



# La Familia High School

83-800 Airport Blvd. • Thermal, CA 92274 • (760) 399-5929 • Grades 10-12

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Coachella Valley Unified School District

87-225 Church Street  
Thermal, CA 92274  
(760) 399-5137  
<https://www.cvusd.us/>

#### District Governing Board

Silvia Paz, President

Joey Acuña Jr., Vice President

Neftali Galarza, Trustee

Blanca Hall, Clerk

Yolanda Corona, Trustee

Jesus R. Gonzalez, Trustee

Maria G. Machuca, Trustee

#### District Administration

Dr. Maria Gandra  
**Superintendent**

Erik Lee  
**Assistant Superintendent, Business  
Services**

Dr. Josie Paredes  
**Assistant Superintendent,  
Educational Services**

Kevin Rubow  
**Assistant Superintendent, Human  
Resources**

#### **Mission:**

La Familia High School is dedicated to provide an educational experience that values, respects, and responds to students' individual needs, learning styles, and goals providing students with a safe environment in which to acquire the skills needed to become successful, responsible citizens. La Familia High School seeks to provide a high quality educational program where students learn to master the California content standards, pursue their educational and career goals, and gain self-sufficiency, while learning to value academic and personal achievement. La Familia High School incorporates each student's unique individuality into a rigorous academic program. The school community respects the dignity of each student while modeling the skills necessary to become successful, productive adults.

#### **Vision:**

La Familia High School strives to provide students with educational and learning experiences that engage and inspire students to seek knowledge, and self-discovery. We foster basic life skills, leadership skills, appropriate and responsible behavior, kindness, compassion, and empathy for others. We provide a California standards based curriculum that promotes learning through reading, critical thinking and problem solving. We provide literacy and math skills to enable students to enter college and/or the workforce.

La Familia High School is an alternative education school, where students who are credit deficient may increase credits toward graduation. 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.

#### **Communicate Effectively:**

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

In the coming year, we will continue to implement writing and literature courses to prepare students for the CAASPP, and other state competency testing.

Students are actively learning to use computers and other mobile devices while implementing reading and writing skills.

#### **Think and Analyze Critically:**

Thinking, analyzing, interpreting, and evaluating ideas are common skills needed to live in a global society. We are offering 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.

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. At the beginning of the 2018-19 school year, 145 students were enrolled, including 8.4% students with disabilities, 41.2% English Language Learners, and 98.5% socioeconomically disadvantaged students.

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. At the beginning of the 2019-20 school year, 132 students were enrolled, including 9.0% students with disabilities, 39.4% English Language Learners, and 98.5% socioeconomically disadvantaged students.

### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	55
Grade 12	77
<b>Total Enrollment</b>	<b>132</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Hispanic or Latino	97
White	1.5
Socioeconomically Disadvantaged	98.5
English Learners	39.4
Students with Disabilities	7.6
Homeless	0.8

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for La Familia High School	17-18	18-19	19-20
With Full Credential	10	10	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coachella Valley	17-18	18-19	19-20
With Full Credential	♦	♦	792
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at La Familia High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

All textbooks used in the core curriculum at La Familia Continuation High 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 20, 2018, 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. 2019-13 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 2018-19 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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 20, 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>2017 Houghton Mifflin Harcourt: Collections Program (9-12)                      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)                      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: Collections Core Program (ELD) (9-11)                      2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9)                      2017 Pearson Side by Side (Newcomers) (9)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>2015 Pearson: Integrated Math Level 1, 2, 3 (9-12)                      2008 Prentice Hall: Geometry, Algebra 2, Pre-Calculus, Graphical, Numerical (9-12)                      2008 Statistics-Modeling the World (11-12)                      2008 Wiley’s Calculus: Early Trans. (11-12)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	2007 McDougal Littell: World Geography (9) 2007 Prentice Hall: World History: The Modern World (English & Spanish) (10) 2007 Holt: American Anthem (11) 2007 Prentice Hall: Magruder's American Gov (12) 2007 Prentice Hall: Economics (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 Bedford: American's History - US History AP (11-12) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Pearson: Government and Politics: United States - Government AP (12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12)  <b>The textbooks listed are from most recent adoption:</b> No

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Commencing in the 2019-20 school year, La Familia High School was relocated back to their original campus in Thermal, CA. The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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. Emergency repairs are given the highest priority.

