID and current safety concerns. We gathered	• Registration • Java with Admin. • CVHS Strategic Plan 2023-27

input through our ILT meetings and Google Forms for parents, students, and other stakeholders. Stakeholders were also able to share feedback at the monthly Java with Admin. and it was reviewed at registration. CVHS is making concerted efforts to align and connect all of our goals and expectations and communicate them in a clear manner. In that vein, a comprehensive, multi-year plan was developed that has the mission, vision, student expectations, action plan goals, and what programs we have in place.	

Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (*1 page maximum*)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

Indicator	Evidence
A2.1 Relationship Between the Governing Board and the School: The Coachella Valley Unified School District (CVUSD) Board of Trustees has seven elected trustees and student trustees for a four-year term on a staggered basis and are elected on an odd number. A student representative from each high school in CVUSD is appointed as a student trustee to serve on the school board. The school community at large has a clear understanding of the role of the school board and how their decisions, expectations, and initiatives	• CVUSD School Board Agendas and Minutes • Student Trustee Selection • CVUSD Policies - Gamut • School Site Council • Monthly District Principal Meetings • Weekly Site Administration Meetings • Instructional Leadership Team Meetings

guide our school to improve the academic achievement and well-being of all students. Site administration meets regularly with the district administration and the school board through district based meetings. The SPSA is developed and implemented based on the expectations and initiatives, as well as the LCAP and LCFF, that have been implemented by the governing board. District personnel visit the campus to monitor our progress on district initiatives, academic growth, and student well-being. On occasion school board members will visit our campus.	● SPSA ● RCOE ASCA Collaboration

Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership actions impact student learning and well-being***.

Criterion A3: Leadership for Learning (*1–2 pages maximum*)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

Indicator	Evidence
A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement. Through our new ILT procedures and meetings, we are striving to improve assessments and utilize data to determine student needs and monitor the results from the impact of student learning. As we have several new leadership team members, results are still pending. However, in some disciplines, we	● Agendas from meetings ● ILT Agendas ● Student Focus Groups ● ILT Guidance with Dr. Blazer, learning from other comprehensive high schools in the district

have seen improvement. We have focused this last year on Math and ELA data when possible. There was a lapse in meetings due to a work-to-rule movement as a result of contentious bargaining. Our administration believes in having a board-based and collaborative leadership team. There are representatives from each department and program on the Instructional Leadership Team. The School Site Council is also composed of representatives from all parts of our school community, parents, teachers, and students. a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.	
A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning. CVHS is building a shared leadership model that fulfills the needs of the school and students for continued improvement in student learning and achievement. The ILT meetings have helped us look at data and figure out how we can make improvements on campus with the tools that we currently possess. Part of the shared leadership is voting for department chairpersons yearly. These chairpersons communicate the concerns and needs of their departments to the ILT and help build solutions to move forward. Leaders of our programs such as AVID, the Wellness Center, and the counseling department are also part of the ILT meetings. The process is still being refined.	• ILT Meetings • SSC • Student Advisory • ASB Sample Agenda
A3.3 School Action Plan/SPSA Correlated to	• Strategic School Planning

Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP. Our School Action Plan for Student Achievement (SPSA) directly correlated the LCAP, district goals and initiatives and was driven by student achievement data as well as other significant data to support student learning and achievement. The SPSA is developed with the input of the stakeholders and shared with the School Site Council (SSC), which is made up of representatives of all the school community. It is approved by the SSC and then taken to the school board to be approved for the following year. As a site, we are taking a more active role in analyzing our data and using that analysis to inform our fiscal, academic, social-emotional, and instructional allocations. Last year, we had a CVHS team participate in the Strategic School Planning Workshop Series, led by the Riverside Office of Education, which helped us develop, utilize, and assess our metrics, programs, and supports that we put in our SPSA. This workshop series helped us examine our SPSA and budget more effectively to ensure that our decision put student achievement first.	Workshop Series

Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership and staff actions impact student learning and well-being***.

Criterion A4: Qualified Staff and Professional Development (*1–2 pages maximum*)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicator	Evidence
A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff. CVHS follows the evaluation and support processes laid out in our collective bargaining agreements for classified and certificated staff. Each administrator is assigned a group of staff to supervise. Staff is to create a Teacher Performance Plan for the year based on the California Standards for the Teaching Profession. They are to pick their areas of focus for the year and how they plan to address them. Those staff that are being evaluated (every two years, five year evals-select few) have to meet one-on-one with their supervisor to review their goals and set a plan for observations. Staff and administration must agree on the goals and dates of observation and have met by October 15th of that school year. Planned observations have a pre and post meeting. The pre-observation meeting is to review the lesson plan and what is to be expected from both parties. The post-observation meeting is to discuss the staff's performance and any need for improvement. There may be additional informal observations if needed or desired. Tenured staff can opt for a five-year cycle if they have positive evaluations. The request is put in writing on their evaluation and approved by the district. If the process is not followed by the deadlines established by the collective bargaining agreement the staff member can file a grievance. Furthermore, if a staff member does not agree with the evaluation they may include their own rebuttal to be placed in their personnel file attached to their evaluation. In order to meet the professional growth needs of	• Sample Teacher Performance Plans • 2022-23 PD Calendar • 2023-24 PD Calendar • Certificated Evaluation/Perf Plan Timeline

the staff, surveys are given to see what professional developments are wanted. Based on the surveys and the district initiatives a professional development calendar is created and implemented for the year. There are also feedback surveys given to staff for improvement on professional development and changes that may need to be made to the calendar.	
A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations. As previously mentioned, CVHS creates a professional development calendar based on the needs of the staff and district initiatives. We also have bimonthly PLC meetings to allow for departmental growth and inclusion of data and evaluation. We administer a PD survey to staff to get their input on which areas, strategies, or initiatives they would like training in. This current school year Administration saw the value of supporting teachers and learning and brought back site based instructional coaches, Autumn Carberry, ELA, Rosario Verdel, Math, to help teachers and staff take what they learn in professional development and apply it to instructional practices. Each coach has one period a day to plan professional development, meet with teachers and administration for planning, and facilitate learning walks or visitations.	• PD Survey
A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of	• Student and Parent Handbook • CVHS Strategic Plan 2023-27

leadership and staff. At this time we have begun revision of the student and staff handbooks. With the tumultuous past years they have not been addressed nor properly meet the changing needs of our school community. We are working to make them more relevant to our school community and stakeholders as well as communicate the policies and procedures more clearly to all. We have also taken feedback from all stakeholders and put together a one-page strategic four-year plan that outlines our areas of need, programs in place for support, goals, timelines, and expectations. CVHS communicates regularly through Parent Square, Remind app, school website, and emails to do our best to ensure that all stakeholders are aware of policies, procedures, processes and responsibilities.	

Criterion A5: Resources

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts* ***student learning and well-being.***

Criterion A5: Resources (*1–2 pages maximum*)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Indicator	Evidence
A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP. The school community is involved in resource	• Staff Meeting Agenda • ILT Meeting Agenda

allocation decisions via our SSC and ILT meetings. The district also offers opportunities for all stakeholders to give input on the LCAP via meetings and surveys. The principal communicates the resource allocation decisions and the processes and SPSA to our staff yearly at a staff meeting.	
A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. The district initiated SPSA training to all sites and their teams last year. Teams were composed of the principals and teachers to ensure growth and transparency of the budget development and the procedures. The information and activities from these trainings were shared with the staff via the ILT meetings.	• Camp Coachella Luau-Secondary SPSA Training and review offered through the DO.
A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective. CVHS follows the district policies and procedures for acquiring and maintaining instructional materials and equipment. We follow the guidelines of the Williams Act to ensure that all students have access to all instructional materials necessary for their academic success and growth.	• 2023'-2024' Williams Act
A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning. CVHS is over 114 years old. We are working to ensure that our facilities are maintained and updated as our budget and policies allow by the	• Annual FIT Report Results • Annual Fire Marshall Inspection Report

district. We have had our wifi upgraded but know that it still has areas on campus that still have poor connectivity. We also make sure that all students have access to the appropriate technology necessary to meet their academic needs. The district made iPads available for each student before the pandemic and has continued to do so. However, if a parent does not want their child to have an iPad they do not have to take it. Currently, our principal is working on attaining more computer labs on campus for testing and for students who do not have a device due to maintenance of the device or it is lost.	

Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary (ACS WASC)

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Inclusion of stakeholders in leadership.
2. Improved communication from administration to staff.
3. Improved shared leadership model.

Areas of Growth

1. Gaining input from parents and the school community at large
2. Maintaining clear communication to all stakeholders
3. Following through on support for all stakeholders

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *rigorous and relevant curriculum impacts student learning and well-being*.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (*2–3 pages maximum*)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

Indicators	Evidence
B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards. CVHS continually strives to provide an effective, rigorous, relevant, and coherent curriculum based on current educational research that supports academic standards and student achievement and growth. Our adopted curriculum in all core content areas is approved by our school board. They have also been piloted by teachers on our site and are based on the state standards. The Science department has been working to adopt new textbooks and materials that meet the new NGSS standards. ELA is currently using Collections from Houghton Mifflin Harcourt and comes with an online platform that allows access to a digital textbook and additional support resources for teachers and students. Students have access to all the resources on their iPads. There is an alternate curriculum for MultiCultural Literature, which is the 10th grade	• Adopted curriculum is research-based from publishers that have aligned textbooks and materials to California Common Core standards for each academic subject area. For example, Collections from HMH for ELA and Mathematics I Common Core from Savvas. • Multicultural Lit Standards Map

