

# Desert Mirage High School

86-150 Avenue 66 • Thermal, CA 92274 • (760) 397-2255 • Grades 9-12

Alma Gonzalez, Principal  
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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Coachella Valley Unified School District**

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

#### **District Governing Board**

Joey Acuña, Jr., President  
Silvia Paz, Vice President  
Yolanda Corona, Clerk  
Blanca Hall, Clerk  
Neftali Galarza, Trustee  
Jesus R. Gonzalez, Trustee  
Maria G. Machuca, Trustee

#### **District Administration**

Dr. Edwin Gomez  
**Superintendent**

Erik Lee  
**Assistant Superintendent, Business  
Services**

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

Dr. Maria Gandra  
**Assistant Superintendent, Human  
Resources**

### **School Profile**

Desert Mirage High School provides instruction for students in grades 9-12. During the 2017-18 school year, a total of 2,029 students were enrolled. The school's enrollment for 2017-18 was comprised of 90.7% free and reduced-price meal students, 10.7% students with disabilities, and 21.5% English Learners, and consisted of the following number of students per grade level:

- Ninth Grade – 543
- Tenth Grade – 512
- Eleventh Grade – 485
- Twelfth Grade – 489

### **School Vision**

Desert Mirage High School is a learning community where students, parents, and educators collaborate to build a future of excellence.

### **School Mission**

The mission of Desert Mirage High School is to prepare and empower all students with the necessary skills to be college and career ready, so that they may become productive members of society.

## About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	543
Grade 10	512
Grade 11	485
Grade 12	490
<b>Total Enrollment</b>	<b>2,030</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	1.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.0
White	0.3
Socioeconomically Disadvantaged	94.6
English Learners	22.0
Students with Disabilities	11.0
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Desert Mirage High School	16-17	17-18	18-19
With Full Credential	79	81	81
Without Full Credential	3	1	5
Teaching Outside Subject Area of Competence	0	1	1
Coachella Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	811
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Desert Mirage High School	16-17	17-18	18-19
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	1	1

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

On September 20, 2018, the Coachella Valley Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2019-13 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state’s content standards and curriculum frameworks.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 20, 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	2017 Houghton Mifflin Harcourt: Collections Program (9-12) 2016 Bedford: Literature a Portable Anthology - English Literature AP (11-12) 2016 Wadsworth: Structure, Sound, and Sense - English Literature AP (11-12) 2016 Prentice Hall: Everyday Use - English Language AP (12) 2016 Cengage Learning: The River Reader – English Language AP (12) 2016 Bedford: Everything’s an Argument – English Language AP (12) 2016 Longman: 50 Great Essays – English Language AP (12) 2016 Bedford: The Language of Composition – English Language AP (12) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal (Intervention) (9-11) 2016 Houghton Mifflin Harcourt: Read 180 Stage C Universal RealBook (Consumables) (9-11) 2017 Houghton Mifflin Harcourt: Collections Core Program (ELD) (9-11) 2017 Houghton Mifflin Harcourt: English 3D (Progressing ELs and LTELs) (9) 2017 Pearson Side by Side (Newcomers) (9)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Mathematics</b>	2015 Pearson: Integrated Math Level 1, 2, 3 (9-12) 2008 Prentice Hall: Geometry, Algebra 2, Pre-Calculus, Graphical, Numerical (9-12) 2008 Statistics-Modeling the World (11-12) 2008 Wiley’s Calculus: Early Trans. (11-12)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Science</b>	2007 Glencoe: Hole’s Essentials of Human Anatomy & Physiology (9-12) 2007 Glencoe: Life Science (English & Spanish) (9-12) 2007 Glencoe: Earth Science (Spanish) (9-12) 2007 Prentice Hall: Biology (English & Spanish) (9-12) 2007 Pearson: Biology AP (9-12) 2007 Prentice-Hall: Chemistry (9-12) 2007 Prentice-Hall: Physics AP (9-12) 2007 Pearson: Astronomy Today (9-12) 2007 Holt: Modern Biology (Honors) (9-12) 2007 Holt: Modern Chemistry (Honors) (9-12) 2007 Holt: Earth Science (9-12) 2007 Holt Physics (9-12) 2007 VHPS: Chemistry in the Community (9-12) 2007 Wiley: Environmental Science (9-12) 2007 McDougal Littell: Chemistry AP (9-12)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	2007 McDougal Littell: World Geography (9) 2007 Prentice Hall: World History: The Modern World (English & Spanish) (10) 2007 Holt: American Anthem (11) 2007 Prentice Hall: Magruder's American Gov (12) 2007 Prentice Hall: Economics (12) 2016 Krugman's: Economics (Micro) AP (11-12) 2016 Krugman's: Economics (Macro) AP (11-12) 2016 Bedford: The History of Western Society - European History AP (12) 2016 Bedford: American's History - US History AP (11-12) 2016 Bedford: Ways of the World A Global History - World History AP (11-12) 2016 Pearson: Government and Politics: United States - Government AP (12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	2016 Vista Higher Learning - Teras (AP-Span. Lang.) (9-12) 2016 Wayside Publishing - Triángulo Aprobado (AP Spanish Lang.) (9-12) 2016 Pearson Reflexiones (AP Spanish Lit.) (9-12) 2004 Prentice-Hall - Realidades (Spanish I, II, III) (Spanish as a Second Language) (9-12) 2004 Glencoe: Tesoro Literario and Galeria de Arte (Spanish IV) (Spanish for Spanish Speakers) (9-12) 2003 McGraw Hill: Aproximaciones (Spanish V) (Spanish Honors) (9-12)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12) <b>The textbooks listed are from most recent adoption:</b> No

