

Cathedral City High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Cathedral City High School
Street	69250 Dinah Shore Dr.
City, State, Zip	Cathedral City, CA 92234-4713
Phone Number	760-770-0100
Principal	Guillermo Chavez
Email Address	gchavez@psusd.us
School Website	www.catcityhigh.com
County-District-School (CDS) Code	33 67173 3330578

2022-23 District Contact Information

District Name	Palm Springs Unified School District
Phone Number	(760) 883-2700
Superintendent	Mike Swize, Ed.D.
Email Address	mswize@psusd.us
District Website Address	www.psusd.us

2022-23 School Overview

The CCHS faculty is committed to helping students achieve more success not only on state tests, but also by completing programs and pathways that will lead to more opportunities when they graduate. Cathedral City High School is committed to effectively assist students in achieving College and Career Readiness. Pursuant to this, the school's stated mission is: "Cathedral City High School, in partnership with parents and community members, is dedicated to providing an educational experience that guides students toward successful, fulfilling lives as responsible, productive, and global citizens. Students are expected to acquire academic, artistic, athletic, and technical skills in preparation for college and careers. A culture of health-consciousness and ethical behaviors is fostered by the school. The CCHS community values diversity and offers the training and experience that expands students' awareness to include an appreciation and acceptance of practices and point of view found in other parts of the world." Furthermore, CCHS staff members collaborate regularly to align instruction with the Common Core State Standards and the district focus statement: "Students will be able to construct viable arguments, build upon other' ideas, and critique the reasoning of others, both orally and in writing, across content areas, using evidence from multiple sources." In accordance with current best practices, the CCHS staff has established cross-curricular and departmental collaborative teams that work as a Professional Learning Community (PLC) to examine data and to set school and achievement goals. Site departments and collaborative teams meet on a weekly basis to work toward identified priorities. The Cathedral City High School School-wide Learner Outcomes are: "All graduating students are prepared to further their education. All students have the ability to: read, write, listen, speak, and communicate effectively and solve mathematical problems accurately. All students are able to use computers utilizing current technologies. Students are able to find, evaluate, use a variety of software applications, and safely use the Internet and other sources to communicate globally. All students: understand the importance of proper work ethics and habits, know how to seek and secure employment, conduct themselves in a professional manner, and demonstrate positive attitudes and global citizenship, and live in a society of diverse cultures and customs. All students: respect diversity, appreciate the art and music of the global community and value the history of their own culture and the cultures of others." Cathedral City High School opened in September 1991. While CCHS draws its student population from several desert communities, most students live in Cathedral City, California. In the years since it opened, CCHS has grown from 700 students to an enrollment of nearly 1,600 students reported in the 2021 CBEDs data.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	392
Grade 10	414
Grade 11	332
Grade 12	399
Total Enrollment	1,537

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	2.3
Filipino	1.8
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.8
White	6.5
English Learners	24.7
Foster Youth	0.3
Homeless	0.8
Migrant	0.1
Socioeconomically Disadvantaged	96.2
Students with Disabilities	12.8

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.80	85.56	910.60	88.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	9.80	0.95	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.60	0.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	3.86	42.00	4.07	12115.80	4.41
Unknown	7.80	10.55	68.30	6.62	18854.30	6.86
Total Teaching Positions	74.60	100.00	1033.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	1.80	
Total Out-of-Field Teachers	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Every student is provided a set of textbooks and/or online curriculum instructional materials for use both at school and at home. Chromebooks are provided to students in order to access online learning materials both at school and at home, and PSUSD provides support for home internet access for students as needed. All textbooks and instructional materials in each subject area are aligned to the current California state standards, and are consistent with the content and cycles of the curriculum frameworks as adopted by the SBE. Textbooks and/or online curriculum instructional materials are reviewed and selected by a curriculum adoption committee specific to each subject area. Each curriculum adoption committee follows a process that includes input from teachers, district personnel, and parents. Each student, including all low income students and English learners, have access to their own copies of current textbooks and have individualized access to online curriculum instructional materials as locally adopted for each subject area.