ELA curriculum. Teacher committees refine the curriculum, pacing, and standards maps yearly to reflect the needs and achievements of students. The curriculum is varied in offerings from all genres and writing types. The Math department is currently using Mathematics I Common Core from Savvas. This curriculum also has an online platform and resources for students. We are looking for additional support for math as our students have not been improving on their CAASPP performance and achievement. The week before school started the district held a math professional development to increase instructional potency that will hopefully positively affect student achievement. The Math department uses a variety of systems and strategies to aid student learning such as i-Ready and UCI lessons and activities. These activities can also be conducted via Desmos. They also use Delta Math for online assignments, formative, and summative assessments. Handwritten work is required for these assessments. Teachers also utilize Interactive Notebooks with foldables, cloze notes, and ELL support notes. Kuta Worksheets are math problem randomly generated worksheets that allow for student practice. Science has adopted a new curriculum National Geographic and are working with their current standards and resources. Laura Morphey, their current department chair has attended a conference on the NGSS standards and is building integration of them into their lessons. In the science department they use presentation, debates, applied research, and relevant phenomena to support their academic standards. Social Studies utilizes several strategies to provide an equitable and rigorous curriculum. They use equity sticks and spinning wheel of names to call on all students after time has been given to	

think-pair-share. The readings they use in the courses are culturally-relevant. Also, the lesson in class connects to the student's culture and the community which they are from. Using and activating student's prior knowledge and their funds of knowledge is part of their practices as well. Students in all CTE programs not only learn modern, cutting-edge industry standards and guidelines needed for college and career, but they also are involved in Career Technical Student Organizations (CTSO). IN the CTSO programs, students have been recognized on a regional, state and national level. There are incentives for career-based job-opportunities like Entrepreneur projects and competitions, community service, internships and expedited job opportunities. Students participate in leadership development activities through industry specific CTSOs such as FFA, SkillsUSA and HOSA. Students earn industry specific certifications that allow them to participate in the workforce right after graduation. They also participate in work based learning activities outside of the classroom. In VAPA Classes are performance based, both piano and chorus. The standards are aligned to performance, and students are practicing daily, a mixture of exercises and repertoire designed to teach the skills of the voice and keyboard. PE students are exposed to a variety of activities and sports that have various levels of rigor and strategies embedded that can be translated to real world practice and their overall life long health and well being; Such as Dance, weight training, Cardio training, some sports and activities. We also offer rigorous and relevant academic experiences for our students in the academies and have expanded the programs that resonate most	

with our students. We have maintained our oldest academies, Hospitality and Health. One of our most popular academies is the Digital Design Production Academy and it has grown. We have added an Agricultural Science Academy, which meets the needs of our local agricultural businesses. We also have the Cisco Pathway that offers technological educational experiences.	
B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements. CVHS is refining our defined academic as well as, our college and career readiness indicators for many of our subject areas that meet the graduation requirements. In our core content areas, we work to make sure our students are college and career-ready by following the state-approved curriculum. We also make sure that as many courses as possible in all areas are A-G approved. Any new courses are put through the UC Pathways to ensure students are meeting the A-G requirements. Each student meets with their counselor to develop an academic plan that will help them meet their academic and career goals. We have grade-level assemblies that discuss the academic and social expectations for students given by the administration and counseling staff. We are using the RISE philosophy behavior expectations, which we feel will improve our academic behaviors. Mighty Arabs RISE Student Behavior Expectations RESPECT Show a high regard for self, others, and property.	• College Tours Visits • Job Shadowing • Skills USA • Mock Trials • Mock Interviews • CCGI • College and Career Fairs • Community Service • Leadership Conferences • Summer COSMOS program • Academies/AVID/Puente • A-G required courses • Concurrent enrollment courses • AP/Honors • HOSA • KidWind • Community Stakeholders • Renovated College and Career Center • College and Career Administrative Specialist • AVID • PUENTE • Freshman Academy • Career Center Workshops • Senior Support Workshops • FAFSA Workshop

INTEGRITY Have the moral courage to do what is right. SCHOLARSHIP Strive for deeper understanding and knowledge of a greater world. EXCELLENCE Push past adversity to reach full potential. This past year we added a college and career counselor, Araceli De La Torre. She works with AVID and PUENTE students to help them meet their college and career goals as well. She also supports seniors with their FAFSA and college application process. This past year she also organized trips to various colleges and universities to broaden students' opportunities. We also renovated the College and Career Center, which supports students with planning and applying for colleges, universities, trade schools, and scholarships, and holds workshops. We have a new College and Career Administrative Specialist, Ida Rivera, that is there to support students in addition to our counselor. We were able to speak with some CVHS alumni on these trips and they informed students about the college application process and experience. Students became more excited upon these trips.	
B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. This past year CVHS has revised the Student Learner Outcomes (SLOs) to better meet the needs of the changing culture. Arabs RISE R- Respect: We show a high regard for self, others, and property. I- Integrity: We always have the moral courage to	• Student Learner Outcomes aligned with concepts and skills taught (CVHS ESLRs) • Are responsible and accountable for their own learning • Students have access to the online grade portal and keep track of their own grades and progress. • Students have access to the mastery connect trackers to track mastery of each state standard. • Students have access to digital classrooms where assignments

do what is right. S- Scholarship: We strive for deeper understanding and knowledge of a greater world. E- Excellence: We push past adversity to reach our full potential. This revision also includes our student expectations. The same RISE categories are used to guide student behaviors in conjunction with our PBIS district initiative. Since these are new SLOs, we are currently rolling them out to students, staff, and all stakeholders for implementation. We did issue surveys to all stakeholder groups for input on the SLOs, vision and mission for their feedback. Modifications were made based on that feedback. Each of our academies and academic support groups such as AVID and PUENTE have their own sets of indicators that support our SLOs. CVHS aims to align all indicators from our various groups to help students meet our SLOs and thrive academically and socially. Furthermore, CVHS uses all board approved and state approved curriculum and initiatives.	are posted and tracked. ● Continue to improve reading, writing, listening and speaking skills ● All classes are using the CVUSD Literacy Cycle which includes strategies like marking the text, Claim-Evidence-Reasoning (CER). ● Use logical reasoning and critical thinking ● The Math department uses the district adopted UCI lessons (which are common core standards aligned) to engage students in logical reasoning and critical thinking ● School Wide teachers use CERS (Claims Evidence Reasoning Statements) to document their LABs, end of unit summaries, and to respond to their essential questions. ● Use social, emotional, and academic knowledge to communicate appropriately ● Weekly Social-Emotional Learning (SEL) lessons are taught by teachers in each home room. ● PBIS rewards systems for rewarding positive behaviors. ● Engage responsibly in both school and civic activities
B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school. CVHS is progressing in their literacy initiative across all disciplines. The literacy initiative is district based and includes strategies that integrate reading and writing among all disciplines. We are	● ELA cross between All subjects in citing evidence on research, expository articles, critical thinking skills, public speaking, and literacy skills. ● Science cross between Health academy in biology and human anatomy.

including math and ELA academic coaches this year. Autumn Carberry is the ELA coach and Rosario Verdel is the math coach. The coaches are working to support staff and students in meeting their academic goals and working together in developing lessons and activities. Our academies regularly integrate among disciplines as part of their courses and projects.	• AVID-Tutoring amongst other classes and support in college readiness • Language courses and history show teach students culture and identity • Hospitality provides internship and job shadowing in multiple career paths. • PSA provides training and opportunity • Notes • [DDP PSA FFA HOSA Hospitality- in person training PUENTE • World language unit on careers.
B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. CVHS engages with community partners and resources as often as possible. But consistency searching for new opportunities for articulation. We articulate with the middle schools with our middle school transition day visits. We also collaborate with College of the Desert and offer dual enrollment classes in English. Over the past three years we have been working with the College and Career Guidance Initiative, which helps students starting their freshmen year develop college and career four-year plans. It offers career interest profilers, college search tools, resources on how to choose a major, apply for college, and scholarships. This tool is still in its early implementation stages but we are working to make it part of our campus culture. The academies have direct partnerships based on	• Middle School transition visit day • Votec night • College and Career Guidance Initiative (CaliforniaColleges.edu) • UTI Universal Technical Institute

their area of expertise. Hospitality/Tourism Academy works with several resorts in the valley to offer job shadowing. These industry partnerships include Hyatt Regency Indian Wells, La Quinta Resort, JW Marriott. The Health Academy holds the Flying Doctors event that takes mobile health facilities into the most needed areas and provides basic care to the community. There are also events in the valley that incorporate our students. The BNP Paribas Tennis Open is at the Indian Wells Tennis Garden. Our students are recruited to help in various capacities during the event.	

Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (*2–3 pages maximum*)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators	Evidence
B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students. CVHS strives to offer a full range of career and	● Puente ● AVID ● Mind Matters ● Hospitality ● DDP ● Cisco ● Health Academy ● Entrepreneurship ● PSA

academic choices for all students on campus to ensure that they are able to make appropriate choices and pursue realistic college and career options post-high school. Since the last visit, we have added the PUENTE program, which is based out of UC Berkeley and works to help students of color have more access and opportunities to attend college and university, especially UC Berkeley. The program is support-based for the student's four years of high school. There is a homeroom-type class that cohorts the students and gives them study skills and AVID-type strategies. There is an ELA companion class for all four years as well. The program also has several field trips per year to colleges, universities, and cultural museums or locals. There are several academies and pathways that are optimal for students that are exploring their career and college options. We have the Agriculture and Natural Resources Academy, Health Academy, Hospitality Academy, Digital Design and Production Academy, Public Safety Academy, and CISCO Academy.	• Engineering • Floral • FFA • Migrant • Newcomer Academy • Leadership • EXLP (Extended Learning Program) • Academies/Pathways Recruitment Flier • CTE 2022-2023 Accolades and Awards • Golden Apple 2023 Nominee • Law Enforcement STEM Summer Program–1st, 2nd, 3rd place PSA winners against other schools • HOSA participated in International Leadership Conference in Dallas, TX • DDP participated in National SkillsUSA Leadership Conference in Atlanta, GA • National Cybersecurity Teaching Academy Scholarship with Sacramento State University to learn the most updated Cybersecurity technology • Engineering-Melissa Perez-Rodriguez (CVHS grade 12), Natalie Araujo (CVHS grade 12), and Gema Gonzalez (CVHS grade 11) for earning the title 2023 California State Science Fair Finalists!!! • Engineering-National Spirit of KidWind Award to Infinite Energy • Engineering-National Award for best dressed WindTurbine in recent 2023 KidWind national Competition.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students. Our school works to offer a rigorous, relevant, and coherent curriculum that includes real-world applications that are accessible to all students on campus. CV works to meet the needs of our accelerated students. We have dual enrollment with College of the Desert (COD) for senior English that supports students who have goals in higher education. We offer as many Advanced Placement (AP) courses as our staffing allows. Our AP course offerings also depend on student sign-ups and interest. There is a complete list and synopsis of our courses in the link in our evidence. CVHS supports all its students with special needs through inclusion in all core content areas of ELA, math, science, and social studies. We practice inclusivity and are building capacity for the least restrictive environment (LRE) and increasing the number of special education students in pathways and academies. We offer courses in life skills and specialized core areas when inclusion is not the placement identified in their IEP. Special education content teachers are included in content area meetings and PLCs for continuity and accessibility for all students. We also want to include students who have career goals in lieu of higher education. Our academies do both in some cases. We offer the Digital Design and Production Academy (DDP), the Health Academy, Hospitality, Agricultural Science, and Public Service Academy and we are currently working to get a Cosmetology Academy in the district for all students	● List of AP courses ● Academies/Pathways Recruitment Flier ● EXLP

