

Desert Mirage High School

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

Alma Gonzalez, Principal
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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Coachella Valley Unified School District

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

District Governing Board

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Joey Acuña Jr., Vice President

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Superintendent

Erik Lee

**Assistant Superintendent, Business
Services**

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

Kevin Rubow
**Assistant Superintendent, Human
Resources**

School Profile

Desert Mirage High School provides instruction for students in grades 9-12. During the 2018-19 school year, a total of 1,997 students were enrolled. The school's enrollment for 2019-20 was comprised of 96.8% free and reduced price meal students, 11.9% students with disabilities, and 22.6% English Learners.

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.

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.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	524
Grade 10	544
Grade 11	470
Grade 12	459
Total Enrollment	1,997

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	1.1
Asian	0.1
Hispanic or Latino	98.1
White	0.3
Socioeconomically Disadvantaged	96.8
English Learners	22.6
Students with Disabilities	11.9
Foster Youth	0.1
Homeless	0.4

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

Teacher Credentials for Desert Mirage High	17-18	18-19	19-20
With Full Credential	81	81	79
Without Full Credential	1	5	3
Teaching Outside Subject Area of Competence	1	1	1

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

Teacher Misassignments and Vacant Teacher Positions at Desert Mirage High School

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

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

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

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

All textbooks used in the core curriculum at 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 October 3, 2019, 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. 2020-12 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 2019-20 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state’s content standards and curriculum frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: September, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	2007 McDougal Littell: World Geography (9) 2019 Pearson Social Science - World History (10) 2019 Cengage: US History through the Lens 1877 (11) 2019 Pearson Social Science My World Interactive Government/Econ 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	2007 Holt: Lifetime Health (English) / Salud para toda la vida (Spanish) (9-12) The textbooks listed are from most recent adoption: 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:

- * 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

Planned 2019-2020 Campus Improvements:

- * New marquee in lunch area
- * Updated murals in Rams circle
- * PBIS signs posted throughout the campus
- * Gym floor upgrade

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Library: 8 stained ceiling tiles, 4 light fixtures out, 1 bulb out (low impact) H1 114: 5 light bulbs out (low impact), 1 stained ceiling tile H2 104: 3 stained ceiling tiles H2 124: 3 stained ceiling tiles H2 118: 1 stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	H1 126: 1 light fixture out (low impact), electrical cord without protector, 1 stained ceiling tile
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	43	28	29	50	50
Math	13	15	19	21	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	22.1	22.4	18.6

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	441	96.71	42.63
Male	235	226	96.17	35.40
Female	221	215	97.29	50.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	448	433	96.65	42.73
White	--	--	--	--
Socioeconomically Disadvantaged	441	428	97.05	42.52
English Learners	171	160	93.57	13.75
Students with Disabilities	42	41	97.62	7.32
Students Receiving Migrant Education Services	65	65	100.00	41.54
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	456	441	96.71	15.49
Male	235	228	97.02	14.54
Female	221	213	96.38	16.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	448	433	96.65	15.51
White	--	--	--	--
Socioeconomically Disadvantaged	441	427	96.83	15.29
English Learners	171	161	94.15	0.63
Students with Disabilities	42	40	95.24	2.50
Students Receiving Migrant Education Services	65	65	100.00	12.31
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

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 2019-20 school safety plan was reviewed, updated, and approved by the SSC on February 13, 2019. It was board approved on March 21, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.3	8.7	7.8
Expulsions Rate	0.2	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	499.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	33	65		27	14	61	1	25	23	59	
Mathematics	24	20	35		27	9	53		26	14	51	
Science	25	13	48		28	8	41		28	5	34	
Social Science	21	23	41	2	28	11	55	4	27	12	61	

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

Professional Development provided for Teachers

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

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

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

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.

2019-20 District-Sponsored Professional Development:

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

2019-20 On-Site Professional Development:

- * 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

2019-20 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 2017-18 Teacher and Administrative Salaries

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

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,675	\$4,085	\$8,950	\$89,649
District	N/A	N/A	\$9,313	\$92,713.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.0	-3.4
School Site/ State	17.5	8.9

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

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

Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

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

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

Rate for Desert Mirage High School	2015-16	2016-17	2017-18
Dropout Rate	12	8.8	6.1
Graduation Rate	84.8	83.1	81.7

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

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

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	93.98
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	45.43

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	7	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	8	N/A
All courses	24	19.1

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

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

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 approximately 850 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, higher attendance rates, lower suspension and expulsion rates, and higher GPA's to highlight a few.

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.