Year and month in which the data were collected

August 22, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync (9th -11th), McGraw Hill Education, Adopted in 2017/18	Yes	0
Mathematics	Math bridge; Mathematics Vision Project-(MVP), Adopted 2020/21 Integrated Math I-III, Carnegie Learning Adopted 2015/16 Consumer Math - Mathematics for Business and Personal Finance (6/2018) Statistics- Modeling the World AP ed (Adopted 2020) Pearson AP Calculus AB & BC of a Single Variable- McDougal Littell, Adopted 2015/16 Calculus - Graphical, Numerical, Algebraic (Adopted 2020) Pearson / Savvas IB Math - IB Mathematics, Application and Interpretation (Adopted 2020) Oxford Univ. Press	Yes	0
Science	Modern Chemistry, Discovery Adopted 2022/23 Physics- Discovery Adopted 2022/23 Biology- Accelerate Learning/Stemscopes Adopted 2022/23 IB Biology - Higher Level Biology (IB) with Ebook access card, Supplemental books - Skills in Biology, IB Biology - 2nd edition (2016 BioZone) Biology Anatomy - Human Anatomy and Physiology (adopted 2020) - Pearson Education IB Chemistry - Standard Level Chemistry Book and ebook (2015) - Pearson / Savvas IB Physics - Physics (2019) - Oxford Univ Press	Yes	0
History-Social Science	Teachers Curriculum Institute (TCI) (10th-12th) Adopted 2019/20 10th-History Alive! World Connections (World History) 11th - History Alive! Pursuing American Ideals (U.S.History) 12th (Civ) - Government Alive! Power, Politics, and You Psychology - Psychology (Adopted 2020) MPS AP Psychology - Myer's Pschology for the AP Course, 3rd edition (Adopted 2020) Bedford, Freemand & Worth IB Psychology - Psychology (Adopted 2015) - Oxford University Press - IB Psychology Culture and Psychology (adopted 2015) - supplemental book	Yes	0

	Theory of Knowledge - Theory of Knowledge (adopted 2020) - Oxford University Press IB History HL 1 - IB Course Companion History of the Americas (adopted 2015) - Oxford University Press - Supplemental books - Civil Rights and Social Movements in the Americas post 1945, Emergence of the Americas in Global Affairs 1880-1929 - Hodder Publishing, United States Civil War Causes, Course and Effects - Trans Atlantic Publications, The Great Depression and the Americas 1929-39 (adopted 2020) Hodder Education IB History HL 2 - IB 20th Century World History for the IB Diploma (adopted 2015) Oxford University Press, IB Diploma Programme the Move to Global War (adopted 2016) - Oxford University Press AP World History - Worlds Together Worlds Apart (adopted 2020) - Norton & Co		
Foreign Language	Bien Dit 1-3 (French) - Houghton Mifflin Harcourt- Adopted 2015/16 Descubre 1-3 (Spanish)- Vista Higher Learning Adopted 2015/16 IB Spanish, Spanish B- Oxford University Press Adopted 2015/16 IB French, French B - Oxford University Press, Adopted 2015/16 Spanish IIR - Revista: Conversacion sin barreras (adopted 2015) - Vista Higher Learning 5th edition Emerging Literature for Spanish Speakers - Espana y su Civilizacion (adopted 2015) - McGraw Hill Higher Ed 6th edition AP Spanish - Temas (adopted 2016) - Vista Higher Learning	Yes	0
Health	Teen Talk: High School for Grades 9-12, Health Connected, Adopted 2019-20		
Visual and Performing Arts	DATA - (B Johnson classes) - Essential Cinemas (adopted 2020) - Wadsworth Cengage Learning (we are also getting the following book but don't currently have it) - The Business of Film : A Practical Introduction (adopting 2020) - Routledge		
Science Laboratory Equipment (grades 9-12)	Modern Chemistry, Discovery Adopted 2022/23 Biology- Accelerate Learning/Stemscopes Adopted 2022/23	Yes	0

School Facility Conditions and Planned Improvements

CCHS opened in 1991 with part of the existing campus. Additions were made in phases over subsequent years. CCHS has 113 regular classrooms and 5 portable classrooms. The school has a Library/Media Center, Gymnasium with an additional practice gym, theater, multi-purpose room, 2 baseball diamonds, 2 softball diamonds and pool. The school is maintained by a staff of 9 full time custodians (3 daytime and 6 at night), one site maintenance and service person and a 2 person grounds crew staff. The security staff of 4 individuals and a School Resource Officer works with administration, staff, parents and students to assure safety on campus.

