

Desert Mirage High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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 Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Desert Mirage High School
Street	86-150 Avenue 66
City, State, Zip	Thermal, CA 92274
Phone Number	(760) 397-2255
Principal	Elizabeth Sotelo
Email Address	elizabeth.sotelo@cvusd.us
School Website	dmhs.cvusd.us
County-District-School (CDS) Code	33736760100255

2022-23 District Contact Information

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

2022-23 School Overview

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.

Desert Mirage High School provides instruction for students in grades 9 -12. During the 2022-23 school year, a total of 2,016 students were enrolled. The school's enrollment was comprised of 98.8% Hispanic students, 0.0% African-American students, 0.7% American-Indian students, and 0.3% Anglo-American students. During the 2022-23 school year, The 2,016 students enrolled included 93.4% socioeconomically disadvantaged students, 22.2% English Language Learners, 15.6% Migrant students, 14.4% students with disabilities, 0.7% Homeless Youth and 0.4% Foster Youth.

During the 2022-23 school year, the enrollment by grade level was as follows:

Grade 9 = 501 students
Grade 10 = 507 students
Grade 11 = 530 students
Grade 12 = 478 students

School Vision

Collaborative creating lifelong learners for a productive global citizenry.

School Mission

At Desert Mirage High School we prepare all students to be lifelong learners with the necessary skills to be college and career ready, so that they may become productive members of society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	515
Grade 10	555
Grade 11	522
Grade 12	509
Total Enrollment	2,101

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.7
Asian	0.1
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	98.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.3
English Learners	22.2
Foster Youth	0.4
Homeless	0.7
Migrant	15.6
Socioeconomically Disadvantaged	93.4
Students with Disabilities	14.4

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.40	89.20	746.90	91.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.90	1.11	5.00	0.61	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	3.01	12.70	1.56	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	2.69	5.50	0.68	12115.80	4.41
Unknown	3.50	3.96	46.90	5.75	18854.30	6.86
Total Teaching Positions	89.00	100.00	817.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.20	85.76	796.60	92.18	234405.20	84.00
Intern Credential Holders Properly Assigned	3.80	3.94	8.50	0.99	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	3.76	20.10	2.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	0.91	7.50	0.87	11953.10	4.28
Unknown	5.40	5.61	31.20	3.62	15831.90	5.67
Total Teaching Positions	97.10	100.00	864.10	100.00	279044.80	100.00

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 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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.60	3.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.60	3.60

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.50
Local Assignment Options	1.40	0.30
Total Out-of-Field Teachers	2.40	0.80

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	6.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.10	3.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On September 22, 2022 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. 2023-09 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 2022-23 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 22, 2022

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

	2008 Prentice Hall: Pre-Calculus, Graphical, Numerical (9-12) 2008 Wiley & Sons: Calculus (9-12) 2008 W.H. Freeman: The Practice of Statistics - AP (9-12)		
Science	2007 Glencoe: Hole's Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 VHPS: Chemistry in the Community (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12)	Yes	0%
History-Social Science	2007 McDougal Littell: World Geography (9) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Pearson: American Government Roots and Reform AP (12) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson: Magruder's American Government (12) 2019 Pearson: Economics: Principles in Action (12)	Yes	0%
Foreign Language	2016 Vista Higher Learning - Temas (AP-Span. Lang.) (9-12) 2016 Wayside Publishing - Triángulo Aprobado (AP Spanish Lang.) (9-12) 2016 Pearson Reflexiones (AP Spanish Lit.) (9-12) 2004 Prentice-Hall - Realidades (Spanish I, II, III) (Spanish as a Second Language) (9-12) 2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12) 2003 McGraw Hill: Aproximaciones (Spanish V) (Spanish Honors) (9-12)	Yes	0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Campus Facilities & Maintenance

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Desert Mirage High School's original facilities were built in 2004; 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 routine maintenance requests.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms
- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

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

2021-22 Campus Improvements:

- PBIS signs posted throughout the campus
- Scoreboards for football, baseball, and softball installed.
- Safety buzzer for main entrance was ordered.
- Ordered School surveillance cameras
- Fence for the perimeter of the campus
- Wellness Center furniture
- Two more murals were completed.
- Portable doors painted with positive messages.
- Entry gates self closing mechanisms

