

Desert Sands Unified School District La Quinta High School

Grades 9 through 12
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2021-22 School Accountability Report Card *Published February 2023*

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Principal's Message

I would like to welcome you to La Quinta High School's Annual Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

La Quinta High School fully embraces the privilege of being an (IB) International Baccalaureate School. At every level, the expectation is all students will be prepared to succeed in the most rigorous courses and beyond. To complement the outstanding work of the dedicated staff and IB students, LQHS offers 13 IB courses, 11 AP (Advanced Placement) courses, 11 Honors courses, four CTE programs (Public Service Academy, Medical Health Academy, Culinary Arts Institute, and Information & Communications Technology Academy), Air Force JROTC, and AVID. We believe all students can learn. As such, we offer the necessary support needed for them to be successful. We aim to provide the best learning environment for our students. This is accomplished through a supportive board of education, talented staff members, a supportive community, and most importantly, great students.

We made a commitment to provide the best educational program possible for La Quinta High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

DSUSD Mission

To inspire and nurture every student ... one opportunity at a time.

DSUSD Vision

We will be the district of choice to successfully prepare every student for college, career, and life.

School Description

La Quinta High School is located in the northern region of La Quinta and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 2582 students were enrolled, including 10% in special education, 7.9% qualifying for English Language Learner support, and 76.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.40%	Grade 9	693
Male	49.60%	Grade 10	645
Non-Binary	0.00%	Grade 11	644
Amer. Indian or Alaska Native	0.20%	Grade 12	600
Asian	2.10%	Ungraded	0
Black or African-Amer.	1.60%		
Filipino	1.10%		
Hisp. or Latino	75.90%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	1.80%		
White	16.40%		
English Learners	7.90%		
Foster Youth	0.40%		
Homeless	2.40%		
Students Receiving Migrant Ed. Services	0.10%		
Socioeconomically Disadvantaged	76.40%		
Students with Disabilities	10.00%		
Total Enrollment			2,582

Student Achievement

Physical Fitness

In the spring of each year, La Quinta High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	95.87	91.73	85.6	87.14	88.51

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or fewer, 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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the 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/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	47.0	N/A	40.0	49.0	47.0
Mathematics (grades 3-8 and 11)	N/A	21.0	N/A	25.0	33.8	33.0

Note: 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.

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

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.

CAASPP Test Results in ELA by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	583	545	93.48	6.52	47.34
Female	294	273	92.86	7.14	56.41
Male	289	272	94.12	5.88	38.24
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	450	422	93.78	6.22	44.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	16	88.89	11.11	56.25
White	85	77	90.59	9.41	54.55
English Learners	40	36	90.00	10.00	2.78
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	35.00
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	358	333	93.02	6.98	42.94
Students with Disabilities	66	57	86.36	13.64	3.51

CAASPP Test Results in Mathematics by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	583	545	93.48	6.52	21.47
Female	294	273	92.86	7.14	22.71
Male	289	272	94.12	5.88	20.22
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	450	421	93.56	6.44	17.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	16	88.89	11.11	43.75
White	85	78	91.76	8.24	28.21
English Learners	40	36	90.00	10.00	2.78
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	20.00
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	358	332	92.74	7.26	18.37
Students with Disabilities	66	56	84.85	15.15	3.57

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.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	33.4	27.3	N/A	22.3	28.7	29.5

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

CAASPP Test Results in Science by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1172	1127	96.16	3.84	27.34
Female	586	565	96.42	3.58	26.47
Male	586	562	95.90	4.10	28.21
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	33	28	84.85	15.15	60.71
Black or African-Amer.	19	18	94.74	5.26	27.78
Filipino	18	18	100.00	0.00	61.11
Hisp. or Latino	881	852	96.71	3.29	23.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	39.29
White	190	181	95.26	4.74	34.81
English Learners	69	64	92.75	7.25	1.59
Foster Youth	--	--	--	--	--
Homeless	53	48	90.57	9.43	16.67
Military	24	24	100.00	0.00	20.83
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	687	658	95.78	4.22	23.66
Students with Disabilities	99	89	89.90	10.10	0.00