Year and month of the most recent FIT report

10/05/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X	loose ceiling tile, damaged wall surface, dirty exhaust vent in multiple areas, section of baseboard missing - Work order(s) on file in M&O office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	loose covers on several light fixtures, multiple floor outlets without covers, several light fixtures with out covers - Work order(s) on file in M&O office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	loose faucet(s), two faucets off, low water pressure from one faucet - Work order(s) on file in M&O office
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	267	256	95.88	4.12	57.81
Female	135	131	97.04	2.96	58.02
Male	131	124	94.66	5.34	58.06
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	228	219	96.05	3.95	57.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	59.09
English Learners	53	45	84.91	15.09	8.89
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	249	245	98.39	1.61	57.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	19	95.00	5.00	15.79

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	265	98.88	1.12	23.35
Female	136	135	99.26	0.74	23.26
Male	131	129	98.47	1.53	23.62
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	229	227	99.13	0.87	20.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	38.10
English Learners	53	53	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	249	246	98.80	1.20	24.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.87	14.08	17.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	600	591	98.5	1.5	24.87
Female	315	311	98.73	1.27	23.15
Male	284	279	98.24	1.76	26.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100	0	6.67
Filipino	16	16	100	0	75
Hispanic or Latino	513	505	98.44	1.56	21.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	45.24
English Learners	104	98	94.23	5.77	1.02
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	574	565	98.43	1.57	25.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100	0	2.44

2021-22 Career Technical Education Programs

CCHS offers several programs that focus on Career Technical Education. The Digital Arts and Technology Academy (DATA) and the Health and Environmental Academy of Learning (HEAL) are both Distinguished California Partnership Academies that follow state guidelines implementing a blend of academics and CTE classes for all of their students. These programs follow CPA requirements for collection and disaggregation of data, and ensures that all students in these academies are provided opportunities to work and meet with professionals working in fields that directly correlate to the academies' focus. There are many CTE courses offered in both programs; DATA offers strands of courses that focus on either digital storytelling or digital photography; HEAL offers strands that focus on preparation for a career in the medical field. Both the HEAL and DATA

2021-22 Career Technical Education Programs

academies monitor student performance and work with students in a tutorial setting to help when students are struggling academically. In addition the DATA academy is a Lighthouse Academy. As a Lighthouse Academy, DATA conducts two yearly open house days for schools interested in implementing a technology academy. A Mathematics, Engineering, Science Achievement (MESA) program was introduced to CCHS students nine years ago. Students involved in these programs are able to compete against other students in both Riverside County and in Southern California. Special Needs students receive career-focused training through the Adult Transition Program (ATP). These students go out into the community to develop the skills and knowledge necessary for them to live a more independent lifestyle upon completing the program at age 22. The Severely Handicapped (SH) program begins bringing students into the community grades 9-12 to begin preparing students for the ATP. The counselors at CCHS offer students guidance through the California Colleges website. Students learn about a variety of career opportunities and the school employs a full-time Career Technician who further assists students with research in the Career Center. A full-time Work Based Learning (WBL) teacher works with students to issue work permits, educate and provide students with internship opportunities.

Other Career Pathways offered in PSUSD:

Palm Springs High School
Arts Institute
Business and Accounting Services
Sports Medicine
Video Production
Welding

Desert Hot Springs High School
Media and Design
Energy and Environmental Technology
Protective Services

Rancho Mirage High School
Culinary Arts
Automotive Careers
Technical Theater

ROP Courses Offered
Mechanical Drafting
Finance & Business
Banking and Financial Services
Medial Terminology
First Responder
Hospitality
Retail Sales and Marketing
Audio Technology
Sports Therapy
Introduction to Health Careers
Business Computers
Digital Imaging
TV/Video
Energy & Environmental Technology
Solar Technology
Wind Technology
Exploring Electrical Power
Law Enforcement
Forensic Science
Corrective & Rehabilitative Services

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	517
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.04
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	63.04

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	91%	91%	90%	90%	86%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

CCHS implements the practice of providing accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. Parents are made aware of parental involvement opportunities during Back to School Night, ELAC meetings and meetings with administration. At all school events, and at community events that include CCHS educators, parents are encouraged to participate in its organizations as a means of communicating their needs and

2022-23 Opportunities for Parental Involvement

concerns with staff members and a way to add their input in order to promote a far-reaching, broad-based foundation of support for the academic and social growth of all students.

