LA FAMILIA HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges To 2019

Grades 10-12
Angela Robbins Maestas, Principal
56-615 Olive Street • Thermal, CA 92274
(760) 399-5929

2015-16 School Accountability Report Card

2015-16 Activity Published in February 2017

Coachella Valley
Unified School District

87-225 Church Street
Thermal, CA 92274
(760) 399-5137

www.cvusd.us

Board of Trustees

Blanca T. Hall, President
Joey Acuña, Jr., Vice President
Yolanda Castro, Clerk
Francisco Becerra, Member
Meagan Caress, Member
Jesus R. Gonzalez, Member
Maria G. Machuca, Member

District Administration

Juan Lopez
Interim Superintendent

Gregory J. Fromm
Assistant Superintendent
Business & Finance

Dr. Jason B. Angle
Assistant Superintendent
Educational Services

Chona M. Killeen
Assistant Superintendent
Human Resources

Principals Message

At La Familia High School, we hold a common vision of school pride and success. Our philosophy and ongoing mission is to create a caring and genuine environment where students may participate in academic growth, model positive social traits, and good citizenship.

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 Expected School-wide Learning Results, better known as ESLRs.

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 CST, High School Exit Exam, and other state competency testing.

Students are actively learning to use the 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 math and 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 2015-16 school year, 121 students were enrolled, including 6.6% students with disabilities, 48.8% English Language Learners, and 97.5% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American		Grade 9	
American Indian or Alaskan Native	0.8%	Grade 10	5
Asian		Grade 11	47
Filipino		Grade 12	69
Hawaiian or Pacific Islander			
Hispanic or Latino	95.9%		
White (not Hispanic)	3.3%		
Two or More Races			
Socioeconomically Disadvantaged	97.5%		
English Learners	48.8%		
Students with Disabilities	6.6%		
Migrant Education		Total Enrollment	121
Foster Youth			

La Familia High provides a compassionate learning environment and emphasizes mutual respect between students and staff. Most students who experience difficulty in a traditional comprehensive high school setting often find success in an alternative program. Individualized instruction, with frequent one-on-one student and teacher interaction ensures that the needs of every student are met. A traditional school calendar is followed; an accelerated curriculum is facilitated through six grading periods.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in the Physical Fitness section, including the Physical Fitness Test chart.

Parent Involvement

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
• 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

Student Achievement

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, La Familia High School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17	La Familia	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2008-09	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards	La Familia			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	-	-	-	35	33	32	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10) 2015-16	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	11	7	63.6%	
Economically Disadvantaged	11	7	63.6%	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Percentage of Students Meeting or Exceeding the State Standards	La Familia		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	7	15	18	22	44	48
Mathematics	0	-	11	14	33	36

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2015-16								
	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
	Grade 11				Grade 11			
All Students Tested	75	66	88.0%	15.2%	75	66	88.0%	-
Male	42	37	88.1%	13.5%	42	37	88.1%	-
Female	33	29	87.9%	17.2%	33	29	87.9%	-
Hispanic or Latino	71	63	88.7%	15.9%	71	63	88.7%	-
Socioeconomically Disadvantaged	72	64	88.9%	15.6%	72	64	88.9%	-
English Learners	41	36	87.8%	5.6%	41	36	87.8%	-
Migrant Education	11	10	90.9%	30.0%	11	10	90.9%	-

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number os 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.

Classroom Environment

Teaching Load
The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20, 21-32, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
		2013-14		
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	9	17		
Math	7	15		
Science	7	8		
History	12	7		
		2014-15		
English	13	14	1	
Math	10	9		
Science	11	7		
History	13	6	2	
		2015-16		
English	12	15		
Math	16	6		
Science	13	6		
History	16	5	1	

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

Discipline & Climate for Learning
La Familia High School's discipline policies are based upon a schoolwide discipline plan and PBIS, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers follow the Character Building PBIS (Positive Behavior Intervention Support) program to establish core values and discipline practices. This program provides tiered, progressive disciplinary interventions to assist students in making the right choice. All students are provided a student handbook and the annual rights notification which outline discipline policies and behavior expectations. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. La Familia High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions									
	La Familia			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	34	17	8	902	828	926	279,383	243,603	230,389
Expulsions (#)	0	0	0	13	23	25	6,611	5,692	6,227

Dropout Prevention
La Familia High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, progress reporting, relationship with probation office and district office, on-site credit recovery program, and adult school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	La Familia		
	12-13	13-14	14-15
Dropout Rate (%)	14.2	16.3	11.8
Graduation Rate (%)	79.1	78.31	83.59
	CVUSD		
Dropout Rate (%)	14.2	16.3	11.8
Graduation Rate (%)	79.1	78.3	83.6
	CA		
Dropout Rate (%)	11.4	11.6	10.7
Graduation Rate (%)	80.4	80.8	82.3

their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Since La Familia High is a small continuation school, individual rates are not calculated, therefore the school is assigned district cohort rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at http://dq.cde.ca.gov/dataquest/.