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

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of

pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering on campus, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school website, the Home Access Center, Facebook, Twitter, Remind, and School Messenger (automated telephone message delivery system). Contact the school office at (760) 772-4150 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Tutoring
Transport Students
Coach Athletic Teams
Plan and Chaperone Dances
Supervise Club Activities

Committees

English Learner Advisory Council
Parent Teacher Organization
School Advisory Council
School Site Council
WASC Focus Groups
IB Parent Group
MHA, PSA and/or Culinary Advisory Committee
Blackhawk Booster Clubs

School Activities

Athletic Events
Back to School Night
Student Performances
Parent Institutes through the counseling office (FAFSA, College Guidance etc.)

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 Quinta High School's original facilities were built in 1994; 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 custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Four day custodians and three evening custodians are assigned to La Quinta High School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Groundskeeping
- Restroom cleaning
- Common use facilities cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

Site administration communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1994
Acreage	48
Square Footage	237320
Quantity	
Permanent Classrooms	102
Portable Classrooms	0
Restrooms (sets)	7
Gymnasium(s)	2
Performing Arts Center	1
Career Center	1
Computer Lab	1
Indoor Food Service Area	1
Library/Media Center	1
Outdoor Meal Area	1
Sports Stadium	1
Swimming Pool	1
Tennis Courts	8

Facilities Inspection

The district's maintenance department inspects La Quinta High School on an annual basis in accordance with Education Code §17592.72(c)(1). La Quinta 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 Tuesday, December 06, 2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, December 06, 2022			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Gym - HVAC grill missing in foyer
(B)	1300/358 Class - Stained ceiling tiles
(D)	Mini Gym - Nine light fixtures out
	700/703 Class - Five light fixtures out
(E)	900/Boys Locker - Loose faucet in restroom

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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, administrators, security agents, and a school resource officer patrol the campus, entrance areas, and designated common areas. Administrators, security agents, and a school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, security agents, and a school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

La Quinta High School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for La Quinta 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 will be reviewed, updated, and discussed with school staff by March 1, 2023.

Classroom Environment

Discipline & Climate for Learning

La Quinta High School's discipline practices and behavior management strategies comply with approved board policies and

are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

La Quinta High School is in its third year of the implementation of Advancement Via Individual Determination (AVID), and is focused on college and career readiness skills.

Suspensions & Expulsions			
	19-20	20-21	21-22
School			
% Students Suspended	3.9	0.3	4.7
% Students Expelled	0.1	0.0	0.1
District			
% Students Suspended	3.1	0.1	3.5
% Students Expelled	0.1	0.0	0.1
State			
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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.

Data collected during the 2020-2021 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

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	4.7	0.1
Female	1.5	0.0
Male	7.8	0.2
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	1.7	0.0
Black or African-Amer.	6.8	0.0
Filipino	3.1	0.0
Hisp. or Latino	5.1	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	7.8	2.0
White	2.5	0.0
English Learners	7.4	0.0
Foster Youth	7.1	0.0
Homeless	2.9	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	5.2	0.1
Students with Disabilities	8.8	0.0

Class Size

The Class Size 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	33	13	54
Mathematics	27.0	24	20	47
Science	31.0	13	7	51
Social Science	26.0	26	10	41
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	29	19	52
Mathematics	33.0	11	8	53
Science	31.0	12	10	47
Social Science	27.0	22	12	41
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	27.0	31	15	57
Mathematics	27.0	25	19	48
Science	27.0	23	14	45
Social Science	25.0	29	13	39

*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.