2022-23 Planned Campus Improvements:

- PBIS signs posted throughout the campus
- Scoreboards for football, baseball, and softball installed.
- A safety buzzer for the main entrance was ordered.
- Ordered School surveillance cameras - in progress
- Wellness Center is open
- Two more murals were completed and a "Home of the Rams" sign was placed at the football stadium
- College and career center is fully furnished and operating
- Entry gates with key access to enter the school site
- Front and back admin entry doors have been tinted for protection in case of an intruder
- Mission and vision flags have been ordered
- Foyer film in the process to provide a welcoming message to parents and the community

School Facility Conditions and Planned Improvements

Classroom H1 -126 (920 sq/ft) - dirty return vent. Completed
 P8 Class (895 sq/ft) - stained ceiling tiles-Tiles have been changed.
 Classroom H4 -114 (945 sq/ft) - Stained ceiling tile. The tiles have been changed.
 Girls Locker Room (3,270 sq/ft) - Dirty return grill. Done
 Gym (17,600 sq/ft) - Dirty return grill. Done

Girls Restroom (170 sq/ft) - two faucets off. Fixed
 Boys Restroom (170 sq/ft) - Two faucets off. Fixed
 Boys Restroom (305 sq/ft) - dryer off- Fixed

Campus Supervision

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

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education (RCOE) visit Coachella Valley Unified School District's schools that are in Comprehensive Support & Improvement (CSI) or Additional Targeted Support & Improvement (ATSI) to conduct a Facility Inspection. Desert Mirage High School was identified as an ATSI School based on the 2019 CA School Dashboard. The inspection is designed to evaluate and verify that the school facilities' conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection for Desert Mirage High School completed by the county took place on October 19, 2022. Results of the inspection are provided in table below.

Year and month of the most recent FIT report

October 19, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P8 Class (895 sq/ft) - Poor cooling Girls Restroom (170 sq/ft) - no ventilation
Interior: Interior Surfaces		X		Classroom H1 -126 (920 sq/ft) - dirty return vent. P8 Class (895 sq/ft) - stained ceiling tiles Classroom H4 -114 (945 sq/ft) - Stained ceiling tile. Girls Locker Room (3,270 sq/ft) - Dirty return grill. Gym (17,600 sq/ft) - Dirty return grill.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			P8 Class (895 sq/ft) - dirty return grill Boys Locker Room (3310 sq/ft) - Webs and dead insects covering floor. Classroom H5 - 124 - Webs on ceiling near exit and broken cover on light fixture.

School Facility Conditions and Planned Improvements

Electrical	X		Classroom H1 -126 (920 sq/ft) - Electrical cord needs protector Classroom H4 -123 (970 sq/ft) - multiple lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Girls Restroom (170 sq/ft) - two faucets off. Boys Restroom (170 sq/ft) - Two faucets off. Boys Restroom (305 sq/ft) - dryer off
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		Classroom H1 - 128 (920 sq/ft) - Wet floor against wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	7	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	478	94.47	5.53	30.67
Female	244	229	93.85	6.15	36.56
Male	262	249	95.04	4.96	25.30
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	502	475	94.62	5.38	30.87
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	81	89.01	10.99	3.80
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	20.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	477	451	94.55	5.45	30.96
Students Receiving Migrant Education Services	71	66	92.96	7.04	22.73
Students with Disabilities	67	63	94.03	5.97	4.76

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	471	93.08	6.92	7.49
Female	244	225	92.21	7.79	6.76
Male	262	246	93.89	6.11	8.16
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	502	468	93.23	6.77	7.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	91	80	87.91	12.09	1.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	10	90.91	9.09	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	477	444	93.08	6.92	7.50
Students Receiving Migrant Education Services	71	65	91.55	8.45	4.69
Students with Disabilities	67	59	88.06	11.94	1.69