interested. The Cosmetology Academy has been highly requested by students, which is why we are trying to get it going. All of our academies work in conjunction with local businesses, hospitals, farms, and institutions to offer real-world experience and career opportunities post-graduation. The academies have many events and class activities that are student-centered and challenging. The Health Academy joins with local medical professionals in the Flying Doctors event. This is a mobile medical facility that offers services to communities that cannot afford or have access to medical care. The Hospitality Academy students participate in the PNC Paribas Tennis Tournament and golf tournaments throughout the valley's golf clubs. Our Public Service Academy supports our security staff at school events and local events as well. Both the Hospitality and Health Academies participate in job shadowing with local institutions for a semester. This year our CTE Academies & Pathways for being a finalist for the 2023 Golden Bell Awards for their performance and participation. In VAPA, All students (for the most part) are new music learners. They all receive the same instruction and the same learning skills on a daily basis. If there are any students who need extra attention, teachers work with them individually as time allows. Textbooks have digital and physical textbooks as well as consumable workbooks. UCI programs for the Math department include real-world examples. Instructors in the English department supplement reading materials with current events or students' prior knowledge. EXLP (Extended Learning Program), our after school program offers students the opportunity to expand upon what they learn during the school day and apply it to a variety of learning experiences. It also gives them the opportunity to learn something new that they do not have time to do during the day.	

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. One of our main areas of need is to continue building our student-parent-staff collaboration. We have identified it ourselves and it was also identified in previous WASC visitations. Due to our location and socioeconomics, it is often difficult for parents and stakeholders to make our site events. However, we have begun offering Zoom options for college and career informational meetings. We use Google Forms to gather input and feedback from all stakeholders in various situations. We also use email and Google Classroom to maintain communication with students and parents. Aeries offers communication options as well, there are grade reports that can be emailed directly to parents. Many teachers use these to keep parents abreast of their students' progress. Parents can access their student's grades at any time through Aeries and can do student assignments on Google Classroom. The links for each Google Classroom is on Aeries next to their student's list of courses. We also work to serve our Special Education students' needs as best we can and communicate those needs to parents through the Individualized Education Plan (IEP) process. We are currently working to revitalize our Student Success Team (SST), which has been dormant in our many leadership transitions. Parents are part of our IEP teams and are essential to making decisions about student learning in the process.	• Parent Conferences • Back to School Night • Freshman Seminar • Quarterly Freshman Excellence Award Ceremonyhttps://drive.google.com/file/d/1n8ZCKJNXOjXaBjeDItWuv0g4wFtBC3L_/view?usp=sharing • Coffee with the Principal • Agendas for SSC

CVHS has a parent center and has maintained parent liaisons to better access parents and stakeholders as well as make parents feel welcome on campus. We have active parents and stakeholders on our School Site Council (SSC). They help us maintain our SPSA and goals. We have monthly Coffee with the Principal and all stakeholders are welcome to attend. During these meetings the principal shares what is happening on campus and talks with parents about their concerns that are brought up.	
B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. CVHS aims to ensure that all students are ready to transition from high school to post-graduation life. We implement strategies and programs to facilitate transitions to college, career, and other post-high school options. For those students that want to move on to college or university, we offer AVID, PUENTE, AP/Honors courses, as well as dual enrollment in English. The academies also offer support for higher education after high school as well as certifications in some career areas. Last year was our first year having a College and Career Counselor. She helps students in AVID, PUENTE and any other students interested in college and post graduation plans. She goes into classrooms to inform students of their post graduation options, how to apply for schools, scholarships, and FAFSA. She also organizes field trips to colleges and universities for all students. We also renovated the College and Career Center, which supports students, staff, and parents in planning for post-graduation goals through workshops,	● Freshman Seminar ● AVID ● AP/Honors courses ● Academies: FFA, Health Academy, DDP, PSA, HOSA, Hospitality ● Puente ● 21st Century Career Exploration ● CPR Certification ● Food Handlers Permit

recruitment speakers, and college visits. Our special education students that are on track are placed into the 21st Century Career Exploration class. This course helps them build their soft skills and transition from high school into college or career paths. They build their senior portfolio to help with scholarships and job applications as well as mock interviews at the end of the year with local business partnerships.	

Category B. Curriculum Summary (ACS WASC)

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Progress in course offerings for honors, AP, and academies
2. Improvement in opportunities for real-world applications for post-high school success
3. All students have access to standard-based, state-approved curriculum

Areas of Growth

1. Opportunities for remediation and credit recovery
2. Diversity of electives
3. Opportunities for accelerated learning

Category C: Learning and Teaching (*6 pages maximum for Category C*)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (*1–3 pages maximum*)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

Indicators	Evidence
C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment. We have identified this area for need. We try to ensure that all students are involved in challenging and relevant work in an equity-centered learning environment. However, we know that we have a large number of students that are not performing at their proficiency level and also need credit recovery. There has been a decrease in student motivation and involvement in class. We are currently implementing district literacy initiatives to help improve academic proficiency. School-wide literacy strategies adopted (marking the text, one-page report)- this is effective, we are making progress toward this goal. We have had training, we have posters we are using in each classroom. The ELA department has been focusing on these strategies and Claim-Evidence-Reasoning to strengthen students' argumentative writing skills.	• School-wide literacy strategies adopted (marking the text, one page report)- this is somewhat effective, and we are making progress toward this goal. We have had training, we have posters we are using in each classroom. • Multicultural Lit-& Ethnic Studies coursework uses students' backgrounds. For example, Race and gender students compare two cities in Coachella Valley, look at census data etc. • Science- biology is using Pedigree charts to learn about heredity. Creating projects that target different learning modalities. • Academies, AP tracts • Puente- new program to promote college readiness • Students showed assemblage

One-Page Reports are also used to help students in varying modalities and skill levels. In their PLCs there has been an active sharing of best practices to help increase student achievement, with a focus on writing. They also focus on structured discussions, particularly Socratic Seminars and Four Corners. Teachers use sentence starters and other SDAIE strategies to support all student learning and achievement. The adopted curriculum facilitates higher level questioning and thinking and teachers frequently use academic language and Depth of Knowledge levels, three and four to generate questions. Multicultural Lit-& Ethnic Studies coursework uses students' backgrounds. For example, Race and gender students compare two cities in Coachella Valley, and look at census data. These courses are meant to gain student buy-in, and increase literacy among our struggling students. In Social Studies they scaffold assignments in SDAIE strategies and sentence frames. The department uses the same A-F scale and same grading categories within subject areas. Implementation of claim, evidence and reasoning writing strategies across the departments as part of the district literacy initiative is also used in social studies courses. Readers are used in Ethnic Studies and Race & Gender for students to practice Marking the Text strategies. There is also the use of visual and auditory aids with clear communications skills. Life relevant lessons like budgeting, planning, FAFSA completion and completing college applications across all Government and Economics classes are part of instruction. In our Science department, Biology is using Pedigree charts to learn about heredity. Creating projects that target different learning modalities. The same school wide expectations are applied, same lab equipment, proper services and accommodations in place, open house, and all have community service opportunities. The department also uses SDAIE, translations tools, interactive notebooks, Google	art work at Sunnylands for Dia de Los Muertos Celebration November 2-6, 2022. ● Students utilize math skills to determine the percentage of particle sizes in a soil sample and then utilize a soil triangle graphic to determine the soil type of the sample. ● standards/expected performance levels, but an area of growth for us is that ● students not in academies or are not yet at the level we want them to be in. Benchmark/iReady data. Programs we are using to make progress ● College and Career Center/Counselor ● CCGI ● Ophelia Program ● Gents Alliance ● Dual enrollment ● Students don't know the A-G requirement and that graduation requirements are different. Teachers need to explain this to teachers. ● Culture of low achievement-Spanish speaking students or other students fail regular class and try to pass in summer school, or at continuation school.

translate, graphic organizers, role playing, one pagers, kinesthetic activities, hands on modeling, color coding, sentence frames to support students' academic growth and learning. The Math department has a syllabus agreement. They use District Curriculum Guides, PBIS practices , i-Ready Lessons appropriate to each student's level. They also use heterogeneous cooperative learning groups (pairs, triads, or quads). Our world language department has a huge turnout every year for Dia de los Muertos. Students create altars for their lost loved ones and they are put on display for all stakeholders to view. Some years we are able to have parent conferences in concurrence with our Dia de los Muertos celebration. In PE, sportsmanship is a major part of our curriculum which supports the school wide goal RISE (Respect). Students practice this in showing the ability to follow directions from teachers and work with peers in small groups and large sport teams. (Integrity) RISE is also practiced when students need to follow rules, procedures and practice solo score keeping. Scholarship (RISE) is practiced when students are able to comprehend and demonstrate the biomechanics in sports and activities and practice the use of proper vocabulary in our subject area. Excellence (RISE) is shown when students meet or exceed standards and are recognized in areas such as student of the month and class reward systems including PBIS points. In CTE, students have exposure to community and real-world experiences through university visits, job shadowing, and career workshops. All Students are encouraged to participate in all academy/pathway opportunities and programs. Teachers provide students with independent experiences centered on their likes and interests. All students are given the opportunity to participate in industry specific real world challenges.	