Graduation Rates

Students must accumulate 220 course credits and pass Algebra I to receive a high school diploma from La Familia High School. Alternative methods of acquiring a diploma are available through the adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at La Familia High School. The following table illustrates the percentage of students graduating from La Familia High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2015			
	La Familia	CVUSD	CA
All Students	47%	94%	85%
African American	-	25%	77%
American Indian or Alaskan Native	-	-	75%
Asian	-	100%	99%
Filipino	-	75%	97%
Hispanic or Latino	49%	95%	84%
Hawaiian or Pacific Islander	-	-	85%
White (not Hispanic)	100%	88%	87%
Two or More Races	-	100%	91%
Socioeconomically Disadvantaged	39%	92%	77%
English Learners	53%	86%	51%
Students with Disabilities	33%	83%	68%
Migrant Education	-	-	-
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development at Coachella Valley Unified School District revolves around the California Content Standards and Frameworks and National Common Core 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 build 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 qualify of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

2015-16 District-Sponsored Professional Development:
• All Things iPad! Reaching All Learners
• Biliteracy Units of Study
• Common Core State Standards Implementation Using Units of Study
• Read 180/System 44
• Write from the Beginning and Beyond

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 districtwide training. Staff development concentrations are selected based upon analysis of student performance data. During the 2015-16 school year, training takes place during staff meetingsand through teacher release time which focused on:

• Individual Student Achievement
• Instructional Strategies
• Staff Collaboration

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	McDougal Littell: Language of Literature	0%	9-12
2010	*	National Geographic: Edge	0%	9-10
2003	*	Pearson: Side by Side (Newcomers)	0%	9-12
Math				
2015	*	McGraw-Hill: Accelerated Math	0%	9-12
2008	*	Graphical, Numerical Statistics-Modeling the World	0%	11-12
2008	*	Wiley's Calculus: EarlyTransition	0%	9-12
Science				
2007	*	Glencoe: Hole's Essentials of Human Anatomy and Physiology	0%	9-12
2007	*	Glencoe: Life Science (English and Spanish)	0%	9-12
2007	*	Prentice Hall: Biology (English and Spanish)	0%	9-12
2007	*	Prentice Hall: Chemistry	0%	9-12
2007	*	Pearson: Astronomy Today	0%	9-12
2007	*	Holt: Earth Science (English and Spanish)	0%	9-12
2007	*	Holt: Physics	0%	9-12
2007	*	VHPS: Chemistry in the Community	0%	9-12
2007	*	Wiley: Environmental Science	0%	9-12
Social Science				
2007	*	McDougal Littell: World Geography	0%	9
2007	*	Prentice Hall: World History: The Modern World (English and Spanish)	0%	10
2007	*	Holt: American Anthem	0%	11
2007	*	Prentice Hall: Magruder's American Government	0%	12
2007	*	Prentice Hall: Economics	0%	12
Foreign Language				
2003	*	Heinle: Voces De Hispanoamerica	0%	9-12
2003	*	Longman: Una Vez Mas	0%	9-12
2003	*	McGraw-Hill: Composicion Proceso Y Sintesis	0%	9-12
2003	*	McGraw Hill: El Espejo Enterrado	0%	9-12
2003	*	McDougall Littell: Next Text/Abriendo Puertas Tomo I and II	0%	9-12
2003	*	Catedra: Como se Comenta Un Texto Literario	0%	9-12
2016	*	Wayside Publishing: Triangulo Aprobado	0%	9-12
2003	*	Prentice Hall: Realidades	0%	9-12
2003	*	Glencoe: Tesoro Literario and Galeria de Arte	0%	9-12
2016	*	Vista Higher Learning: Temas	0%	9-12
2016	*	Pearson: Reflexiones	0%	9-12
Health				
2007	*	Holt: Lifetime Health	0%	9-12
2007	*	Holt: Salud Para Toda La Vida	0%	9-12

Instructional Materials

All textbooks used in the core curriculum at La Familia High School are being aligned to the Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 13, 2016, 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. 2017-16 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 2016-17 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.

College and Work Readiness

College Preparation Coursework

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities:

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California web site at www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University web site at www.calstate.edu/admission/.

Enrollment in and Completion of UC/CSU-Required Courses 2014-15	
	%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	*
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Data not available at the time of this report.

Workforce Preparation

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.