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	8.2	0	9.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	451	92.42	7.58	8.2
Female	231	215	93.07	6.93	5.12
Male	257	236	91.83	8.17	11.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	482	445	92.32	7.68	8.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	82	73	89.02	10.98	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	463	427	92.22	7.78	7.96
Students Receiving Migrant Education Services	73	69	94.52	5.48	5.8
Students with Disabilities	58	48	82.76	17.24	4.17

2021-22 Career Technical Education Programs

Career Technical Education Programs

Desert Mirage High School offers eight pathways (Aviation, Dance, Film, Professionals Theatre, Sports Medicine, Website Development, Green Energy, Architectural Design) across six industry sectors with a total enrollment of 1017 students. All pathways have updated curriculum with key assignments aligned to both CTE and academic standards. A total of 22 courses are offered throughout the eight pathways, 14 of the courses have been approved through the UC/Cal State system and award A-G credit. Of these 14 courses, 8 courses offer A-G academic credit in fine arts. The remaining 8 courses offer A-G elective credit. All student populations are supported through after school tutoring to ensure success in all CTE programs.

Each program is evaluated yearly using the rubric for the eleven elements of high quality CTE, with goals set for each pathway for elements that do not meet high quality. Program data is also collected on total number of students meeting A-G requirements, enrollment and participation in CTSO's, Certifications, suspensions/expulsions, GPA, attendance, and students earning dual enrollment credit. CTE A-G rates are 41%. The school hosts two advisory meetings each year with representatives from each of the industry sectors. Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair. All students and teachers have Nepris accounts. Nepris is a platform that connects industry professions with classrooms virtually.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	821
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	92.39
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	41.98

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. 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 less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 9	91.7%	89.7%	90.6%	89.9%	90.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental 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.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through ConnectEd, the school website, the master calendar on the school website, and counselors' newsletters. Contact the project facilitator's office at (760) 397- 2255 ext. 2222 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Chaperones (for school dances)
- Library
- School Office
- Sports Events
- School Carnivals
- CTE Mentors

Committees

- English Learner Advisory Committee
- Family Involvement Action Team (FIAT)
- School Site Council

School Activities

- Academic Awards Night
- Athletic Events
- Back to School Night

2022-23 Opportunities for Parental Involvement

- Financial Aid nights
- Concerts
- Drama Productions
- Coffee with the Principal
- Parent Education Workshops
- Student Activities
- * Drive Up Awards Nights
 - Scholarship Nights

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		14	0.6		12.3	7.1		8.9	7.8
Graduation Rate		80.8	92.7		82.7	88.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	493	457	92.7
Female	235	223	94.9
Male	258	234	90.7
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	487	451	92.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	159	138	86.8
Foster Youth	--	--	--
Homeless	24	21	87.5
Socioeconomically Disadvantaged	484	448	92.6
Students Receiving Migrant Education Services	95	90	94.7
Students with Disabilities	72	58	80.6

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2231	2181	1098	50.3
Female	1056	1039	547	52.6
Male	1175	1142	551	48.2
American Indian or Alaska Native	22	17	13	76.5
Asian	2	2	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	2198	2153	1079	50.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	7	7	5	71.4
English Learners	553	537	303	56.4
Foster Youth	19	18	13	72.2
Homeless	46	44	17	38.6
Socioeconomically Disadvantaged	2157	2109	1059	50.2
Students Receiving Migrant Education Services	397	390	194	49.7
Students with Disabilities	334	318	188	59.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.84	2.93	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.32	0.03	3.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.32	0.00
Female	3.79	0.00
Male	8.60	0.00
American Indian or Alaska Native	45.45	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	9.76	0.00
Foster Youth	21.05	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	6.17	0.00
Students Receiving Migrant Education Services	8.06	0.00
Students with Disabilities	10.18	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan was developed for Desert Mirage High School in collaboration with the School Safety Committee, 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 2022-23 safety plan was reviewed, updated, and approved by the SSC on January 26, 2022. It was board approved on March 10, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	55	1
Mathematics	27	12	53	1
Science	27	8	33	
Social Science	28	9	61	10

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	49	20	
Mathematics	20	23	23	
Science	25	6	19	
Social Science	19	26	34	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	37	63	
Mathematics	22	38	40	
Science	24	14	42	
Social Science	26	20	59	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	700.33