#### 2018-19 Campus Improvements:

- Installation of an additional bathrooms for students and staff
- Installation of two additional drinking fountains

Planned 2019-2020 Campus Improvements:

Every morning before school begins, the custodian and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian (without an evening custodian) is assigned to La Familia High School. The custodian is responsible for:

- Cafeteria Cleanup/Setup
- General Maintenance
- Classrooms
- Landscaping
- Restrooms
- Office Areas
- Special Events Preparations/Setups
- Vents: all vents are inspected, cleaned and replaced when needed. The custodian routinely checks the conditions of the vents throughout the campus.

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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January, 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Boys RR: exhaust vent grill missing
<b>Interior:</b> Interior Surfaces	Fair	1: 3 stained ceiling tiles, webs on the fridge (minor) 5: 2 light bulbs out (low impact), dirty return vent 10: 1 light bulb out (low impact), water damage under sink
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Library: 5 light fixtures missing covers Girls RR: light fixture missing cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	5	5	28	29	50	50
Math	0	0	19	21	38	39

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

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	83	98.81	4.82
Male	61	61	100.00	0.00
Female	23	22	95.65	18.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	80	79	98.75	5.06
White	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	5.26
English Learners	41	41	100.00	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	84	82	97.62	0.00
Male	61	61	100.00	0.00
Female	23	21	91.30	0.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	80	78	97.50	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	77	75	97.40	0.00
English Learners	41	41	100.00	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

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

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2019-20)**

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
- Written notices

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

#### 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.

#### 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 school's 2019-20 school safety plan was reviewed, updated, and approved by the SSC on February 22, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.4	12.4	10.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	5.2	4.7
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	132.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	13	15			13	14			10	18		
Mathematics	11	12			8	18			6	22		
Science	10	7			13	7			13	6		
Social Science	12	15			12	14			12	13		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. 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.

#### 2017-18 District-Sponsored Professional Development:

- Acuity Training (3-6)
- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

\* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

\* Read 180 & Math 180 implementation and data analysis training

\* Lexia and RAPID implementation and Data Analysis

#### 2018-19 District-Sponsored Professional Development:

- CAASPP Summative and Interim Assessment Block (IAB) training
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation

\* Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)

- EADMS Training for Assessment Implementation and Data Analysis

\* Read 180 & Math 180 implementation and data analysis training

\* Lexia and RAPID implementation and Data Analysis

\* Writing professional development provided by Riverside County Office of Education (RCOE)

## 2019-20 District-Sponsored Professional Development:

- \* Joven Noble
- \* Xinatchli
- \* Transformational Learning Training
- \* Restorative Justice Training
- \* PBIS Training
  - CAASPP Summative and Interim Assessment Block (IAB) training
- \* ELPAC Initial and Summative training
- \* English 3D
- \* Rosetta Stone
- \* Project Moving Forward - vocabulary, literacy, and language development
  - AVID Path to Schoolwide Trainings
  - AVID Summer Institute
  - Best Practices Relating to the ELA/ELD Standards and Frameworks
  - Biliteracy Units of Study
  - Common Core State Standards Implementation
  - EADMS Training for Assessment Implementation and Data Analysis
- \* University of California Irvine (UCI) Math training for middle school and high school
- \* Writing professional development provided by Riverside County Office of Education (RCOE)
- \* Accelerating Academic Learning for English Learners

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.

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.

### 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.

During the 2019- 20 school year, training takes place during staff meetings and through teacher release time which focused on:

- Individual Student Achievement
- Instructional Strategies
- Staff Collaboration
- WASC
- School safety
- Student engagement
- Alice Drills
- Mental Wellness
- Restorative Practices
- Transformational Learning

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,870	\$51,374
Mid-Range Teacher Salary	\$86,849	\$80,151
Highest Teacher Salary	\$111,614	\$100,143
Average Principal Salary (ES)	\$128,758	\$126,896
Average Principal Salary (MS)	\$147,364	\$133,668
Average Principal Salary (HS)	\$149,640	\$143,746
Superintendent Salary	\$250,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- 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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$20,612	\$4,324	\$16,288	\$95,192
District	N/A	N/A	\$9,313	\$92,713.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	54.5	2.6
School Site/ State	73.8	14.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for La Familia High School	2015-16	2016-17	2017-18
Dropout Rate	16.3	11.9	25.3
Graduation Rate	75.5	67.8	57.3

Rate for Coachella Valley Unified	2015-16	2016-17	2017-18
Dropout Rate	10.2	7.8	9.2
Graduation Rate	86.1	83.1	81

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

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

### Career Technical Education Programs

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 community.

### DataQuest

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

### 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.

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.45
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.