Students work with business partners and form relationships that extend post graduation with potential work opportunities. Involvement in CTSOs that challenge students to work with outside community members, different schools/districts, and state/national representatives.	
C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. Students are aware and understand the standards and expected performance levels for each content area and many are working toward college and career readiness. However, we are aware that student performance has not been increasing as we would like. We continue to offer online credit recovery, after-school tutoring, and credit recovery as well. Nevertheless, we are not seeing any improvement in academic achievement. Last year we trained freshman seminar teachers, PUENTE teachers, and math support teachers in the AVID collaborative study groups. This strategy is meant to encourage critical thinking and inquiry skills as well as help students develop grit. We are starting with freshmen because they have the highest propensity of Ds and Fs. We also hope that in developing these skills as freshmen they can carry them to each grade level and show improvement. We will continue to train teachers in this strategy and implement it and look at data (quarter and semester grades, CAASPP data) to monitor and if need be altered implementation. CVHS uses a whiteboard configuration so that students are aware of the standards, objectives, and agenda for the day. We have student planners and some teachers have students record the daily agenda in their planners, however, it is not school-wide. Leadership encourages the staff to utilize the planners.	• College and Career Center/Counselor • CCGI • Ophelia Program • Gentleman's • Dual enrollment • Collaborative Study Groups • Senior Goals Planner

The district has directed us to use the iReady program to determine students' reading proficiency levels and monitor their growth throughout the year. Last year was our first year of full implementation. Once students completed the exam they received their reading level. Unfortunately, many were not at grade level. The iReady program offers remediation activities for students to increase their reading skills. This year the ELA department is examining these activities and determining how we can use them to support our student's academic growth. Although students are aware of the standards and learning outcomes, there seems to be a lack of urgency in their academic performance. As a school community, we are researching options and strategies that will encourage our students to take on their academic growth. We understand that part of their reactions are a direct result of COVID and online learning or lack thereof. Academies, AP tracts, understanding the Puente- new program to promote college readiness Students showed assemblage artwork at Sunnylands for Dia de Los Muertos Celebration November 2-6, 2022. Students utilize math skills to determine the percentage of particle sizes in a soil sample and then utilize a soil triangle graphic to determine the soil type of the sample. Many senior teachers work with students in analyzing their graduation status report and creating a plan for graduating on time. Culture of low achievement-Spanish speaking students or other students fail regular class and try to pass in summer school, or at continuation school; this is an area that we are addressing through the revision of the Strategic Plan.	

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain *how teachers' use of a variety of strategies and resources impact student learning and well-being*.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (*2–3 pages maximum*)

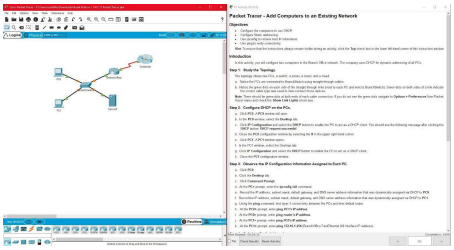
All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

Indicator	Evidence
C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency. Teachers at CVHS use a variety of evidence-based instructional strategies to promote student learning and encourage student agency. We recognize that our student achievement is not where it needs to be and we want our students to do their best. In that understanding, we are continuing to use strategies such as One-Page Reports, Socratic Seminars, Philosophical Chairs, and Cornell Notes. We are also implementing the district literacy initiatives, which consist of four strategies: Marking the Text, One-Page Report, Structured Discussions, and Chunk Paragraphs. The first three are AVID strategies, which are research-based. The Chunk Paragraph is from the Jane Schaffer Writing Program, which is also research-based. In that paragraph, we have included what we call CRE, Claim, Evidence, and Reasoning. This is seen in AP courses and the new science standards. It is meant to engage students' critical thinking and reasoning skills. We have had multiple trainings on these strategies to ensure our staff and student success in building literacy on campus in all domains. Although we are not seeing as much progress as we	• Chunk paragraph • One-Page Report • philosophical chairs • socratic seminars • four corners • fishbowl • AVID tutorials • collaborative study groups • choral reading • popcorn reading • student reflections • course survey • artist statements • limited lecture • graphic organizers • HOT (higher order thinking • DOK • concept mapping

would like, we will continue using these strategies and the ILT continues to discuss how we can best support our students. CVHS has implemented inclusion for students with special needs in all core content areas when it is the least restrictive environment. There is an additional special education teacher or instructional assistant to support those students participating in inclusion. In the visual and performing arts classes, Strategies in music involve: 1) showing videos of other groups' performances, showing their technique as well as their focus during performance 2) teacher demonstration of vocal and pianistic technique 3) practice of the material Usually as a group, although piano students can, using headphones, practice by themselves. During the PE project adventure units students practice problem solving, critical thinking and creativity to complete activities and tasks with peers. These same qualities are then translated into sports and activities where students must work through the adversity of changing rules and modifications to changes to sports/game conditions. Social Studies teachers utilize different DOK Questions to review so each student has an equal chance to participate. Critical consciousness is embedded into all Ethnic Studies framework courses (Ethnic Studies & Race and Gender) Curriculum and class materials are accessible on the learning management systems that allows students to use them at all times. Current US/World events are part of instruction as is asking open-ended questions that focus on the last phase of Bloom’s taxonomy. Projects that force students to apply knowledge to current and real world scenarios such as America Today project in Race and Gender and Picket Sign project. In the Math department, they use UCI Lessons for instruction. They also are implementing strategies	

learned at Summer PD sessions and teacher PD days throughout the school year, as well as, CMC Professional Mathematics Conferences. The Science department is utilizing several strategies for support, One-Page Reports, frequent informal assessment, exit tickets, Kahoot, Quizziz, interactive Cornell notebook, Newsela, online labs, GALE database, and hexagonal thinking. The ELA department has collaborative PLCs with the ELD department to bring some continuity between the instructions. Along with the district literacy initiatives, ELA teachers employ SDAIE strategies such as increased wait time in responses, oral interaction in small groups or partners, modeling, accessing prior knowledge and utilizing various forms of media to support student learning. Students are given opportunities to think critically and communicate their thoughts verbally as well as in written form through Socratic Seminars, presentations, table discussions, and constructed responses. In CTE there is PLC collaboration. CTE classes are unique because all our classes expose the students to various learning environments, various professions. PSA does ride-along in law enforcement, also certifications like guard-card and CPR training/first aid training, as well as being involved in government programs in the Summer. This is all a part of critical thinking. CISCO is exposing students to having guest speakers share real-world experiences in this area. CISCO is gearing students up with training in a variety of computer occupations (IT, Cybersecurity, Digital Forensics, Internet Engineering, etc.) along with training in a diverse workplace, conflict resolution, soft skills, and training on equity of the workplace and its importance for a professional career. DDP has workshops with business professionals that allow us to do job-training film shoots. Teachers have bimonthly Professional Learning Community (PLC) meetings. In these meetings,	

teachers share strategies, plan, and discuss assessments. We recognize that not all PLCs utilize data with the same efficacy and need to work to do so. The local and state assessment data will identify which areas of student need are at risk.	
C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem-solving. CVHS aims to ensure that student voice and agency are equally applicable for all students so they are empowered to be meaningfully engaged in decision-making about their learning, critical thinking, and problem-solving. Students are able to create their four-year plan and schedule with the help of the counselor and the College and Career Guidance Initiative website. The website includes career and interest inventories that help students choose their college and career paths based on their responses. There is also an academic planner and exploration activities to help students ensure their plans are clear and of their own making. Our staff includes activities that give students opportunities for strategic thinking and problem solving. ELA uses several strategies that are high on the Depth of Knowledge scale. These activities include but are not limited to Marking the Text, Socratic Seminars, One Page Reports, Cornell Notes, and collaborative group activities. Math uses many of those same strategies as well as the online platform from their text adoption. Science is transitioning to the new NGSS standards. These standards are based on using critical thinking and reasoning skills. The lab activities are strategic	● QR Codes for counselors ● AP Open enrollment ● DUAL enrollment: U.S. History and English 001A and English 002, ● Concurrent Enrollment ● equity cards ● choice for final presentation or assessment ● group roles ● small group discussions ● choice in readings ● https://www.californiacolleges.edu/

thinking based.	
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems. Even before COVID we were moving more toward digital learning, however, once we began distance learning those teachers that had not yet started were now thrust into utilizing digital platforms. The district offers Canvas, prior to that we used Google Classroom. The majority of teachers have continued using Google Classroom due to its simplicity. CV also uses Remind for disseminating necessary information to students and staff. Each department uses the digital platforms that came with their textbook adoptions. In addition to that, teachers use other various digital learning sites to engage students like Quizlet, Kahoot, Gimkit, Padlet, Nearpod, Flipgrid, Desmos. CCGI offers a streamlined process for preparing and applying for college and universities. Many of our students participate in one of the following, Skills USA, CISCO Packet Tracer (virtual network developer), Profit/loss statements using The AET (Ag Experience Tracker), Remind, multimedia lectures, Nearpod, Mentimeter-(reflections & checking for understanding, ticket out the door), Padlet, Edpuzzle, Commonlit, Quizlet, Gimkit (students can practice skills. Students are able to see if they are right or wrong on many types of questions in a game format with an entire class. Quizz allows students to practice skills with questions at their own pace and as many times as they need to. Booklet, Flipgrid, Delta math allow students practice skills, get direct feedback on right or wrong, and there is video and written help and	 • Quizlet • Kahoot • Textbook Digital Platforms • Google Classroom • Padlet • Jamboard • Nearpod • Desmos • CISCO • Flipgrid • EdPuzzle

examples. WIth Desmos students can answer real world questions and graph in real time. It's a hands-on way to visualize math. Most benchmark assessments are also digital, given through Mastery Connect. AP courses utilize AP Classroom, which offers practice exams, lesson reviews, quizzes, and test resources.	
C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers. CVHS is somewhat isolated due to its location. We try our best to bring learning opportunities that extend beyond the textbook, classroom, and the Coachella Valley. The academies are specially designed to deepen students' knowledge and prepare them for careers within their chosen fields. The academies often take them out of the Coachella Valley for competitions and other activities associated with their career path. Students in the health academy have job shadowing and also the Flying Doctors event, in which they take the skills they learn in class and directly apply it in a professional setting. Our Digital Design Production academy participates in SkillsUSA, which is an organization that is targeted to career and technical education and students that encourages and provides students with challenging competitions all over the country. This year they competed in Atlanta. For many of our students, this is their first time traveling outside their comfort zone and without their families. Our college preparation programs like AVID and PUENTE help our students not only prepare for higher education but also take them on field trips to visit various universities to broaden their	• Industry Certifications: CPR • volunteering with nonprofits such as Flying Doctors • science fair • art fair • Academic Worldquest • Kidwind • FFA • Career Development, and Leadership Development contest • Work Based Learning onsite and off site • Career Center, Career Fair • Nepris • CCGI • Job Shadowing in which students experiences different roles in the same industry with our industry partners, Paid internships through industry partners • Young Women's Empowerment Club participates in various awareness campaigns such as Sexual Assault Prevention • Teenage Declaration of Independence • Juvenile Justice Unit

perspectives. This past year the groups went to UCLA, San Marcos, Pepperdine, USC, Cal State LA, and several others. Within the classroom, teachers use documentaries, and other multimedia to engage students and show them what lies beyond our valley. Socratic Seminars and other structured discussion strategies help students vocalize their ideas and develop their thoughts around these experiences.	

