



Cathedral City High School

69250 Dinah Shore Dr. • Cathedral City, CA 92234-4713 • 760-770-0100 • Grades 9-12

Guillermo Chavez, Principal

gchavez@psusd.us

<http://catcityhigh.com/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

John Gerardi, President
James Williamson, Clerk
Richard Clapp, Member
Karen Cornett, Member
Madonna Gerrell, Member

District Administration

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Superintendent

Michael Swize, Ed.D.
Assistant Superintendent,
Educational Services

Mauricio Arellano
Assistant Superintendent,
Human Resources

Brian Murray, Ed.D.
Assistant Superintendent,
Business Services

School Description

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. 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. Use current technology.

All students can: correctly use computers and adapt to current technologies and find, evaluate, use a variety of software applications, and safely use the Internet and other sources to communicate globally. Enter the world of work and careers. 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 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 1,700 students reported in the 2016 CBEDs data. At this time almost 86% of the students represent a minority population.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	427
Grade 10	435
Grade 11	321
Grade 12	440
Total Enrollment	1,623

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	2.4
Hispanic or Latino	87.4
Native Hawaiian or Pacific Islander	0.2
White	5.3
Two or More Races	0.5
Socioeconomically Disadvantaged	86.3
English Learners	19.7
Students with Disabilities	9.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Cathedral City High School	14-15	15-16	16-17
With Full Credential	82	76	77
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	7	8	6
Palm Springs Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1057
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	34

Teacher Misassignments and Vacant Teacher Positions at this School			
Cathedral City High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student including English Learners have access to their own textbooks and instructional materials. In all core subjects, curriculum is aligned to pacing guides and benchmarks which are standards-based. In other content area, teachers are guided by national and state guidelines. All students, in the academic core, are using State Board of Education approved textbooks. Math and English were the most recent academic core textbook adoptions.

Textbooks and Instructional Materials Year and month in which data were collected: 9/13/16	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature - Holt Adopted in 2009/10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Carnegie Learning-- Adopted in 2015-16 Prentice-Hall-- Adopted in 2008/09 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Modern Chemistry - Holt Adopted in 2007/08 Environmental Science - McGraw Hill Adopted in 2007/08 Biology - McGraw Hill Adopted in 2007/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Glencoe-McGraw Hill Adopted in 2006/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Bien Dit! (French)- Houghton Mifflin Harcourt --Adopted in 2015-16 Paso a Paso (Spanish)-Pearson-Prentice Hall Komm Mit! (German)- Holt, Rinehart and Winston-- Adopted in 2013-14 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Modern Chemistry - Holt Adopted in 2007/08 Biology - McGraw Hill Adopted in 2007/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

CCHS opened in 1991 with part of the existing campus. Additions were made in phases over subsequent years. There are 77 teachers on staff. 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 and 2 softball diamonds. The school is maintained by a staff of 9 full time custodians and 1 part-time custodian (3 daytime and 6.5 at night), one site maintenance and service person and 1 grounds crew staff. The security staff of 4 individuals works with administration, staff, parents and students to assure safety on campus.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 1/4/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Work order on file in M&O Office
Electrical: Electrical	X			Work orders on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Work orders 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 Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	55	60	32	37	44	48
Math	20	23	20	23	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	47	38	41	50	44	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.3	19.6	25.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	426	399	93.7	41.1
Male	215	199	92.6	43.2
Female	211	200	94.8	39.0
Black or African American	14	12	85.7	58.3
Filipino	12	12	100.0	50.0
Hispanic or Latino	374	351	93.9	38.8
White	17	15	88.2	60.0
Socioeconomically Disadvantaged	382	357	93.5	38.7
English Learners	89	79	88.8	13.9
Students with Disabilities	32	29	90.6	44.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	305	293	96.1	60.1
Male	11	128	124	96.9	52.4
Female	11	177	169	95.5	65.7
Black or African American	11	12	12	100.0	83.3
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	261	251	96.2	58.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	20	19	95.0	57.9
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	262	252	96.2	57.1
English Learners	11	54	50	92.6	8.0
Students with Disabilities	11	23	22	95.7	9.1
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	305	293	96.1	23.2
Male	11	128	124	96.9	25.0
Female	11	177	169	95.5	21.9
Black or African American	11	12	12	100.0	25.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	261	251	96.2	22.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	20	19	95.0	26.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	262	252	96.2	22.2
English Learners	11	54	50	92.6	2.0
Students with Disabilities	11	23	22	95.7	9.1
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 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 several CCHS 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 the "Coffee with the Principal" meetings, and the CCHS Counseling Department's "Heart of the Lion," which is published five times a year. 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. CCHS has an online news application, CC News, which students in the Digital Arts and Technology Academy (DATA) produce. Parents were also active members of the Western Association of Schools and Colleges (WASC) Accreditation Focus Groups and participated in the updating of the Schoolwide Learner Outcomes (SLOs). The Health and Environmental Academy of Learning (HEAL), DATA, and AVID 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 second year of implementation for the 2016-2017 school year.