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

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

**Campus Maintenance**

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

**2018-19 Campus Improvements in Progress:**

- Final phase of installation of solar panels.
- Upgrade the sound system in the gymnasium and on the football field.
- Murals completed in Rams Circle.
- Landscaping and new trees throughout campus.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/4/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	H1 128: Warm/stuffy room
<b>Interior:</b> Interior Surfaces	Good	HG 107: 2 stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	H2 119: A few carpet stains H2 CORE: Trash under sink H4 112: Few carpet stains H5 124 ART: Stained floor

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/4/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	H11 BOYS LOCKERS RR: Peeling paint from wall, few lights out H11 GIRLS LOCKERS RR: One toilet out of service, one loose toilet seat, 2 auto faucets off H11 LOCKER ROOM GIRLS: 4 lights off H3 108: Missing tube guards H8 BOYS RR: Handr dryer does not work, two auto faucets off H9 BOYS RR: One loose toilet seat, one hand dryer off
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	H11 BOYS LOCKERS: 3 PLUGGED WIRELESS URINALS, ONE AUTO FAUCET OFF H11 GIRLS LOCKERS RR: One toilet out of service, one loose toilet seat, 2 auto faucets off H-7 GIRLS RR: 2 auto faucets off H8 BOYS RR: Handr dryer does not work, two auto faucets off H8 GIRLS RR: 1 toilet out of service , one auto faucet off H9 BOYS RR: One loose toilet seat, one hand dryer off H9 GIRLS RR: One auto faucet off
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	ADMIN: Fire alarm in trouble H11 BOYS LOCKERS RR: Peeling paint from wall, few lights out
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	HI 119: HI CORE:
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	40.0	44.0	25.0	28.0	48.0	50.0
Math	12.0	13.0	16.0	19.0	37.0	38.0

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

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	431	94.31	43.62
Male	236	222	94.07	35.59
Female	221	209	94.57	52.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	451	427	94.68	43.56
Socioeconomically Disadvantaged	445	419	94.16	42.72
English Learners	188	174	92.55	14.94
Students with Disabilities	36	32	88.89	6.25
Students Receiving Migrant Education Services	71	70	98.59	38.57

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.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.3	19.5	24.7

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	428	93.65	13.08
Male	236	220	93.22	15.91
Female	221	208	94.12	10.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	451	424	94.01	13.21
Socioeconomically Disadvantaged	445	418	93.93	12.92
English Learners	188	172	91.49	2.33
Students with Disabilities	36	34	94.44	2.94
Students Receiving Migrant Education Services	71	70	98.59	10

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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, school web site, school newspaper, master calendar on the school web site, 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

#### Committees

- English Learner Advisory Committee
- Family Involvement Action Team (FIAT)
- Graduation Committee
- Recognition Committee
- School Safety Committee
- School Site Council
- WASC Focus Group (Parent Group)

#### School Activities

- Academic Awards Night
- Athletic Events
- Back to School Night
- College is a Family Experience
- Concerts
- Drama Productions
- Every 15 Minutes
- Parent Education Workshops
- Student Activities
- Scholarship Nights