Category C: Learning and Teaching Summary (ACS WASC)

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Integrating more writing into all disciplines
2. Offering real world opportunities in and out of the classroom
3. Improvement in career and college readiness

Areas of Growth

1. Using sufficient and effective differentiation
2. Opportunities for acceleration and remediation.
3. Using data to influence our teaching and learning strategies and PLCs

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

Criterion D1: Reporting and Accountability Process (*1–3 pages maximum*)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicator	Evidence
D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. CVHS leadership and instructional staff use the assessment process outlined for us by the district and state to collect, disaggregate, analyze, and report student performance data to all stakeholders. Each department has benchmarks that are administered several times a year. The newest addition is iReady. It is a diagnostic assessment in ELA and math and it also offers remediation and support activities based on the students' proficiency levels. We are currently exploring how to better utilize the remediation activities to support our student's growth. We recently went to a seven-period schedule so our classes are shorter therefore it has taken longer to administer and complete the assessment. It also leaves us with less time to utilize the additional activities on the platform. However, this is an opportunity to	• The Social Studies Department conducts benchmarks for every semester. (2 a year) • WL: Placement Exams for incoming freshmen, working towards an assessment that covers reading, speaking, writing, listening • Math: Benchmarks are offered at the end of the semester (2 per year) • ELA/Math: iReady (3 times per year) • PSAT (10th and 11th grade) • CAASPP (9th, 10th, 11th) • AP exams

evaluate our assessments, realign, and refine them to better meet the needs of our students and time constraints.	
D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. Each department has a common rubric based on grade or content levels. We discuss and decide if our grading categories and percentages are fair and meet the academic needs of our students. We also have common rubrics that support all content areas for essays, projects, and presentations. The district has curriculum planning committees for content and grade levels in order to revise pacing guides and assessments. We also follow the performance guidelines from the CAASPP to determine reading, writing, and math performance levels. Our common rubrics are also aligned with the CAASPP performance levels.	● Common syllabus within each department. ○ Department agreed upon percentages for each grading category. ● https://docs.google.com/document/d/1WxmCam3q4TZEToIcT5K0D04rbdRG465q21R1E4o2XGY/edit?usp=sharing ● ● Common school site writing rubric, project rubric, and presentation rubrics. ○ Common pacing guides to ensure the validity of the courses. ■ District wide common pacing guides. -VAPA: Performing arts: common participation rubrics (per discipline), working towards semester performances, music notation (reading and writing musical symbols) and community outreach: performances for the City of Coachella, veteran's groups and various church performances and outreach and competition. Visual arts: common project rubrics,and writing rubrics. Working on pacing guides.
D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards. The school is continuing to expand and refine its	● IReady is a tool used by both the Math and English department to monitor students' growth ● District benchmarks test ● Quizzes and in class activities ● End of Unit Exams ● CCGI for college readiness ● State Exams

system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, graduate profile, academic standards, and career-readiness indicators or standards. Through Aeries students can check their grades at any given time. Grades are updated by teachers. Students can also monitor their progress on their grades and assignments via Google Classroom. It shows when students turn in their assignments and assessments. MasteryConnect is also available for monitoring assessments. It is mostly used for district benchmarks.	● Woodcock Johnson (every 3 years for SWD) ● ASVAB ● ELPAC
D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. CVHS works in partnership with the district leadership and instructional staff to periodically assess programs and expectations including graduation requirements, credits, course completions, and homework and grading policies, to ensure that students' needs are met through a challenging, coherent, and relevant curriculum. During COVID, CVHS worked in conjunction with the district to examine how the pandemic would affect student achievement. Through that examination it was determined that it would be in the best interest of the students to lower the graduation requirements from 220 to 180. It was also determined by many departments to review our grading percentages and late work policies to meet the needs of our students during the pandemic. Upon return we kept the late work policy as students transitioned. However, more	● SPSA Workshops ● Common Syllabus: https://docs.google.com/document/d/1WxmCam3q4TZEToIcT5K0D04rbdRG465q21R1E4o2XGY/edit?usp=sharing

rigorous work policies are slowly being implemented as we have begun to settle into our "new normal." The district has begun to initiate metrics for all programs at the site's direction. Throughout last year a small team of administrators and teachers from each school site met monthly (except for the months we were doing work to rule) and in those meetings we would examine our SPSA and determine metrics for the areas in which we felt had the most impact on the budget and student achievement. We decided to look at our after school program because we spent the most amount of money on transportation. We sought to train teachers and implement collaborative study groups (CSG), which is an AVID strategy. However, upon study we saw that because the after school tutoring sessions were not consistent the CSG strategy wouldn't be feasible. We then decided to use CSG with our freshmen seminar classes, PUENTE, and math support classes. This coming school year we will continue and monitor its progress with the freshmen students. As departments we examine our grading policies before sending out our syllabi to students and parents.	
D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. CVHS uses assessment results to institute changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous improvement process. Over the past year we have examined our math and ELA scores. Our students are struggling to make	Welcome Back Professional Development Use of professional development activities to reinforce understanding of content material. ● School-wide: Provide incentives for students to perform better in class assessments, benchmarks, iReady, CAASPP. This could vary for students such as field trips, food truck events(at school, done during summer school). This rewards students who are

progress in math. We instituted the collaborative study groups with the math support class and other freshmen courses to support their math academic achievement. achievement. There was an increase in ELA scores this past year by 6%, we plan to look at how we can maintain and improve the scores. We have a freshman academy that encourages and supports freshmen student achievement. The coordinator, John Zembo, examines student assessment data and refines the seminar curriculum to meet the academics based on that data. This academy recognizes academic achievement with field trips, and award assemblies. At the end of last year the freshmen that maintained their GPA went to a local bowling alley and had pizza.	already doing great and rewards those who have made improvements to be at standard level. ● ● Recognize students & parents for assisting students succeed in their current coursework. ● Encourage District staff to be present in Academic Student Recognition Assemblies, and or Events. ● Freshman Academy Proposal ● Freshman Seminar Pacing Guide

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (*1–3 pages maximum*)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

Indicator	Evidence
D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.	● Using formal/informal assessments on a daily/weekly basis ● Analyze data to assess student learning goals ● Modify/adjust lesson plans in conjunction to learner needs

CV teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations. We do this through our district benchmarks in each discipline. We also do this with our site bases assessments at the end of our chapters or units. Teachers also use checking for understanding strategies to assess student understanding at the moment. Based on the student responses teachers modify or adjust lesson plans to meet student needs. Some checking for understanding strategies are Google Forms, Kahoot!, and EdPuzzle. The board-adopted curriculum also has checking for understanding activities and assessments to monitor student growth and progress. For our college and career goals we use the College and Career Guidance Initiative website. It tracks student A-G requirement fulfillment, student academic planner, career inventory, and college and university applications. The academies have a course sequence that they follow to ensure that their students fulfill the career expectations and in many cases attain their industry certifications. CTE teachers in their departments, participate in professional development, conferences and educational programs that allow our teachers to learn the most up-to-date lessons based upon current business trends, experiences and marketplace standards. From the information gleaned from professional development, conferences and educational programs and site visits, we contribute more deliberately to the college and workforce. Students are tested on learning styles, for example Visual spatial, kinesthetic, etc and then assessment and teaching is modified to support all styles of learning. Students are given multiple modalities to	• Student self-assessments • iReady has been implemented district wide. We are currently using it three times a year. We are attempting to use this data in our PLC cycles. • CCGI

demonstrate mastery of content. For example, a student can demonstrate knowledge of the essentials of blood pressure by explaining verbally, in writing or any other modes as long as the teacher can assess that the standard is met. The district has implemented iReady to determine math and reading proficiency levels. We administer the assessments three times a year. The 2022-23 school year was the first year we implemented the assessments with fidelity. This school year the ELA and math departments plan to examine the data in our PLCs and also look at the support activities the program provides to help increase student achievement in reading and math. The VAPA assessments are performance based. They are assessed on technique and repertoire. There are also assessments throughout the year on music theory, which is taught in units from handouts. The assessments are unit reviews as well as quizzes and exams. The department uses a variety of different assessments such as informal assessments in regard to students ability to show success and understanding of skills, techniques and biomechanics. Formal assessments including; written tests, rubrics, and peer evaluation are used to assess students in regard to students ability to show success and understanding of skills, technique and biomechanics. In Social Studies, teachers provide students with different ways to assess: written test, short response, project-based assessments, and group assessments. Teachers also modify lesson plans to add or decrease allotted times for assessment. They reuse instructional strategies that were successful and evaluate common assessment data during PLCs. The department checks for understanding with “ticket out the doors’’ and quizlet quizzes. Data is used to edit summative assessments and for remedial teaching. ELA uses a variety of assessments ranging from	