Professional Staff

Teacher Assignment

During the 2015-16 school year, La Familia High School had 10 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments			
	La Familia		
	14-15	15-16	16-17
Total Teachers	9	10	10
Teachers with Full Credential	9	10	10
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	1	0	0
Teacher Misassignments for English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Teacher Vacancies	0	0	0
	CVUSD		
	14-15	15-16	16-17
Total Teachers	801	844	857
Teachers with Full Credential	801	840	853
Teachers without Full Credential	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	4	0	0
Teacher Misassignments for English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Teacher Vacancies	17	15	9

*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.*

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
La Familia	100.0%	
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

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

Counseling & Support Staff

La Familia High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counselors and Support Personnel table in this report illustrates the availability of non-instructional support staff to La Familia High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	1	1.0
Psychologist	1	0.2
Campus Security Officers	1	1.0
Speech & Language Pathologist	As needed	
School Nurse	1	0.1
Average Number of Students per Academic Counselor		121

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. La Familia High School's original facilities were built in 1972; 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. Emergency repairs are given the highest priority.

Campus Description	
Year Built	1972
Acreage	3
Bldg. Square Footage	13766
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	12
# of Restrooms (student use)	2 sets
Computer Lab	1
Libray/Media Center	1
Teacher Work Room	1
Outdoor Art Studio	1

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 and no evening custodians are assigned to La Familia High School. The day custodian is responsible for:

• Cafeteria Cleanup/Setup
• General Maintenance
• Classrooms
• Landscaping
• Restrooms
• Office Areas
• Special Events Preparations/Setups

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Supervision is provided by the principal, teachers, security officer, counselor, and instructional aides who patrol the campus, entrance areas, and designated common areas as students arrive during the morning, during the lunch period, and after school during student departure.

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.

School Site Safety Plan

The Comprehensive School Site 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 most recent school safety plan was reviewed, updated, and discussed with school staff in August 2016.

Facilities Inspections

The district's maintenance department inspects La Familia High School on an annual basis in accordance with Education Code §17592.72(c)(1). La Familia High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 17, 2016. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: October 17, 2016	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Boys Restroom by Main Office - Exhaust fan does not work
Interior Surfaces		✓		Boys Restroom Portable - Ceiling tiles missing, sheet vinyl damaged bad; Classroom 1, 9 & Girls Restroom Portable - Ceiling tiles cracked; Classroom 10, 4, 7, 8, 9, Girls Restroom Portable, Media Library Room 12 & Student Store Room 13 - Ceiling tiles stained; Classroom 4 - Ceiling tile hanging, ceiling has holes; Classroom 5 - Ceiling tile hanging, wall paper peeling; Classroom 9 - Ceiling tile hanging; Classroom 9 - Bolt on handrail too long
Cleanliness	✓			
Electrical		✓		Career Center, Classroom 1, 10, 2, 3, 4, 8, 9, Media Library Room 12 & Student Store Room 13 - Lights out; Classroom 3 & Student Store Room 13 - Light lens broken; Classroom 4 - Receptacle cover broken; Media Library Room 12 & Room 11 Teacher Work Room - Light lens cover loose; Student Store Room 13 - Lighting defective on roof flood
Restrooms/Fountains	✓			Classroom 10 - Water off at sink; Faculty Restroom Mens - Toilet seat loose
Safety		✓		Main Office - Fire alarm in trouble
Structural	✓			
External			✓	Classroom 7 - Door lock hard to unlock; Classroom 8 & Student Store Room 13 - Doors do not shut firmly; Girls Restroom Portable - Door closer missing, door doesn't latch well; PE Field - Large areas void of grass, large puddle, damaged fence material in field

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
Overall Summary		✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2014-15 school year, Coachella Valley Unified School District spent an average of $10,112 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	45,708	44,958
Mid-Range Teacher Salary	73,691	70,581
Highest Teacher Salary	94,705	91,469
Average Principal Salaries:		
Elementary School	109,412	113,994
Middle School	125,908	120,075
High School	130,044	130,249
Superintendent Salary	231,000	218,315
Percentage of Budget For:		
Teacher Salaries	36	38
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Current Expense of Education Per Pupil 2014-15					
	Dollars Spent Per Student				
Expenditures Per Pupil	La Familia	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	13,058	N/A	N/A	N/A	N/A
Restricted (Supplemental)	11	N/A	N/A	N/A	N/A
Unrestricted (Basic)	13,047	4,809	271.3%	5,677	229.8%
Average Teacher Salary	70,615	76,521	92.3%	74,216	95.1%

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

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III
- Vocational Programs

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about La Familia High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access La Familia High School's SARC and access the Internet in the school office or at any of the county's public libraries. The closest library to La Familia High School is the Mecca Library located at 91-260 Avenue 66, Mecca, CA 92254.

Mecca Library
(760) 396-2363
Hours: Mon. - Thurs. 10 - 6
         Sat.: 10 - 6
         Fri. and Sun.: Closed
Number of computers available: 13
Number of printers available: 1

La Familia High School Office
Hours: 7:00 - 4:30
Visitors are required to check in at front office upon arrival
Number of computers available: 1
Printers available: 1

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Coachella Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in December 2016 and the school facilities section was acquired in January 2016.