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,602	\$4,267	\$8,335	\$92,026
District	N/A	N/A	\$5,585	\$96,800
Percent Difference - School Site and District	N/A	N/A	39.5	-5.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	23.3	4.1

2021-22 Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- Expanded Learning Programs (EXLP)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education

2021-22 Types of Services Funded

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

Programs and Services at Desert Mirage High School:

- * Expanded Learning Programs (EXLP) which includes tutoring for grades 9-11, credit recovery for grades 11-12, Personal Fitness, Aztec Dance, Gaming Center, and cooking
- * College Readiness: Students are provided AP exams and SAT waivers and all sophomores participate in PSAT testing.
- * SAT and ACT testing is offered
- * All students are registered on CCGI website and are offered lessons through Social Science courses and four school wide CCGI lessons are presented to all students.
- * CTE programs include the Health Academy, the Green Academy, Aviation, Video Production, VAPA, Technology, and Architecture.
- * Newcomer Academy for 9-12 grade students new to the US
- * English Learner Mentoring for grades 9-12
- * Long Term English Learner (LTEL) Tutoring Long Term English Learner (LTEL) Tutoring
- * DMHS students are provided an EL Mentor, and tutoring services. The EL Mentors meet with students' goals in language and academics.
- * Advancement Via Individual Determination (AVID) Program and PUENTE program are available for all 9-12 students that are college bound
- * Culturally Relevant Instruction is provided through Ethnic Studies classes and PUENTE program
- * Professional Development for Staff based on need and district and site identified priorities of Best First Instruction, technology, student social emotional health and Restorative Justice Practices.
- * Data Teams established in each department following the PLC process
- * Family Engagement Events are provided monthly through Coffee with the Principal, Parent Liaison, and program outreach
- * Mental Health Services through the Latino Commission are offered via two mental health counselors and one drug counselor
- * Migrant Program DMHS students receive support through a TOSA assigned to our high school. The focus is on the academics and social-emotional well-being of our migrant students. *
- * Additionally, they work on community service, college trips and speech and essay competitions.
- * Partnership with CalFresh
- * Partnership with Safe Routes to School

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,870	\$54,370
Mid-Range Teacher Salary	\$83,945	\$82,681
Highest Teacher Salary	\$111,614	\$106,610
Average Principal Salary (Elementary)	\$129,289	\$135,283
Average Principal Salary (Middle)	\$140,000	\$141,244
Average Principal Salary (High)	\$154,856	\$152,955
Superintendent Salary	\$250,000	\$264,367
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	5
Mathematics	2
Science	1
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

Desert Mirage High School works with the Coachella Valley Unified School District to focus on site-based 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 and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training activities are designed to complement and support district-wide training efforts.

During the school year(s), Desert Mirage High School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

2022-23 school year:

- i-Ready Diagnostic Assessment and Data Monitoring
- Integrated and Designated English Language Development and EL Data Review
- Best Practices in Reading and Writing Literacy
- Writing using Claim-Evidence-Reasoning
- Marking the Text
- Close Reading Strategies
- Literacy Scaffolds and Strategies for English Learners
- Canvas
- UCI Math for Conceptual Understanding and Common Core Standards
- Transformational Justice
- Positive Behavioral Interventions and Supports (PBIS)
- McGraw Hill Inspire Science
- National Geographic Impact and Time Zones ELD
- Houghton Mifflin Harcourt English 3D
- Instructional Leadership

Additionally, the district offers two distinct programs to support professional growth and improve instruction in the classroom. The New Teacher Induction Support 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.

2022-23 On-Site Professional Development

- * School Safety
- * Critical Reading
- * Special Education/Autism
- * Western Association of Schools and Colleges (WASC) Accrediting
- * English Language Development (ELD)
- * Advancement via Individual Determination (AVID)
- * Positive Behavior Intervention Supports (PBIS), Restorative Justice, and Transformational Learning.
- * Understanding IEP's
- * Safe Schools
- * Organization
- * Suicide Prevention
- * Film Club

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2