timed writings to selected responses. In this department there are writing performance tasks that ask students to apply knowledge and skills they have learned in the unit as well as demonstrating their writing skills. Students are also assessed through presentations, which activate their speaking and listening skills as well. There are also opportunities for projects based on unit skills. The assessments can be administered through Mastery Connect, our digital testing platform, or traditional paper and pencil. The PE department uses a variety of different assessments such as informal assessments in regard to students ability to show success and understanding of skills, techniques and biomechanics. Formal assessments including; written tests, rubrics, and peer evaluation are used to assess students in regard to students ability to show success and understanding of skills, technique and biomechanics. The Math department utilizes their PLC meetings to review assessments, create common assessments and share strategies that have a positive impact on student achievement. They also use what they learned in the UCI training and the UCI unit tests. Assessments are given through Mastery Connect. The PLC process facilitates the analysis of student achievement data and the modification of our lessons to improve academic achievement. We have our PLCs twice a month. We discuss our students' performance and which activities we can implement to improve their achievement.	
D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and	● Use of common rubrics ● Use of content specific rubrics ● Staff updates to Aeries gradebook in a timely manner ● Teacher comments on student work from Google Classroom. ● EdPuzzle assessments

careers. CV teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals. We have common rubrics for writing, projects, and presentations. These rubrics are based on the CAASPP performance levels and requirements. They also facilitate discussions on current student performance and where they can improve. We also utilize content-specific rubrics to support students' learning goals. For example, AP courses use rubrics based on the AP assessments to support student learning and achievement in those particular areas. Many CV teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and career once they leave high school. The iReady for ELA and math are a good starting point for discussions. The students are often surprised by their scores and are more open to discussing their achievement once they see the scores. We also use Aeries and their grades to stimulate academic growth and discussions. Since the pandemic many teachers give students a day to work on missing assignments and assessments. During this time teachers call students up to discuss their academic performance and why they are missing assignments or create a plan to improve performance.	(immediate feedback provided) ● Feedback in weekly quizzes, so students prepare for the unit exam and avoid committing the same mistakes they did in the quiz. ● Newsela
D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. CV teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. At the beginning of the school year we have performance benchmarks to assess students levels	● Analyze data to assess student learning goals ● Progress Checks ● Benchmark exams and feedback ● Mastery Connect ● AP Classroom

and guide our instruction for the year. Based on their assessments and work samples we plan our lessons to include activities that support student learning. We also use iReady, as previously mentioned, to assess students' reading and math levels. These initial scores help teachers determine how to move forward in their lesson planning and course refinement. The district has implemented Mastery Connect, which is an assessment platform. Each course has a standards map and as the teacher gives assessments it monitors student achievement in those standards. The district also has access to the data. For AP courses, resources are available in the AP Classroom. This digital platform includes student study activities, progress checks, and assessments. Teachers can use these progress checks and assessments to support student growth and learning. Also, students are sent their feedback immediately on the multiple choice assessments. Once the teacher grades their written assessments they receive that feedback as well. Students can monitor their success and progress of the standards based on their scores. Programs like AVID and PUENTE facilitate student reflection of their academic progress. They have a built in support system with these programs to increase their academic achievement. They use weekly grade checks to support students that are falling behind. They also have tutoring in their classes to support all students in their learning goals.	

Category D. Assessment and Accountability Summary (ACS WASC)

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Giving various forms of assessment.
2. Implementation of district assessments
3. Using rubrics as tools for assessments

Areas of Growth

1. Effectually utilizing data to drive instruction and planning in PLCs
2. Supporting failing students
3. Making adequate growth on state assessments

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (*6 pages maximum for Category E*)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator	**Evidence**
E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students. CVHS implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students. We have a parent center and liaisons that facilitate open communication with the administration, teachers, and all community members. Our principal, Socorro Sanchez, makes open communication with all stakeholders a priority. Her administrative staff follows her lead. Teachers are also open to any communication with parents and other stakeholders. We regularly email progress reports via Aeries, our grading system. All links to digital platforms for students and parents are posted on Aeries in their class schedule.	• School website/links that allow parents to be informed • Monthly Coffee with the Admin • Parent Liaison, Cindy Ramirez • Open-House • Parent-Teacher Conference • College & Career Nights at the Agua Caliente at Rancho Mirage • Academy Field Trip/Activities • parent involvement • Scholarship student/parent event • Academic Award Ceremony • Wellness Center Workshops and PDs • Athletic Events • Individualized Evaluation Processes with teacher/parent/admin • Parent shadowing in the classroom • Teacher/parent communication via phone/email • Alumni Center • Graduation process and parent

CVHS holds events all year long that are supportive of students and staff and building community. We begin the year with registration, administration is available for questions. Parents can email teachers and counselors about scheduling questions. We have Open House early on as well. Parents and students visit each classroom and teacher, they can ask questions about the course and class procedures. We also have two parent-teacher conferences, one in the fall and one in the spring to discuss student achievement and support. In this same manner,, the IEP process is student centered and the parent or guardian is required for the process to ensure that their student's needs, academic, social-emotional, physical, are being met. We are also working to increase our number of special education students participating in academies and pathways. Our academies have events for parents as well. They hold their parent conferences and open houses together to discuss student achievement and better support their students. The counseling department holds parent workshops throughout the year to inform parents on how to support their students with college applications, FAFSA, scholarships, and post high school opportunities. In the 2022-23 school year we hired a college and career counselor to support students and parents in meeting their post graduation goals. Towards the end of the year there are several parent meetings in preparation for graduation. **E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding. CVHS leadership values the cultures of students and	meetings • Jamboard Focus Group Collaboration • Community Asset Map

adults through the learning opportunities and materials provided to develop an inclusive cultural understanding on and off campus. Our community is primarily Latino. Many families travel back and forth on weekends and long breaks to Mexico. Spanish is the primary language for many in the community. In order to build support and cultural understanding we ensure that all communications are in English and Spanish. Many of our administrators and school staff are bilingual. For those that are not fluent in Spanish or need help with communication, our parent liaisons and student volunteers help translate. Our staff reflects our community and our traditions are also a reflection of the community. Students participate in the Coachella Christmas Parade, we hold a Dia de los Muertos celebration on campus, homecoming encourages alumni to come back and visit. Many of our staff are alumni as well. We have an alumni center that also serves as a historical museum of sorts, as CVHS is over 100 years old. **E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals. CV leadership develops rapport and trust with students, staff, families, and the community, valuing identities of all individuals. We support all who come to our campus. Administration works with clubs and programs on campus to ensure that all students, white, Latino, Asian, African American, LGBTQ+, feel they have a place on campus. In the 2022-23 school year we instituted a Wellness Center where students can go to have a safe space. The Wellness Center is supervised by Jason Tate. He facilitates training for students, parents, and staff to	

ensure social-emotional support. The Wellness Team has worked to make all feel included at CVHS. When there are instances of bullying or violence, they support students and families and respond appropriately and in a culturally sensitive manner.	

E2: School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Indicator	Evidence
E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. CV has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. Every year students and staff have internet safety training. The district technology department installed the appropriate firewalls to ensure internet safety as well so students cannot access prohibited sites. The school and district has weekly PBIS lessons to support the social-emotional learning and wellbeing of students. Some teachers also include weekly check-ins with their students to see how	• Staff notes that the cafeteria area seems cleaner or better maintained. This may be in part due to PBIS weekly strategies that individual teachers emphasize with their respective students. • It appears we have more staff assigned to maintaining a cleaner campus, to maintaining our classrooms facilities. • The Technology Department handles the internet security which includes firewalls that prevent students from accessing inappropriate or unauthorized sites. • Student drop-off area has increased efficiency of 1st period attendance. • Staff recommends perhaps creating a Campus Cleanliness club, of sorts, and incentivizing groups of

they can better support them. We did have three lockdowns in the 2022-23 school year. These incidents were handled in accordance with district regulations and policies and Education Code. Communication via Remind, was sent to staff, emails were sent to students and parents as information was released. Due to these events we revamped our drop-off and pick-up areas to ensure safety. We also instituted backpack checks as students entered the campus daily through the end of the school year. We are working to make all students, staff, and school community members feel safe on campus through additional resources provided by the district and site. The cleanliness of the school is in progress. We work with our custodial staff to maintain cleanliness in the lunch area and other parts of campus. Administration and campus safety makes every effort to keep students in the lunch area so that there is not excessive trash. This also helps ensure student safety as we have a large campus.	students to help maintain a cleaner, more organized campus.
E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning. CVHS culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social-emotional needs, and is conducive to learning. Our school has a Wellness Center that is staffed full time with staff trained in Behavioral Support. This support comes in the form of life coaching, conflict resolution and classes on nutrition and self care. The school takes a holistic view on helping the student develop skills necessary to manage and maintain mental health. Staff has had extensive training in trauma informed care and transformational justice. As a	• Wellness Center • PBIS Committee • Safety Committee • Workshops • Transformational Justice Training • Weekly Bell Ringer Activities

campus we try to demonstrate support for our students by having inclusive and supportive classrooms. Faculty are encouraged to greet students at the door and foster an open environment to support our students in class. Weekly bell ringers are distributed to engage and expose students to growth mindset ideas and principles.	
E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism. We are currently working to build an atmosphere of trust, respect, equity, and professionalism on campus. We have norms at the top of each of our meeting agendas to ensure that all voices can be expressed and heard in a professional manner. We did have contentious bargaining the last two cycles and participated in work-to-rule for several months. Site administration was supportive of this by canceling meetings that were beyond contractual obligations. In the 2022-23 school year the ASB advisors attended the California Activities Directors Association (CADA) conference in San Diego. At this conference the ASB advisors, Renee Vargas, Autumn Carberry, Mirian Vela-Sanchez attended sessions that they wanted to bring back to CVHS. Upon returning they met with the principal to start community building planning on campus. We planned a more inclusive school faculty week, we had a wellness professional development with tacos provided and time to visit in a more collegial atmosphere.	● Meetings NORMS ● CADA ● Community Building Planning Meetings ● School Faculty Week

Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicator	Evidence
E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety. The policies, regulations, and resources we have on campus are based on the district policies, regulations and resources. CVHS staff, faculty, students, and school community use the resources we have to ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety. At the end of the 2022-23 school year, the ILT worked on revising the student and staff handbook to better align with our current goals and community. There has been a suggestion to develop an Athletics Handbook for coaches that incorporates discipline with student athletes. Teachers and students have internet safety training yearly to ensure that all are aware of safety and policies pertaining to technology use. We have a Safety Committee in which all stakeholders have a say in what they would like to. We have a store in which students can purchase rewards.see represented in our rules and expectations. One of the ways in which we utilize this committee is to address needs that the students have brought up, such as restroom cleanliness. We are creating a QR code that the students can use to alert staff to restroom supply needs.	● Student/Staff Handbook ● Safety Committee ● PBIS Committee ● PBIS Rewards/Store ● Internet Safety Training ● Safe School Plan

