# La Familia High School
## 2021 School Accountability Report Card

## 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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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. |

## 2021-22 School Contact Information

| | |
|---|---|
| **School Name** | La Familia High School |
| **Street** | 56-615 Olive Street |
| **City, State, Zip** | Thermal, CA 92274 |
| **Phone Number** | (760) 399-5929 |
| **Principal** | Rosalind Burge |
| **Email Address** | rosalind.burge@cvusd.us |
| **School Website** | lfhs.cvusd.us |
| **County-District-School (CDS) Code** | 33736763330032 |

## 2021-22 District Contact Information

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

## 2021-22 School Overview

La Familia High School is an alternative education school, where students who are credit deficient may increase credits toward graduation. La Familia High School is located in the central region of the district's boundaries and serves students in grades ten through twelve following a traditional calendar. During the 2020-21 school year, 114 students were enrolled, including 9.6% students with disabilities, 37.7% English Language Learners, and 96.5% socioeconomically disadvantaged students. We understand that students have greater needs than just making up lost credit. Therefore, our staff, students, and community members have developed an academic/ social program, which is outlined in our Schoolwide Learner Outcomes, better known as SLO's.

Guiding Principles:

We believe each and every student is capable of learning.
ALL are WELCOME and are BLESSINGS
ALL have a SACRED PURPOSE
ALL have CULTURAL VALUES and TRADITIONS that can guide you through life
The spaces we create are safe and courageous, where individuals can grow, learn, share, heal and support each other.

Vision
Every graduate is prepared for success in college, career and active citizenship in their community.

Mission
Every student will feel welcomed, valued, and expected to engage in rigorous, relevant, instruction in every classroom, every day.


School Wide Learner Outcomes:

Communicate Effectively:
Reading, writing, listening, and knowing how to communicate with others through technology is paramount when living in a global environment.

## 2021-22 School Overview

Think and Analyze Critically:
Thinking, analyzing, interpreting, and evaluating ideas are common skills needed to live in a global society. We are offer classes in all areas of the curriculum to increase the students' capacities and skill levels to make correct decisions and evaluate circumstances both academically and socially. We encourage students to take an active part in developing personal skills.

Be Productive Citizens:
Opportunities to develop talents and citizenship responsibilities - To develop students' talents and citizenship, we have employed a number of school and community programs. There are several active members of the Student Council who work with faculty members to improve conditions and programs at the school. Students may participate in intramural sports activities with other alternative education schools in the Coachella Valley.

Planning for Future Careers:
Providing career planning and technological advancement skills - Career development is a primary objective at La Familia High School. In today's world, students must prepare for a career goal. Our staff, including a full-time counselor, assists students in planning future careers. We encourage students who wish to go to college to apply for various academic scholarships offered throughout the year.

District & School Profile
Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Coachella Valley Unified School District has a growing reputation for innovative programs and outstanding staff.

# About this School

## 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 11 | 10 |
| Grade 12 | 104 |
| Total Enrollment | 114 |

## 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| American Indian or Alaska Native | 2.6 |
| Hispanic or Latino | 97.4 |
| English Learners | 37.7 |
| Foster Youth | 0.9 |
| Socioeconomically Disadvantaged | 96.5 |
| Students with Disabilities | 9.6 |

## 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

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

### 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) | 7.8 | 86.7 | 746.9 | 91.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 5.0 | 0.6 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.0 | 11.0 | 12.7 | 1.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.1 | 1.1 | 5.5 | 0.7 | 12115.8 | 4.4 |
| Unknown | 0.1 | 1.2 | 46.9 | 5.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 9.0 | 100.0 | 817.2 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 |
|---|---|
| Permits and Waivers | 0.0 |
| Misassignments | 1.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 1.0 |

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 |
|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.1 |
| Total Out-of-Field Teachers | 0.1 |