Parent participation in organizations that support the academic and extracurricular activities of their students at CCHS include: CCHS School Site Council, ELAC, CCHS Lion's Pride Education Fund and the CCHS Band Booster programs. Parents attending these meetings are encouraged to share their proposals and recommendations for improving the school's culture. Written communication (in English and Spanish) is distributed at site parent meetings, blackboard messages are sent home and the CCHS website along with the Counseling Department's website and flyers communicate opportunities for involvement. The Counseling Department sends home notices informing parents of evening informational sessions that are provided to parents who would like help with college applications and financial aid support. The CCHS website lists information about important dates, school activities and events, as well as contact information. Parents were also active members of the Western Association of Schools and Colleges (WASC) Accreditation Focus Groups and participate in the updating of the Schoolwide Learner Outcomes (SLOs). The Health and Environmental Academy of Learning (HEAL), Digital Arts Technology Academy (DATA), and Advancement Via Individual Determination (AVID) programs involve parents through introductory meetings, the application process, and regular parent meetings. Parents are also informed on high school and college requirements through evening grade-level presentations. Parents have been heavily involved in the formation of the International Baccalaureate program, which is in its eighth year of implementation for the 2022-2023 school year.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6	3.9		5.4	7.3		8.9	7.8
Graduation Rate		88	92		89.9	89.3		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	363	334	92.0
Female	187	182	97.3
Male	176	152	86.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	10	90.9
Filipino	11	11	100.0
Hispanic or Latino	310	285	91.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	22	20	90.9
English Learners	74	58	78.4
Foster Youth	0	0	0.0
Homeless	28	24	85.7
Socioeconomically Disadvantaged	355	329	92.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	36	28	77.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1662	1613	430	26.7
Female	810	787	226	28.7
Male	851	825	204	24.7
American Indian or Alaska Native	3	3	1	33.3
Asian	15	15	6	40.0
Black or African American	43	37	14	37.8
Filipino	32	32	2	6.3
Hispanic or Latino	1442	1408	366	26.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	15	13	5	38.5
White	109	102	35	34.3
English Learners	417	405	128	31.6
Foster Youth	11	9	8	88.9
Homeless	23	22	11	50.0
Socioeconomically Disadvantaged	1593	1550	404	26.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	217	205	80	39.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.04	4.74	2.45
Expulsions	0.06	0.09	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.10	0.05	5.62	0.20	3.17
Expulsions	0.00	0.36	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.10	0.36
Female	6.54	0.25
Male	7.64	0.47
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.60	0.00
Filipino	6.25	3.13
Hispanic or Latino	6.93	0.35
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	5.50	0.00
English Learners	10.55	0.72
Foster Youth	63.64	0.00
Homeless	26.09	0.00
Socioeconomically Disadvantaged	7.34	0.38
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	1.84

2022-23 School Safety Plan

CCHS reviews policies and procedures of the evacuation plan each fall. The SSP committee (comprised of administrators, teachers, students, security personnel, and parents) has reviewed and identified goals and objectives. The SSP was reviewed September 2022. The aim of the plan is to promote a "caring and connected" school culture where all students feel safe and supported. Implementation includes: improving communication with parents in order to inform all parents and students about school policies; raising the number of at-risk students participating in support groups and campus activities, and reducing physical confrontations. The Equity Ambassador program has trained more than 15 students who connect with ninth graders as a support group and have been trained to provide peer mediation counseling for any student who requires. Counselors meet with incoming freshmen to connect them to groups or activities that allow them to feel included and safe on campus. The district has provided to the site a Prevention Specialist whose main purpose is working with at-risk students. The SSP plan outlines related activities that must be undertaken to achieve the objectives, lists needed resources, provides an action timeline, lists responsible persons, and includes budget resources.