Pupil Engagement

Dropout & Graduation Rates

La Quinta 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, referral to an alternative high school setting, monitoring grades every five weeks, and attendance, test results and performance. 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.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	18-19	19-20	20-21
Dropout Rate	0.3%	0.2%	0.8%
Graduation Rate	95.3%	97.4%	97.0%
	District		
	18-19	19-20	20-21
Dropout Rate	3.8%	3.4%	3.1%
Graduation Rate	90.5%	92.6%	94.4%
	State		
	18-19	19-20	20-21
Dropout Rate	9.0%	9.4%	7.8%
Graduation Rate	84.5%	83.6%	87.0%

Graduation Rate by Student Group (Four-year Cohort Rate) (2021-22)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	596	578	97.0
Female	288	282	97.9
Male	308	296	96.1
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	21	21	100.0
Black or African-Amer.	--	--	--
Filipino	--	--	--
Hisp. or Latino	437	423	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	107	103	96.3
English Learners	40	36	90.0
Foster Youth	--	--	--
Homeless	34	33	97.1
Students Receiving Migrant Ed. Services	--	--	--
Socioeconomically Disadvantaged	466	451	96.8
Students with Disabilities	58	49	84.5

Note: For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for La Quinta High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2707	2647	1074	40.6
Female	1365	1332	545	40.9
Male	1342	1315	529	40.2
Amer. Indian or Alaska Native	6	5	1	20.0
Asian	58	57	16	28.1
Black or African-Amer.	44	43	8	18.6
Filipino	32	31	7	22.6
Hisp. or Latino	2045	2005	833	41.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	51	49	20	40.8
White	446	432	178	41.2
English Learners	217	212	100	47.2
Foster Youth	14	13	6	46.2
Homeless	69	69	39	56.5
Students Receiving Migrant Ed. Services	3	3	1	33.3
Socioeconomically Disadvantaged	2070	2025	879	43.4
Students with Disabilities	283	268	140	52.2

Curriculum & Instruction

Staff Development

All training and curriculum development activities at La Quinta High School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, La Quinta High School held staff development training devoted to:

- Structured Collaborative Conversations
- Rigor, Relevance & Relationships
- English Learner (EL) Instruction Strategies
- Critical Thinking Skills
- Student Use of Academic Language
- Instructional Rounds for Administrators and Staff
- Common Core State Standards
- IB Learner Profiles

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. La Quinta High School supports ongoing professional growth throughout the year on at large and small group trainings and meetings. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21, 2021-22, and 2022-23 school years, La Quinta High School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2020-21 Training:

- i-Ready
- Trauma Informed Practices
- Advancement Via Individual Determination (AVID)
- Mathematics (supported by district facilitators)
- Early Literacy (supported by district facilitators)
- Distance Learning (Zoom, Seesaw, Distance Learning Playbook, Google Classrooms, Goalbook)

2021-22 Training:

- i-Ready
- AVID Strategies
- Synergy Assessment
- Digital Citizenship
- Mystery Science
- Coding
- Elementary Math - Cognitively Guided Instruction

2022-23 Training:

- i-Ready Math Curriculum Support
- ICLE - Rigor, Relevance, Relationships and Engagement
- Process Writing
- Neurodiversity Training
- Digital Citizenship
- Integrated ELD
- Universal Design for Learning (UDL)
- Measuring Student Outcomes
- Educational Technology
- Dual Language Immersion
- Tier II Site Team Training & Coaching
- World Language Framework & New Curriculum Training (Spanish & French)
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- Social Science - DBQ, Newsela
- AVID Pathways Training
- ELA Training on UDL & Engaging Learning Environments that are Inclusive
- Math Training on New Framework & Review of New Publisher Materials
- SEIS Support Sessions

La Quinta High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2020-21	2021-22	2022-23
2	2	2