## 2020-21 Class Assignments

| Indicator | 2020-21 |
|---|---|
| Misassignments for English Learners<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 13.2 |
| No credential, permit or authorization to teach<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On September 16, 2021 the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2022-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Year and month in which the data were collected | October 8, 2020 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | 2017 Houghton Mifflin Harcourt: Collections Program (9-12)<br>2016 CSU: ERWC<br>2016 Bedford: Literature a Portable Anthology - English Literature AP (11-12) | Yes | 0 |

| | 2016 Wadsworth: Structure, Sound, and Sense - English Literature AP (11-12)<br>2016 Prentice Hall: Everyday Use - English Language AP (12)<br>2016 Cengage Learning: The River Reader – English Language AP (12)<br>2016 Bedford: Everything's an Argument – English Language AP (12)<br>2016 Longman: 50 Great Essays – English Language AP (12)<br>2016 Bedford: The Language of Composition – English Language AP (12)<br>2017 Houghton Mifflin Harcourt: Collections Core Program (ELD) (9-11)<br>2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal (Intervention) (9-11)<br>2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal ReaLBook (Consumables) (9-11)<br>2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9)<br>2017 Pearson Side by Side (Newcomers) (9) | | |
| **Mathematics** | 2015 Pearson: Integrated Math Level 1, 2, 3 (9-12)<br>2008 Prentice Hall: Geometry (9-12)<br>2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12)<br>2008 Wiley & Sons: Calculus (9-12)<br>2008 W.H. Freeman: The Practice of Statistics - AP (9-12) | Yes | 0 |
| **Science** | 2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12)<br>2007 Glencoe: Life Science (English & Spanish) (9-12)<br>2007 Glencoe: Earth Science (Spanish) (9-12)<br>2007 Prentice Hall: Biology (English & Spanish) (9-12)<br>2007 Pearson: Biology AP (9-12)<br>2007 Prentice-Hall: Chemistry (9-12)<br>2007 Prentice-Hall: Physics AP (9-12)<br>2007 Pearson: Astronomy Today (9-12)<br>2007 Holt: Modern Biology (Honors) (9-12)<br>2007 Holt: Modern Chemistry (Honors) (9-12)<br>2007 Holt: Earth Science (9-12)<br>2007 Holt Physics (9-12)<br>2007 VHPS: Chemistry in the Community (9-12)<br>2007 Wiley: Environmental Science (9-12)<br>2007 McDougal Littell: Chemistry AP (9-12) | Yes | 0 |
| **History-Social Science** | 2007 McDougal Littell: World Geography (9)<br>2016 Bedford: Ways of the World A Global History - World History AP (11-12)<br>2016 Krugman's: Economics (Micro) AP (11-12)<br>2016 Krugman's: Economics (Macro) AP (11-12)<br>2016 Bedford: The History of Western Society - European History AP (12)<br>2016 Pearson: American Government Roots and Reform AP (12)<br>2019 Pearson Social Science - World History (10)<br>2019 Cengage: US History through the Lens 1877 (11)<br>2019 Pearson: Magruders American Government (12)<br>2019 Pearson: Economics: Principles in Action (12) | Yes | 0 |

| | | | |
|---|---|---|---|
| **Foreign Language** | 2016 Vista Higher Learning - Temas (AP-Span. Lang.) (9-12)<br>2016 Wayside Publishing - Triángulo Aprobado (AP Spanish Lang.) (9-12)<br>2016 Pearson Reflexiones (AP Spanish Lit.) (9-12)<br>2004 Prentice-Hall - Realidades (Spanish I, II, III) (Spanish as a Second Language) (9-12)<br>2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12)<br>2003 McGraw Hill: Aproximaciones  (Spanish V) (Spanish Honors) (9-12) | Yes | 0 |
| **Health** | 2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12) | No | |
| **Visual and Performing Arts** | | | |
| **Science Laboratory Equipment**<br>(grades 9-12) | | | |

## School Facility Conditions and Planned Improvements

School Facilities & Maintenance:
The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodian is responsible for:
- Cafeteria Cleanup/Setup
- General Maintenance
- Office Areas
- Restrooms
- Campus Safety
- Special Projects as Assigned

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. All light fixtures have been replaced, a maintenance schedule has been initiated. The principal communicates with custodial staff daily concerning maintenance and school safety issues.