#### State Priority: School Climate

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

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

#### School Safety Plan

The Comprehensive School Safety Plan was developed for 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 2018-19 school safety plan was reviewed, updated, and discussed with school staff in February, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.2	6.3	8.7
Expulsions Rate	0.2	0.2	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	4.8	5.5	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	500

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



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

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	22.0	27.0	31	33	14	69	65	61	1		1
Mathematics	25.0	24.0	27.0	20	20	9	45	35	53			
Science	26.0	25.0	28.0	14	13	8	44	48	41	1		
Social Science	24.0	21.0	28.0	17	23	11	47	41	55	1	2	4

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

**Professional Development provided for Teachers**

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district’s Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher’s area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

Staff development takes place throughout the year during our Wednesday staff development time. Teachers also have the option of asking our four site coaches who have an extra prep to offer staff development on an individual basis. Many teachers have also had the opportunity to receive professional staff development outside of the district.

**On-Site Professional Development Included:**

- School Safety
- Critical Reading
- Special Education/Autism
- Educator Awareness Program
- Western Association of Schools and Colleges (WASC) Accrediting
- English Language Development (ELD)
- Advancement via Individual Determination (AVID)
- Positive Behavior Intervention Supports (PBIS)
- Safe Schools
- Organization
- Suicide Prevention

**Professional Development provided off-site :**

- Master Schedule Training
- Writing
- Coaching
- PBIS
- AVID
- PUENTE
- Leadership Development Institute for CTE
- Counselors - CSU, UC, FAFSA, Community College
- AERIES - Student information system

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$49,512
Mid-Range Teacher Salary	\$80,602	\$77,880
Highest Teacher Salary	\$103,586	\$96,387
Average Principal Salary (ES)	\$125,213	\$123,139
Average Principal Salary (MS)	\$119,564	\$129,919
Average Principal Salary (HS)	\$146,655	\$140,111
Superintendent Salary	\$250,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	5.0	5.0

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

### Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education
- Career Technical Education Incentive Grant
- Carl D. Perkins Career and Technical Education
- College Readiness Block Grant
- ESEA: Title II, Part A Teacher Quality
- ESEA: Title III, Immigrant Education Program
- ESEA: Title III, English Learners Student Program
- Indian Education
- Governor's CTE Initiative: California Partnership Academies
- Head Start
- Learning Communities for School Success
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB: Title I Part A, Basic Grants
- NCLB: Title I Part C, Migrant Education Regular Program
- NCLB: Title I, Migrant Education Summer Program
- Partnership Academies Program
- Special Ed: IDEA Basic Local Assistance
- Special Ed: IDEA Preschool Grant, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- Supporting Inclusive Practices
- Special Ed: Mental Health Services
- Special Ed: Project Workability
- Special Ed: Low Incidence Equipment
- State Lottery

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12,645	3,695	8,950	81,811
District	♦	♦	9,472	\$83,349
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			-5.7	-1.9
Percent Difference: School Site/ State			22.7	2.7

\* Cells with ♦ do not require data.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Desert Mirage High School	2014-15	2015-16	2016-17
Dropout Rate	11.7	12.0	8.8
Graduation Rate	84.9	84.8	83.1
Coachella Valley Unified School District			
2014-15	2015-16	2016-17	
Dropout Rate	11.8	10.2	7.8
Graduation Rate	83.6	86.1	83.1
California			
2014-15	2015-16	2016-17	
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	844
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	93.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	39.4

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	6	♦
Mathematics	2	♦
Science	3	♦
Social Science	5	♦
All courses	18	18.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	83.3	83.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	60.0	50.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	66.7	93.5
Hispanic or Latino	83.7	83.3	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	80.0	81.8	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	82.8	82.5	88.6
English Learners	35.1	36.5	56.7
Students with Disabilities	68.3	71.6	67.1
Foster Youth	0.0	50.0	74.1

### 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 844 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. Program data collected confirmed higher A-G rates for CTE students versus general population of students across the district (51% vs. District Average of 28% when you back out CTE students), higher attendance rates, lower suspension and expulsion rates, and higher GPA's to highlight a few.

Kim McNulty, Director of One Future Coachella Valley is the CTE Advisory Committee Chair. The school host two advisory meetings each year with representatives from each of the seven industry sectors.

### DataQuest

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

### Internet Access

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