Instructional Materials

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

On Tuesday, September 20, 2022, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 15/2022-2023 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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Desert Sands 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2018	Bedford, <i>Bedford Researcher</i>	0 %
2017	Bedford, <i>Current Issues & Enduring Questions</i>	0 %
2018	Chicago, <i>Craft of Research, 4th Edition</i>	0 %
2018	Chicago, <i>Students Guide to Writing College</i>	0 %
2004	CSU, <i>Expository Reading and Writing Course</i>	0 %
2018	Freeman, <i>Rules for Writing</i>	0 %
2017	McGraw Hill Education, <i>Study Sync</i>	0 %
2005	Pearson, <i>Literature: Introduction to Fiction, Poetry & Drama</i>	0 %
2014	Pearson, <i>Writing America</i>	0 %
2017	W. W. Norton, <i>Little Seagull Handbook, 3rd Edition</i>	0 %
2016	W.W. Norton, <i>Norton Reader</i>	0 %
Foreign Languages		
2013	Houghton, <i>Abriendo Puertas</i>	0 %
2016	McGraw Hill, <i>Asi se dice 4</i>	0 %
2018	Saavas Learning Company, LLC, <i>Autentico</i>	0 %
2023	Vista Higher Learning, <i>Chemins</i>	0 %
2020	Vista Higher Learning, <i>Galeria De Lengua Level 1</i>	0 %
2020	Vista Higher Learning, <i>Galeria De Lengua Level 2</i>	0 %
2020	Vista Higher Learning, <i>Temas</i>	0 %
2016	Vista Higher Learning, <i>Themes (French)</i>	0 %
2017	Wiley, <i>Conversaciones Escritas</i>	0 %
2007	Wiley, <i>Manana</i>	0 %
History-Social Science		
2020	Bedford, Freeman, Worth, <i>Ways of the World, 1200 Update</i>	0 %
2019	BFW, <i>Thinking about Psychology</i>	0 %
2003	Holt, <i>Sociology: The Study of Human Relationships</i>	0 %
2019	Houghton, <i>American History</i>	0 %
2019	Houghton, <i>Modern World History</i>	0 %
2019	McGraw Hill, <i>American Democracy Now</i>	0 %
2019	McGraw Hill, <i>Principles of American Democracy</i>	0 %
2019	McGraw Hill, <i>Principles of Economics</i>	0 %
2018	Norton, <i>Give Me Liberty, Volume 1 & 2</i>	0 %
2018	Openstax, <i>American Government</i>	0 %
2018	Openstax, <i>California Politics</i>	0 %
2011	Oxford University Press, <i>An International History</i>	0 %
2005	Pearson, <i>Anthropology, 11th Edition</i>	0 %
2015	Pearson, <i>By the People</i>	0 %
2011	Pearson, <i>Cold War</i>	0 %
2014	Pearson, <i>Development Through the Lifespan</i>	0 %
2011	Pearson, <i>Foundations of Economics</i>	0 %
2015	Pearson, <i>Psychology</i>	0 %
2004	Pearson, <i>Russia, America and the Cold War 1949-1991</i>	0 %
2016	Worth Publishers, <i>Discovery Psychology</i>	0 %
Mathematics		
2014	Cengage Learning, <i>Financial Algebra</i>	0 %
2013	Freeman, <i>Statistical Reasoning in Sports</i>	0 %

2017	Freeman, <i>Statistics & Probability w/Applications</i>	0 %
2015	Freeman, <i>The Practice of Statistics</i>	0 %
2018	McDougal, <i>Calculus of a Single Variable, 11th Edition</i>	0 %
2012	McGraw Hill, <i>Integrated Math 1, 2 & 3</i>	0 %
2016	McGraw Hill, <i>Mathematics for Business & Personal Finance</i>	0 %
2016	Pearson Prentice Hall, <i>Calculus, Graphical, Numerical Algebraic</i>	0 %
2008	Prentice Hall, <i>Precalculus</i>	0 %
Science		
2015	Brookes, <i>Introductory to Chemistry</i>	0 %
2014	Cengage Learning, <i>Chemistry (Zumdahl)</i>	0 %
2016	Cengage Learning, <i>Meteorology Today</i>	0 %
2020	Discovery Education, <i>DE Physics Techbook</i>	0 %
2015	Freeman, <i>Environmental Science</i>	0 %
2020	McGraw Hill, <i>Inspire Physics</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2014	Pearson, <i>Biology (Campbell)</i>	0 %
2015	Pearson, <i>Earth Science</i>	0 %
2011	Prentice Hall, <i>Environmental Science: Your World, Your Turn</i>	0 %
2021	Savvas, <i>Experiencing Biology</i>	0 %
2020	Savvas, <i>Experiencing Chemistry</i>	0 %
2005	Thomson, <i>Chemistry, 8th Edition (Whitten)</i>	0 %
2006	Thomson, <i>Foundations of Astronomy</i>	0 %
2014	Thomson, <i>Physics for Scientists and Engineers</i>	0 %
2002	Wiley, <i>Ale for Geology Today & Geoscience Lab Manual</i>	0 %
2015	Wiley, <i>Physics (Cutnell)</i>	0 %
2007	Wiley, <i>Principles of Anatomy & Physiology, 11th Edition</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table 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 Website at <http://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 Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.6
2020-21 Graduates who Completed all Courses Required for UC/CSU Admission	66.7