Planned 2021-2022 Campus Improvements:

Health Office, Classroom 13, and Boys Restroom: missing/out light fixtures/covers** are scheduled to be repaired before June 7, 2022.


Campus Supervision
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, Administration and yard duty supervisors are strategically assigned to designated entrance areas, the breakfast area and Surrounding areas. Yard duty supervisors monitor lunch time activity in the cafeteria. La Familia High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds

Condition of Facilities - Riverside County Williams Inspection Results
On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for La Familia High School completed by the county took place on November 19, 2021. Results of the inspection are provided in table below.

* Indicates that corrections/repairs have been completed.
** Indicates that the repair is scheduled to be completed by June 7, 2022.

| Year and month of the most recent FIT report | November 19, 2021 |
|---|---|

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

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | | X | | Health Office- 1 light fixture out (low impact)<br>Classroom 13 - light fixtures missing covers |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Boys RR - 1 light fixture out |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| 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 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).

**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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---------|----------------|----------------|------------------|------------------|---------------|---------------|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| **Mathematics** (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 41 | 26 | 63.41 | 36.59 | 11.54 |
| Female | 11 | 8 | 72.73 | 27.27 | -- |
| Male | 30 | 18 | 60 | 40 | 16.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 41 | 26 | 63.41 | 36.59 | 11.54 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 19 | 61.29 | 38.71 | 10.53 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 40 | 25 | 62.50 | 37.50 | 0.00 |
| Female | 11 | 7 | 63.64 | 36.36 | -- |
| Male | 29 | 18 | 62.07 | 37.93 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 40 | 25 | 62.50 | 37.50 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 19 | 61.29 | 38.71 | 0.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 0 | 0 | 0 | 0 | 0 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|---|---|---|---|---|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|---|---|---|---|---|---|
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |
| **Military** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities** | N/A | N/A | N/A | N/A | N/A |
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | N/A | N/A |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |
| **Black or African American** | N/A | N/A | N/A | N/A | N/A |
| **Filipino** | N/A | N/A | N/A | N/A | N/A |
| **Hispanic or Latino** | N/A | N/A | N/A | N/A | N/A |
| **Native Hawaiian or Pacific Islander** | N/A | N/A | N/A | N/A | N/A |
| **Two or More Races** | N/A | N/A | N/A | N/A | N/A |
| **White** | N/A | N/A | N/A | N/A | N/A |
| **English Learners** | N/A | N/A | N/A | N/A | N/A |
| **Foster Youth** | N/A | N/A | N/A | N/A | N/A |
| **Homeless** | N/A | N/A | N/A | N/A | N/A |
| **Military** | N/A | N/A | N/A | N/A | N/A |
| **Socioeconomically Disadvantaged** | N/A | N/A | N/A | N/A | N/A |
| **Students Receiving Migrant Education Services** | N/A | N/A | N/A | N/A | N/A |
| **Students with Disabilities** | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|---|---|---|---|---|---|
| **All Students** | N/A | N/A | N/A | N/A | N/A |
| **Female** | N/A | N/A | N/A | | |
| **Male** | N/A | N/A | N/A | N/A | N/A |
| **American Indian or Alaska Native** | N/A | N/A | N/A | N/A | N/A |
| **Asian** | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|---|---|---|---|---|---|
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | | N/A | N/A | |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | 0.00 | N/A | 28.72 |

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 78 | NT | NT | NT | NT |
| Female | 34 | NT | NT | | |
| Male | 44 | NT | NT | | |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 76 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 30 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 14 | NT | NT | NT | NT |
| Students with Disabilities | -- | NT | NT | NT | NT |

## 2020-21 Career Technical Education Programs

Career Technical Education Programs
During the 20-21 school year, the district began planning for a CTE program at our small continuation school. Beginning in the 21-22 school year, La Familia High School began its first CTE pathway – Entrepreneurship. The program is staffed by a credentialed Art Teacher that also possess the CTE Designated subjects credential in Marketing Sales and Service. The course offers both elective and fine arts credit and is cohorted with an English and Math teacher.