We conducted daily backpack checks every morning for all students entering campus to ensure that no weapons or unsafe items are brought onto campus. We also have a PBIS committee and have begun utilizing the PBIS Rewards student program. It is not implemented at full capacity yet but we are in progress.	
E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning. The CVHS culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning. We have over 40 clubs and activities on campus for all students to find something to be involved with. ASB, run by our incomparable, Renee Vargas, hosts a club rush for all students. One of our most popular clubs is Student Organization for Societal Achievement (SOSA), led by teacher Doreen Vicario-Morales. It began as a club for special education students, so they would have somewhere where they felt they belonged. The club fundraises for a field trip to Long Beach for sightseeing and the Aquarium of the Pacific. They also have a backstage tour of Disneyland. They hold these huge luncheons as fundraisers on campus that bring staff and students together. Everyone looks forward to those days. They also participate in events throughout the valley, like marathons, and sporting events for over 100 hours of community service. Now the club has over 100 members on average. We also have SAGA, led by teacher Alyssa Parks, which is a LGBTQ+ club for students that identify and are allies of the community. They hold events on campus to raise awareness for the community. The advisors also work with the district and school	• Healthy Kids Survey Data • Puente Program and AVID • AP courses • Critical consciousness and community enrichment through Ethnic Studies across multiple academic disciplines (Social Science, Language Arts, etc.) • PBIS • Pep Rallies • Club Rush • Lunch Activities • SOSA Constitution • Spirit Weeks • Joven Noble • Ofelia Program • EXLP • Wellness Center • Campus Clubs • Academies • CTE/Pathways • College and Career Center • Athletics • Friday Night Live • Assemblies - guest speakers, • Dual enrollment • Student Advisory • JAVA with principal • Parent Center • Parent Liaison • Latino Commission • Migrant Program • Growth Mindset Conference • RYLA

to give training on how to better relate to their LGBTQ+ students. The Women's Empowerment Club is also highly active on campus. They bring awareness for women's issues to students and staff on campus through their events. They also do community service within the valley. The academies are also a place of inclusivity for our students. They hold recruitment events and allow those interested to become involved in their programs.	● Middle School Visits/Presentations ● Mock Interviews ● Commitment Day ● Freshman coordinator ● Leadership Conferences -students & teachers ● College Trips ● Career Fair/College Fair ● College Presentations ● Galaxy Field Trip - incentive ● Spring Carnival ● Academic Awards ● Coachella Festival Tickets - senior incentive ● School dance ● Freshman bowling trip- incentive ● Campus Club ● ASB ● School-wide safety plan ● Grad Night ● Graduation Ceremony
E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism. The entire CVHS school community has an atmosphere of trust, respect, equity, and professionalism. At the start of the week, the principal sends out the memo that contains the weekly updates of the ongoing campus events: sports, academics, and staff meetings. In the morning all students go through backpack checks to ensure safety of students. Security is monitoring the campus at all hours, and reports promptly to any incidents or concerns from teachers, admin, and other campus staff. In all classrooms, teaching staff is provided a poster that goes over what PRIDE stands for. We are transitioning from PRIDE to RISE for our student learning outcomes. Students are welcomed to join clubs, and CTE	● Department Meetings ● Backpack Checks ● Weekly Bulletins ● Remind App ● Email Communication ● All Calls

academies that build community through club rush. Department chairs host monthly updates about ongoing campus events, campus wide exams, presentations, and other related events. Department chairs check in weekly with other department members to notify them of the upcoming weekly meetings, for example professional development meetings.	

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

Indicator	Evidence
E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. CVHS leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. All our staff and faculty have been trained in PBIS and transformational justice models. With that training we had circles, the gentlemen were in Joven Noble and the ladies in Xinachtli. They met once a week in their groups by grade level and had a safe place to	• PBIS Training • Transformational Justice Training • PBIS Lesson Samples • Wellness Center- Jason Tate • Student Safety Office • Instructional Coaches • Inclusion Classes • Math Support Classes • AVID • PUENTE • AP Courses • Dual Enrollment

share what was happening with them. After COVID and distance learning we haven't gotten the program fully functioning again, but we are attempting to do so. We also have instituted the Wellness Center, led by Jason Tate. He provides group and one-on-one sessions. Students can discuss issues they are facing. One area that we are looking to improve is to revitalize our Student Success Team (SST) process and program. We have the referral documents prepared but are still attempting to find a team that is able to facilitate the process. It is a huge undertaking and since we have returned from COVID our staff is sometimes overwhelmed and not ready to add on another task such as this. All stakeholders are invited to the IEP meetings, in those meetings the team works to create a plan that best supports the student. AVID and PUENTE are programs that support our students on the path for a higher education and career. Our academies also offer additional support in a family type setting for their cohorts. CV has included a Freshmen Academy for our 9th grade students since we saw that this subgroup struggles the most among our students. The academy offers a Freshman Seminar class that has lessons and units that focus on the transition to high school. They also have their own award assemblies to recognize their achievements.	● IEP Process ● College and Career Counselor-Araceli De La Torre ● Counseling Department ● Joven Noble ● Xinachtli ● Academies
E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs. School leadership, the ILT, assesses the effectiveness of multi-tiered support for students' social-emotional learning needs. During the 2022-23 school year, the district held a series of training sessions given by the Riverside County Office of Education called Strategic School Planning Workshop Series to help leadership teams examine their SPSA and action	● ILT Meetings ● Strategic School Planning Workshop Series ● Freshman Academy ● SPSA ● School Site Council ● Student Advisory ● PBIS ● PBIS Rewards ● Collaborative Study Groups

plans to determine the effectiveness of their programs. If a program was found ineffective then they had time to discuss how they can make the item or program or strategy more effective. The CVHS team, which consisted of Socorro Sanchez, Araceli De La Torre, Autumn Carberry, and Marcia Ramirez, examined the after school tutoring program. We know and know that we have a high propensity of students failing math and ELA, therefore we have offered after school tutoring. However we have not seen any noticeable increase in student achievement. As a group we discussed ways to make the tutoring more meaningful. From that discussion came Collaborative Study Groups (CSG), which are a student-centered and led study group based on inquiry questions on a lesson from that day. We took this back to our site and were creating professional development around CSG. The problem we realized was that the students that participated in the after school tutoring were not consistent. Upon further assessment we determined to use the strategy with the Freshmen Academy, PUENTE, and math support classes. We just started using it last year, we plan to continue to use it and evaluate the effectiveness as we grow. We used a similar process with the ILT and our student learner outcomes. We recognized that they no longer met the needs of our school community based on current school incidents and revised them from PRIDE to RISE.	
E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness. CVHS ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness. We have a club rush at the beginning of the school year so that students are aware of all the clubs and activities they	• Puente Program and AVID • AP courses • Pep Rallies • Club Rush • Lunch Activities • SOSA Constitution • Spirit Weeks • Joven Noble • Ofelia Program • EXLP • Wellness Center • Campus Clubs

can become involved in on campus. Students can join clubs during club rush. In the Freshmen Academy students are encouraged to learn about and participate in the club rush and join at least one activity. ASB and Renee Vargas are driving forces on campus and facilitate student involvement on campus through lunch grade level leadership, lunch rallies, pep rallies, Homecoming, dances, and community service opportunities. During homecoming students from their grade level are encouraged to help each class design, build, and decorate their floats for the parade. Beyond sports teams we have band, dance team, and choir that draw a large number of students. Our dance team has grown and developed over the years. We even had students perform in local competitions. This is important for our students who have had limited options and opportunities for these experiences. The academies offer student involvement opportunities in and out of the classroom that are focused on other career paths. We understand and are aware that there is still a contingency of students and as a leadership team and school we are in active search to pull those students in. Over the last few years SOSA has done an amazing job of bringing together students of different backgrounds and levels to work together for common goals in their club. The Women's Empowerment Group has also gotten more students involved on campus.	● Academies ● CTE/Pathways ● College and Career Center ● Athletics ● Friday Night Live ● Assemblies - guest speakers, ● Dual enrollment ● Student Advisory ● Migrant Program ● Growth Mindset Conference ● RYLA ● Middle School Visits/Presentations ● Mock Interviews ● Commitment Day ● Leadership Conferences -students & teachers ● College Trips ● Career Fair/College Fair ● College Presentations ● Galaxy Field Trip - incentive ● Spring Carnival ● Academic Awards ● Coachella Festival Tickets - senior incentive ● School dances ● Freshman bowling trip- incentive ● Campus Club ● ASB ● School-wide safety plan ● Grad Night ● Graduation Ceremony ● CTE ● Academies ● Band ● Choir ● DanceTeam

Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary (ACS WASC)

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Supporting students with social emotional needs and mental health
2. Making students feel seen and heard
3. Inclusion of students on campus through clubs and activities

Areas of Growth

1. Overall school safety procedures could be improved
2. Tracking illegal items and substances on campus
3. Making all stakeholders feel safe on campus

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Increasing ELA and math student achievement through increase GPAs and state assessment scores
- Increasing parent involvement on campus
- Increasing safety on campus for all school community
- Increasing the use of data in our PLCs, planning, and instruction