State Priority: School Climate

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

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

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 identified goals and objectives. 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 Link Crew/Peer Counseling program has trained more than 30 students each year to connect with ninth graders as a support group and to provide peer mediation counseling. 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.6	4.0	4.6
Expulsions Rate	0.3	0.6	1.1
District	2013-14	2014-15	2015-16
Suspensions Rate	5.9	5.6	6.0
Expulsions Rate	0.3	0.4	0.5
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		72.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.9
Social Worker	0.0
Nurse	0.4
Speech/Language/Hearing Specialist	0.1
Resource Specialist	0.0
Other	0.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	27	27	25	19	19	40	21	21	21	32	32
Mathematics	28	29	29	16	13	13	24	17	17	26	28	28
Science	32	31	31	4	7	7	21	10	10	27	31	31
Social Science	33	31	31	6	6	6	14	16	16	41	30	30

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Professional development has been a driving force at CCHS. Many faculty members have attended conferences and institutes designed to strengthen instructional methodology that impacts diverse and minority student populations. Since June 2009, staff members have attended at least one Model Schools Conference or seminar presented by the International Center for Leadership in Education (ICLE). Since the summer of 2011, several teachers have attended the Quality Teaching for English Learners (QTEL) institute. CCHS teachers have continued to attend AVID training conferences annually. The District office also worked with our site to send 11 Advanced Placement (AP) teachers to a week-long AP training. DATA faculty participants have attended and presented at the annual Computer Using Educators (CUE) conference. The DATA and HEAL academies have attended, and presented at, the yearly California Partnership Academies conference (Educating for Careers). Staff have also attended and presented at the California League of High Schools (CLHS) conferences. Many staff members have attended IB trainings to share best practices as the program is in its second full year of implementation. Several more staff will be attending upcoming trainings this summer. Faculty members involved with AVID, HEAL, DATA, MESA and other programs and pathways attend conferences and seminars throughout the year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,031	\$45,092
Mid-Range Teacher Salary	\$68,694	\$71,627
Highest Teacher Salary	\$95,389	\$93,288
Average Principal Salary (ES)	\$123,642	\$115,631
Average Principal Salary (MS)	\$123,825	\$120,915
Average Principal Salary (HS)	\$142,935	\$132,029
Superintendent Salary	\$229,537	\$249,537
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- LCAP and Title 1
- School Community Liaison Attendance Bilingual
- Academic tutoring after school
- Integrated math intervention
- Staff development
- Consultants/speakers
- Funding for one instructional aide
- ELAC meeting services
- SAT preparation
- Parent Institute
- Two California Department of Education CPA Grants
- Health and Environmental Health Academy of Learning
- Digital Arts and Technology Academy Demonstration Site
- AVID college field trips
- International Baccalaureate (IB) program
- MESA
- Robotics

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cathedral City High School	2011-12	2013-14	2014-15
Dropout Rate	2.80	5.80	2.30
Graduation Rate	93.91	91.30	94.24
Palm Springs Unified School District	2011-12	2013-14	2014-15
Dropout Rate	8.60	8.80	5.70
Graduation Rate	87.15	87.34	90.78
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,581	\$2,624	\$8,957	\$77,978
District	♦	♦	\$8,016	\$76,546
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			11.7	1.9
Percent Difference: School Site/ State			57.8	2.8

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	566
% of pupils completing a CTE program and earning a high school diploma	95%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	95.27
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	29.7

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	3	◆
Fine and Performing Arts		◆
Foreign Language	1	◆
Mathematics	3	◆
Science	7	◆
Social Science	8	◆
All courses	22	.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	91	91	86
Black or African American	65	82	78
American Indian or Alaska Native	0	100	78
Asian	80	91	93
Filipino	100	98	93
Hispanic or Latino	93	92	83
Native Hawaiian/Pacific Islander	100	80	85
White	79	88	91
Two or More Races	0	80	89
Socioeconomically Disadvantaged	72	71	66
English Learners	91	88	54
Students with Disabilities	90	89	78

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 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 academies monitor student performance and work with students in a tutorial setting to help when students are struggling academically. A Mathematics, Engineering, Science Achievement (MESA) program was introduced to CCHS students five years ago, and a Robotics program was added three years ago. Students involved in these programs are able to compete against other students in both Riverside County and in Southern California. Each year, CCHS is able to place several students in the district-run Cosmetology program, offering students an 18-month program to earn a cosmetology license. 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 life style 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 offers students guidance through the website Career Cruising. 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. Principal Guillermo Chavez and counselor Deborah Applebaum serve on the district's CTE advisory committee, working with Director of Linked Learning, Steven Pinning.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.