Students meet with the counselor a minimum of three times throughout the year to discuss career paths and courses of study. The school's career center help students explore career options and hosts guest speakers from the College of the Desert, armed services, trade schools, and the local business.

## 2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 8 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | 50 |

## 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 |
|---|---|
| **2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission** | 99.12 |
| **2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| **Grade 5** | N/A | N/A | N/A |
| **Grade 7** | N/A | N/A | N/A |
| **Grade 9** | N/A | N/A | N/A |

## 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.

## 2021-22 Opportunities for Parental Involvement

La Familia has a dedicated parent liaison focusing on increasing communication and engagement. Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. With 24 hours advance notice, parents may "sit in" any of their student's classes to

## 2021-22 Opportunities for Parental Involvement

gain an understanding of instructional practices and learning environment.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through:
- Automated telephone system
- Back to School Night
- Evening Parent Forums
- Flyers
- Monthly newsletter
- Mailers
- Parent Meetings
- Personal phone calls from the principal and school secretary
- School web site
- Facebook page
- Social Media
- Written notices
- Coffee with the Principal


Contact the principal or counselor at (760) 399-5929 for more information on how to become involved in your child's learning environment.

Opportunities to Get Involved
- Back to School Night
- Graduation
- School Site Council
- ELAC
- Mentoring
- Volunteering

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 20.6 | 23.0 | 25.0 | 8.7 | 12.3 | 15.3 | 9.0 | 8.9 | 9.4 |
| **Graduation Rate** | 71.4 | 67.2 | 56.5 | 79.6 | 82.7 | 75.7 | 84.5 | 84.2 | 83.6 |

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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 | 92 | 52 | 56.5 |
| Female | 40 | 28 | 70.0 |
| Male | 52 | 24 | 46.2 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 90 | 52 | 57.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 0 | 0 | 0.00 |
| English Learners | 43 | 22 | 51.2 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 91 | 52 | 57.1 |
| Students Receiving Migrant Education Services | 22 | 14 | 63.6 |
| Students with Disabilities | 13 | 6 | 46.2 |

## 2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 155 | 134 | 53 | 39.6 |
| Female | 59 | 52 | 19 | 36.5 |
| Male | 96 | 82 | 34 | 41.5 |
| American Indian or Alaska Native | 3 | 3 | 3 | 100.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 152 | 131 | 50 | 38.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 0 | 0 | 0 | 0.0 |
| English Learners | 51 | 47 | 20 | 42.6 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 1 | 1 | 1 | 100.0 |
| Socioeconomically Disadvantaged | 144 | 127 | 51 | 40.2 |
| Students Receiving Migrant Education Services | 24 | 22 | 11 | 50.0 |
| Students with Disabilities | 12 | 12 | 8 | 66.7 |

## 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 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 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|---|---|---|---|---|---|---|
| Suspensions | 10.93 | 0.00 | 4.70 | 0.03 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.02 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

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

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

The Comprehensive School Safety Plan was developed for La Familia High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy.   The  2021-22 School Safety Plan was reviewed, updated, and approved by the SSC on February 23, 2021. It was board approved on April 15, 2021.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 10 | 18 | | |
| Mathematics | 6 | 22 | | |
| Science | 13 | 6 | | |
| Social Science | 12 | 13 | | |

## 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 | 8 | 25 | | |
| Mathematics | 7 | 21 | | |
| Science | 11 | 9 | | |
| Social Science | 10 | 17 | | |