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

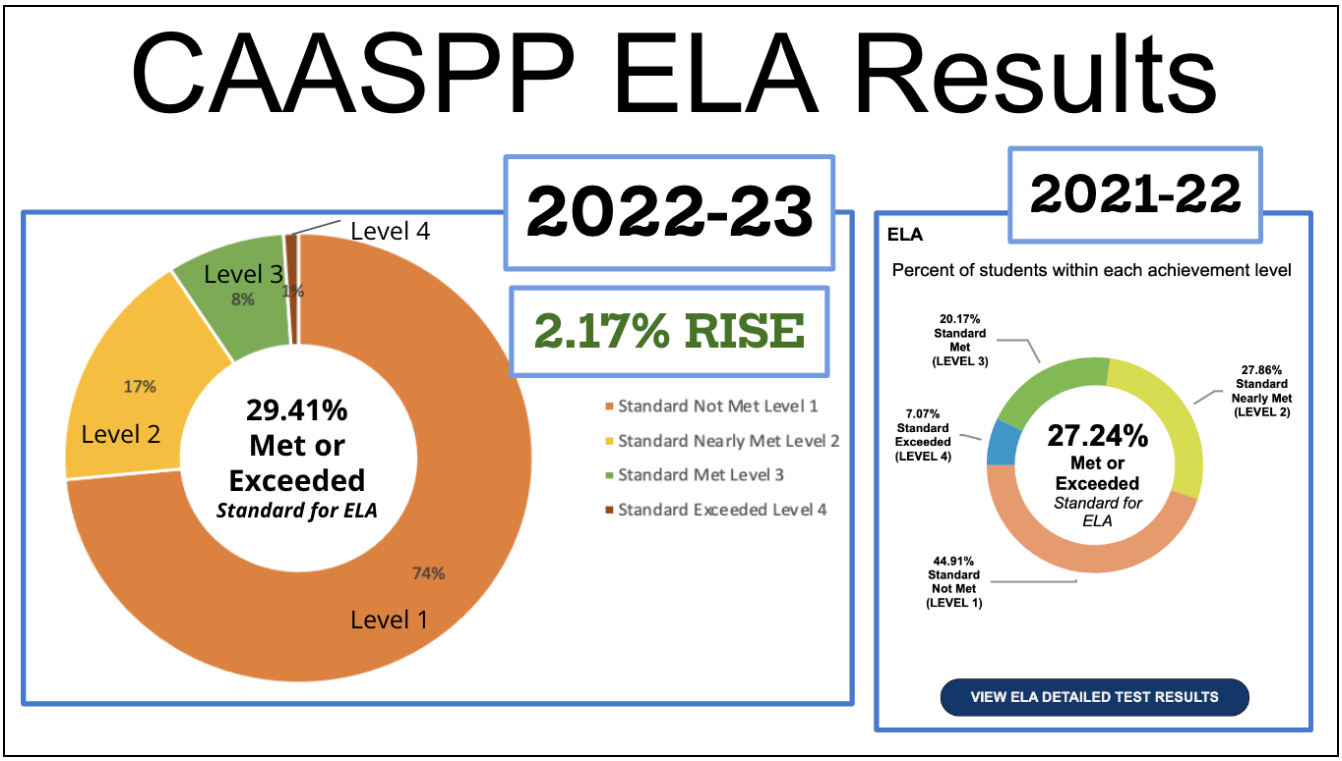
Areas of Strength:	1. Offering students opportunities to be involved on campus. 2. Genuine caring and relationships between students and faculty/staff. 3. Increasing awareness and support for all students' academic and social-emotional achievements.
Areas of Growth:	1. Increase GPAs every year, decrease credit deficiency rate 2. Improve school climate by increasing awareness and practice of appropriate student behaviors. 3. Increase opportunities for parent involvement in the school community. 4. Increase the use of student achievement data to guide instructional practices.

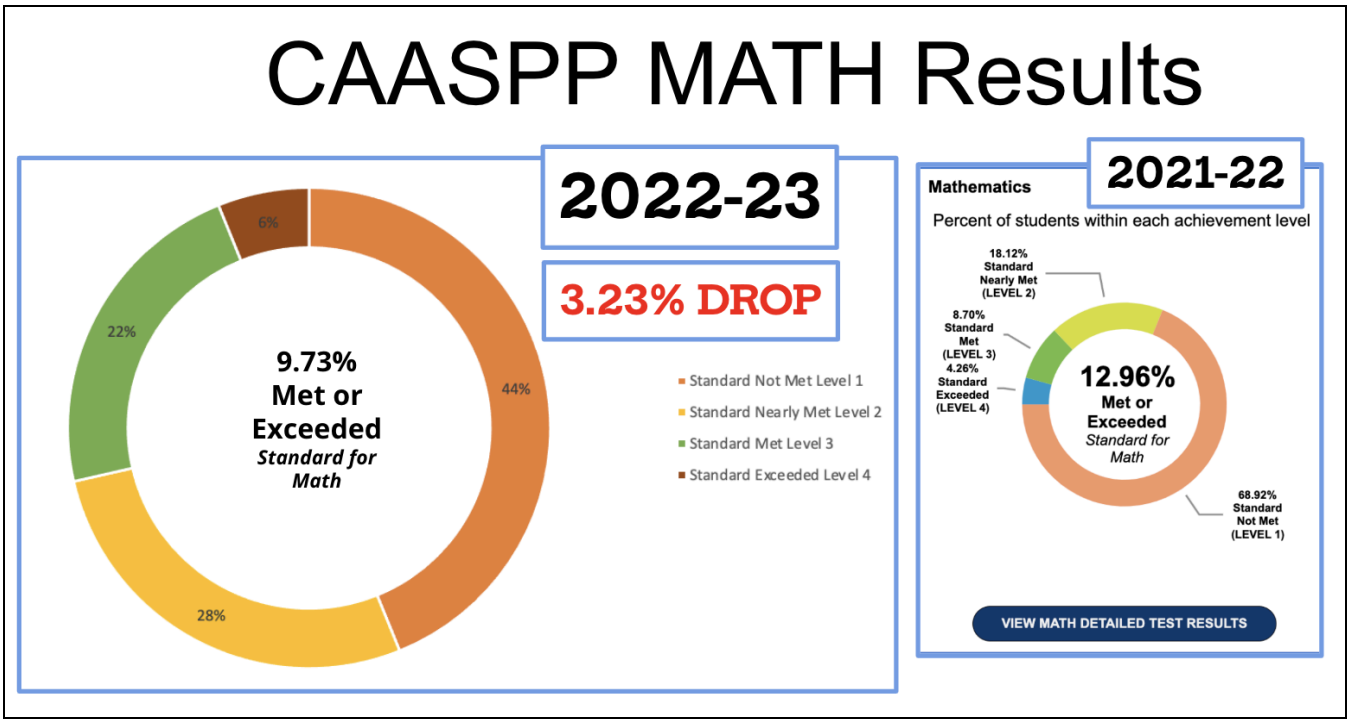
Summary of major student learner needs:

Based on our school profile, focus group findings, and student achievement data our students major learner needs lay in Math and ELA. We have not seen significant improvement in these two areas. There was a 2.17% increase in CAASPP ELA scores this past year but a 3.23% drop in CAASPP math rates. The local assessments reflect similar results. The programs we have put in place such as after school tutoring and Math support classes are not yielding positive results in student academic achievement in math. The district is putting more of an emphasis on Math at this time and data driven instruction as a result of waning scores and student achievement. Therefore as a site we are coming back to our data driven PLC cycles and instructional practices. We also have brought back site-based instructional coaches to help support and improve our first and best instructional practices. The coaches will be supporting teachers through one-on-one meetings and professional developments.

Assessment Completion Rates

Assessment	ELA	Math	Overall Completion Rate
i-Ready	Reading = 18%	Math = 25%	
Benchmarks	55%-Writing	59%(iMath 1-3)	
ELPAC			97.67%
CAASPP	95.44%	96.66%	CAST- 96.21%
AP Exams	416 Students 809 enrollments	739- Taken	91.3%





Chapter 5: Schoolwide Action Plan/SPSA

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**
- Link to 2023-24 SPSA
- Action Plan
- AVID SMART Goal Results

Based on our school achievement data from the last three years, we have decided to place focus on our freshmen students. We understand that if freshmen do not succeed or feel supported and connected, they are less likely to graduate high school. WIth that in mind, we have instituted the Freshman Academy. At this time John Zembo is the coordinator. Through this academy there is a Freshman Seminar course that focuses on 21st Century skills, social-emotional learning, financial literacy, and study skills. This class provides a solid foundation for students and supports their academic and emotional growth. The freshmen cohort also have their own awards assemblies and

field trips to encourage academic growth.

We have three main areas in our action plan, increase safety, increase student academic achievement, and increase parent participation. We continue to refine our monitoring process as the students' and school community evolve. For safety, our monitoring process includes our PBIS weekly SEL lessons, prepared for us by the district. We will use our discipline data from the Student Safety office, Wellness Center, and the Latino Commission, to monitor any increase or decrease in student safety on campus. For academic achievement, we are currently tightening up our PLC process to include more local and state data. Also to use that data to inform our instruction. The academic coaches will be delivering a professional development on the PLC process and cycle to support and improve first, best, instruction. Math did not improve in the last CAASPP assessment. Therefore, we will be working with the math department in developing additional strategic support through instructional coaching. We will continue to offer after school tutoring to any students that wish to attend. We will monitor the progress of these actions through local benchmarks, common assessments, and PLC feedback. We will continue to utilize the district literacy focus strategies and use local and state data to assess performance and instructional progress. As for parent involvement, this summer the administration began canvasing our local neighborhoods and doing home visits. We have worked with our parent liaison to create a community asset map to support our parents and families. We have our parent liaison on campus for three hours a day to facilitate parent needs. The administration will continue to conduct home visits, focusing on the students with the highest absentee rates first. We will continue to hold our community events, Java with Administration, and conferences. We will monitor our progress through the surveys, sign-ins, and student absentee rates. We will also use the monitoring processes we learned in the RCOE Strategic School Planning Workshop Series to measure our progress in all as it relates to our SPSA and budget.

Include hyperlinks to relevant evidence:

A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; https://drive.google.com/file/d/1wEOUF9Hrt3uEvtFZKp0JU2lCwu9AKRnL/view?usp=sharing
B. California School Dashboard Summary performance indicators
C. Results of student questionnaire/interviews
D. Results of parent/community questionnaire/interviews, Panorama Parent Responses
E. Staff Panorama Responses
F. The most recent California Healthy Kids Survey Summary Results
G. Master schedule
H. Approved AP course list: https://apcourseaudit.epiconline.org/ledger/
I. UC A–G approved course list: https://doorways.ucop.edu/list/app/home/
J. Additional details of school programs, e.g., online instruction, college and career readiness programs, partnership academies, AVID
K. School accountability report card (SARC), in Spanish
L. Graduation requirements
M. Summary of School Budget
N. Glossary of terms unique to the school
O. Any additional local data.
P. Strategic Plan Student Feedback
Q. CA Dashboard Data Report 2018
R. CA Dashboard Data Report 2019
S. CA Dashboard Data Report 2022