Advanced Placement

In 2021-22, La Quinta High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2021-22	
	No. of Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	1
Social Science	3
All Courses	9

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan. Additionally, most ninth graders are enrolled in Success 101. In this course, students build connections to school, increase engagement in their learning and build a 10-year plan for themselves. Ninth graders are also introduced to La Quinta High School's career pathway programs. The counselors meet with students each year to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. La Quinta High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career/Partnership Academies
- Career Pathways

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

La Quinta High School's career/partnership academies are cohort programs whose components include rigorous academics with a career focus, a team of teachers, and active business involvement through business partnerships. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three year terms and coursework are in alignment with state standards and students' needs.

During the 2021-22 school year, La Quinta High School offered the following career academy programs:

- Mental Health Academy
- Public Services Academy

- Culinary Arts Institute
- Air Force Junior ROTC
- Information & Communication Technology Pathway

During the 2021-22 school year, La Quinta High School offered the following career technical education programs as elective courses:

- Work Experience Education
- Culinary I, II, III, IV
- Culinary Internship
- Introduction to Medical Health Academy
- Medical Health Academy II, III
- Introduction to Public Service Academy
- Public Service Academy II, III
- Foundations of Information Technology
- Computer Programming Solving/Applied Problems

La Quinta High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables La Quinta High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2021-22	
Total number of students participating in CTE programs	774
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

La Quinta High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to La Quinta 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. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22		
	No. of Staff	FTE
Academic Counselor	6	6.0
Health Assistant	1	1.0
Library Media Teacher	1	1.0
Library Media Technician	1	1.0
Marriage & Family Therapist	1	*
Nurse	1	*
Psychologist	1	0.8
Speech/Language/Hearing Specialist	1	0.2
Counselor-to-Student Ratio: 1:430		

* as needed

Note: 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.

Teacher Preparation and Placement

The charts below identify the number of teachers at La Quinta High School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report La Quinta High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.1	87.8	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.2	0.2	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	1.3	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	2.9	42.6	3.7	12115.8	4.4
Unknown	6.9	7.8	60.1	5.3	18854.3	6.9
Total Teaching Positions	90.1	100.0	1139.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	1.1
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	1.7
Total Out-of-Field Teachers	2.5

Class Assignments / Indicator (2021-22)	Percent
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)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$53,390	\$51,081
Mid-Range Teacher Salary	\$86,479	\$77,514
Highest Teacher Salary	\$107,545	\$105,764
Superintendent Salary	\$285,000	\$298,377
Average Principal Salaries:		
Elementary School	\$141,020	\$133,421
Middle School	\$145,849	\$138,594
High School	\$169,656	\$153,392
Percentage of Budget:		
Teacher Salaries	31.73%	31.6%
Administrative Salaries	4.19%	4.97%

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

Expenditures Per Student

For the 2020-21 school year, Desert Sands Unified School District spent an average of \$13,981 of total general funds to educate each student (based on 2020-21 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 salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands 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:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2020-21					
	Dollars Spent per Student				
	School	District	% Diff. School & State		% Diff. School & State
			Dist.	State	
Total**	\$8,108	N/A	N/A	N/A	N/A
Restricted	\$1,410	N/A	N/A	N/A	N/A
Unrestricted	\$6,698	\$7,066	94.79	\$6,594	101.58
Average Teacher Salary	\$89,420	\$91,751	97.46	\$85,368	104.75

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about La Quinta High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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) <https://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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands 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 were acquired in November 2022. Data to prepare the school facilities section were acquired in January 2023.