## 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 | 17 | | |
| Mathematics | 9 | 13 | | |
| Science | 10 | 6 | | |
| Social Science | 10 | 15 | | |

## 2020-21 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 | 114 |

## 2020-21 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | $19,081 | $3,968 | $15,113 | $96,797 |
| District | N/A | N/A | $9,179 | $95,846 |
| Percent Difference - School Site and District | N/A | N/A | 48.9 | 1.0 |
| State | | | $8,444 | $86,376 |
| Percent Difference - School Site and State | N/A | N/A | 56.6 | 11.4 |

## 2020-21 Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

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


*Expanded Learning Programs (EXLP):
 Tutoring all core subjects, credit recovery for 10th thru 12th grades,
* English Learner Mentoring
 LFHS students are provided an EL Mentor, and tutoring services.
* Culturally Relevant Instruction
* Professional Development for Staff
* Data Teams
* Family Engagement Events
* Mental Health Services through the Latino Commission
* Migrant Program
* Partnership with CalFresh
* Partnership with Safe Routes to School

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $53,870 | $52,562 |
| Mid-Range Teacher Salary | $86,849 | $83,575 |
| Highest Teacher Salary | $111,614 | $104,166 |
| Average Principal Salary (Elementary) | $129,320 | $131,875 |
| Average Principal Salary (Middle) | $137,188 | $137,852 |
| Average Principal Salary (High) | $154,856 | $150,626 |
| Superintendent Salary | $250,000 | $260,243 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

## 2020-21 Advanced Placement (AP) Courses

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

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

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 | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered | 0 |

## Professional Development

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review(PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training. All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards

## Professional Development

and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions. Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year.

2020-21 District-Sponsored Professional Development:
Adult Self-Care
AERIES Student Engagement
APEX (Secondary)
Bitmoji Classrooms
CAASPP
California School Library Database
Cameras in the Classroom
Canvas (6-part series)
CCGI - California College Guidance Initiative (Secondary)
Collections (Secondary)
ELPAC
English 3D for English Learners
Ethnic Studies (Secondary)
Google Apps
Google Classroom Basics
Google Forms Assessment and Data
Hybrid Teaching
IEPs (3-part series)
Illuminate Assessment Platform
Informative, Argument, and Narrative Writing (Elementary and Secondary)
Math 180
National Geographic (Middle School)
NGSS
PBIS
Positive Prevention Plus (6-part series, Secondary)
Project Moving Forward
Restorative Justice (Secondary)
Saavas/Pearson History (Elementary, Secondary)
Supporting Secondary Trauma
Transformational Learning - La Cultura Cura (4-part series)
UCI Math (6-part series, Elementary, Secondary)
UDL - Universal Design for Learning
VAPA Standards
Virtual Science Labs
Wonders & Maravillas (Elementary)
Zoom 101/102

2021 - 22 District-Sponsored Professional Development:
August, 2021 (Optional Professional Development) – before the start of school:

Secondary:
Next Generation Science Standards (NGSS)
School-Based Mental Health
Visual and Performing Arts (VAPA)

## Professional Development

Math 7, 8
iMath 1, 2, 3
History Standards and DBQs
Crisis Prevention Intervention
APEX Tutorials
NEPRIS
Positive Behavior Intervention Supports (PBIS) Rewards
Social-Emotional Learning
School Attendance
Ethnic Studies Pedagogy
Physical Education
English Learner (EL) Academy Module 1
Joven Noble
Canvas
Mastery Connect
New Teacher Technology
Cardio-Pulmonary Resuscitation (CPR)

Special Education:
Extended School Year (ESY)
Goalbook
Transition Plan Writing
Legally Defensible Individualized Education Programs (IEPs)
Special Education Information System (SEIS)
Canvas
Mastery Connect
New Teacher Technology