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	52	14	26
Mathematics	21	40	23	14
Science	26	21	11	23
Social Science	27	17	8	29

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	150	7	
Mathematics	13	105	13	
Science	15	77	11	1
Social Science	16	60	24	

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	75	32	6
Mathematics	18	50	26	4
Science	20	30	23	5
Social Science	22	26	22	14

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	307.4

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,217	\$5,581	\$10,636	\$91,597
District	N/A	N/A	\$10,164	\$91,322
Percent Difference - School Site and District	N/A	N/A	4.5	0.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	46.9	7.0

2021-22 Types of Services Funded

The school uses it's allocations from LCAP and Title 1 to fund the following:

AVID college field trips
 Field Trips for non academy students
 International Baccalaureate (IB) program
 MESA
 Ballet Folklorico
 Band
 Mission Graduate
 additional teachers to support smaller class sizes
 intersession opportunities
 exam fees
 additional support for monitoring attendance and facilitating healthy decision making for students
 training for Equity Ambassadors to provide training and support for SEL and school connectedness
 additional support for Counselors to support students with SEL

Two California Department of Education Career Partnership Academy Grants fund:
 Health and Environmental Health Academy of Learning
 Digital Arts and Technology Academy Demonstration Site

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,137	\$51,081
Mid-Range Teacher Salary	\$80,534	\$77,514
Highest Teacher Salary	\$111,829	\$105,764
Average Principal Salary (Elementary)	\$138,377	\$133,421
Average Principal Salary (Middle)	\$142,131	\$138,594
Average Principal Salary (High)	\$161,091	\$153,392
Superintendent Salary	\$275,095	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Professional Development continues to be a priority in PSUSD for staff and principals, focused on improving student achievement. Each year we have designed professional learning based on student achievement data, research of best practices, and discussions with teachers and principals. The specific approaches vary by content area.

In 2020-21, high school math and English departments worked with Solution Tree focusing on strengthening collaborative teams. Solution Tree consultants, working with district TOSAs, facilitated and supported math and ELA departments on identifying essential standards, as well as developing and responding to common, formative assessments. In 2021-22, Palm Springs Unified continued to partner with Solution Tree to support math and English PD focused on developing common formative assessments around the pre-identified essential standards, allowing for common data and conversations. In 2022-23, PSUSD maintained their partnership with Solution Tree supporting English PD, and now also supporting Social Science PD. The focus of the English PD was reviewing district scope and sequence and common assessments. During the district wide PD day, grade level ELA teams reviewed data from the STAR assessments. The focus for Social Science during the district wide PD was establishing a uniform understanding of PLCs.

In 22-23, PSUSD began working with the Irvine Math Project to provide math professional development. Each subject area will develop complete units for 3 identified focus units. Each PD day will address a single, coherent unit for that course and allow teachers to participate in hands-on lessons that build conceptual understanding and lead to procedural development. These days will include time to analyze which text lessons best support standards and when to implement those, culminating in detailed unit pacing. Additionally, a secondary administrator PD will focus on helping administrators come to understand the differences between conceptual, procedural, and problem-solving lessons.

In an effort to be compliant with the California Healthy Youth Act (CHYA), science teachers were trained on the district adopted material, Teen Talk. In 2020-21, the training was focused on how to deliver the content in a virtual setting. In 2021-22, the focus of training was around delivering the lessons in-person. In 2022-23, science professional development was focused on the newly adopted science curriculums, Discovery and Stemsopes. Social Science teachers, in compliance with the Fair Act, were trained on the law and around newly developed lessons focused on the contributions of protective classes on history.

A big initiative for PSUSD began in 2021-22 partnering with the Center for Applied Special Technology (CAST) to provide professional development on Universal Design for Learning. This multi-year focus will allow for intentional training for site administrators, teachers on special assignment (TOSA), and classroom teachers. High school principals were involved in a two-day UDL Implementation Academy in 2022-23.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	21	59	10