



2021 School Accountability Report Cards (SARCs):

- CDE has delayed the distribution of the data tables, however we are bringing the SARCs forward with available data and narrative responses for your review/approval to meet the statutory deadline of February 1st.
- We are working closely with DTS (*our vendor for online platform that we use for our SARCs, SPSAs, the LCAP and other CVUSD plans*) to populate the data tables as soon as possible once the data is released by CDE.
- Completed SARCs will be republished once all available data is added. Parents/Community will be informed once SARCs are completed.
- SARCs will be provided to the Board, as a consent item, once they are complete.

Links to CVUSD Enrollment Data:

[2020-21 CVUSD Enrollment by Ethnicity](#)

[2020-21 CVUSD Enrollment by Grade Level](#)

[2020-21 CVUSD Enrollment by Language Acquisition Status](#)

Link to CAASPP Data:

[CVUSD 2021 CAASPP Report - ELA & Math](#)

Link to ELPAC Data:

[CVUSD 2021 Summative ELPAC Data:](#)

Link to CVUSD Graduation Rates:

[2020-21 CVUSD 4-Year Graduation Rate](#)

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 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
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

September 16, 2021

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

	2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12) 2008 Wiley & Sons: Calculus (9-12) 2008 W.H. Freeman: The Practice of Statistics - AP (9-12)		
Science	2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 VHPS: Chemistry in the Community (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12)	Yes	0
History-Social Science	2007 McDougal Littell: World Geography (9) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Pearson: American Government Roots and Reform AP (12) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson: Magruder's American Government (12) 2019 Pearson: Economics: Principles in Action (12)	Yes	0
Foreign Language	2016 Vista Higher Learning - Temas (AP-Span. Lang.) (9-12) 2016 Wayside Publishing - Triángulo Aprobado (AP Spanish Lang.) (9-12) 2016 Pearson Reflexiones (AP Spanish Lit.) (9-12) 2004 Prentice-Hall - Realidades (Spanish I, II, III) (Spanish as a Second Language) (9-12) 2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12) 2003 McGraw Hill: Aproximaciones (Spanish V) (Spanish Honors) (9-12)	Yes	0
Health	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12)	No	

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:

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

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.

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		N/A		N/A	

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

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	
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	

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	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 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									
Graduation Rate									

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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						
Expulsions						

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			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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	\$103,649
Percent Difference - School Site and District	N/A	N/A	48.9	-6.8
Percent Difference - School Site and State	N/A	N/A		

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

2020-21 Types of Services Funded

- 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

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 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)

Professional Development

- 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)
- 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)

Professional Development

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			