District-Wide throughout 2021-22:
MasteryConnect
iReady
Intervention
Transitional Kindergarten/Kindergarten (TK/K) Instructional Aides Training
Canvas
Writing
Newcomer Assessments
Lexia
UCI Math Grades 3-6
UCI Math Admin
English Learner Training
Read 180/System 44
English Language Development (ELD) Professional Development
Google Suite App
ELD Benchmarks
Google Classroom
New Teacher Technology
Early Literacy Support Block (ELSB)

All-District Professional Development, non-student day:
Preschool Google Suite Apps
UCI Math Grades 3, 4, 5, 6
English Learner (EL) Academy Grades TK, K, VAPA, Intervention
Positive School Climate Grades 1, 2
Positive School Climate - all middle schools and high schools


Site-Based Training
La Familia High School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school administration, teaching staff, and district representatives, specific areas for

professional training are identified to complement and support district-wide training. Staff development concentrations are selected based upon analysis of student performance data.

2021-22 Site Based Training:
In addition to the district led PD, LFHS provides targeted PD in the following areas.
Edmentum
Exact Path
Apex
Acellus
Adult SEL
CCGI
Art Therapy

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | | | |

# Coachella Valley Unified School District
## 2020-21 Local Accountability Report Card (LARC) Addendum

## Local Accountability Report Card (LARC) Addendum

**2020-21 Local Accountability Report Card (LARC) Addendum Overview**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

| | |
|---|---|
| **District Name** | Coachella Valley Unified School District |
| **Phone Number** | (760) 399-5137 |

| Superintendent | Dr. Luis Valentino |
|---|---|
| **Email Address** | luis.valentino@cvusd.us |
| **District Website Address** | https://www.cvusd.us/ |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 9407 | 7385 | 78.51 | 21.49 | 23.43 |
| Female | 4565 | 3682 | 80.66 | 19.34 | 28.28 |
| Male | 4842 | 3703 | 76.48 | 23.52 | 18.64 |
| American Indian or Alaska Native | 41 | 20 | 48.78 | 51.22 | 15.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 15 | 11 | 73.33 | 26.67 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 9229 | 7265 | 78.72 | 21.28 | 23.42 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 28 | 71.79 | 28.21 | 25.00 |
| White | 73 | 54 | 73.97 | 26.03 | 26.00 |
| English Learners | 3973 | 3129 | 78.76 | 21.24 | 6.26 |
| Foster Youth | 66 | 54 | 81.82 | 18.18 | 9.62 |
| Homeless | 290 | 224 | 77.24 | 22.76 | 14.29 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 8690 | 6820 | 78.48 | 21.52 | 22.41 |
| Students Receiving Migrant Education Services | 1108 | 835 | 75.36 | 24.64 | 16.73 |
| Students with Disabilities | 1170 | 725 | 61.97 | 38.03 | 3.97 |

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 9408 | 7239 | 76.95 | 23.05 | 11.54 |
| Female | 4565 | 3599 | 78.84 | 21.16 | 11.67 |
| Male | 4843 | 3640 | 75.16 | 24.84 | 11.40 |
| American Indian or Alaska Native | 41 | 24 | 58.54 | 41.46 | 8.70 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 15 | 12 | 80.00 | 20.00 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 9230 | 7113 | 77.06 | 22.94 | 11.54 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 39 | 29 | 74.36 | 25.64 | 10.34 |
| White | 73 | 52 | 71.23 | | 11.54 |
| English Learners | 3973 | 3058 | 76.97 | 23.03 | 3.45 |
| Foster Youth | 66 | 50 | 75.76 | 24.24 | 4.00 |
| Homeless | 290 | 214 | 73.79 | 26.21 | 9.43 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 8691 | 6681 | 76.87 | 23.13 | 10.98 |
| Students Receiving Migrant Education Services | 1108 | 825 | 74.46 | 25.54 | 7.72 |
| Students with Disabilities | 1170 | 721 | 61.62 | 38.38 | 2.68 |

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.