



DESERT MIRAGE HIGH SCHOOL

Accredited by the Western Association of Schools and Colleges
Grades 9-12

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2015-16 School Accountability Report Card

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Coachella Valley Unified School District

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Principal's Message

Welcome to Desert Mirage High School! It is a privilege to share with you our annual School Accountability Report Card. It is our hope that the information and data contained within this report will provide helpful information about our school and community. It describes our demographics, budget, discipline policy, goals, and our achievements. We take great pride in sharing our accomplishments and plans for the future.

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 ALL students with the necessary skills to be college and career ready, so that they may become productive members of society.

School Motto

"Dream, Persevere, Succeed."

Expected Schoolwide Learning Outcomes

By graduation, Desert Mirage High School will be:

- Proficient Learners who:
 - show mastery of key academic standards
 - demonstrate consistent improvement
 - value achievement and learning
- Responsible Citizens who:
 - take ownership of their individual behavior, health, and personal development
 - plan and engage in their own academic progress
 - respect the ideas, beliefs, values, and culture of others as well as their own
- Interactive Participants who:
 - act to improve the school, community, and global environment
 - collaborate effectively with others
 - are prepared to pursue career and educational options
- Decisive Problem-Solvers who:
 - locate, organize, analyze, and apply information
 - question for clarification
 - apply critical thinking skills
- Effective Communicators who:
 - listen and read to comprehend, synthesize, and evaluate
 - speak and write with confidence in English
 - use technology proficiently and appropriately

We have PRIDE! Go RAMS!

We welcome your comments and questions on the content of this report as well as ongoing communication.

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 is located in the central region of the district's boundaries and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 1,937 students were enrolled, including 10.4% students with disabilities, 34.7% English Language Learners, and 96.6% socioeconomically disadvantaged.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.1%	Grade 9	510
American Indian or Alaskan Native	0.5%	Grade 10	552
Asian	0.1%	Grade 11	426
Filipino	0.1%	Grade 12	449
Hawaiian or Pacific Islander			
Hispanic or Latino	98.5%		
White (not Hispanic)	0.7%		
Two or More Races	0.1%		
Socioeconomically Disadvantaged	96.6%		
English Learners	34.7%		
Students with Disabilities	10.4%		
Migrant Education			
Foster Youth	0.1%	Total Enrollment	1,937

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

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

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	DMHS			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	16	20	23	35	33	32	60	56	54

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	570	555	97.4%	22.5%
Male	289	279	96.5%	24.4%
Female	281	276	98.2%	20.7%
Hispanic or Latino	553	539	97.5%	22.8%
Economically Disadvantaged	559	545	97.5%	22.6%
English Learners	185	174	94.1%	1.7%
Students with Disabilities	60	57	95.0%	10.5%
Migrant Education	76	73	96.1%	15.1%

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	DMHS		CVUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	38	41	18	22	44	48
Mathematics	8	8	11	14	33	36

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

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
	Grade 11				Grade 11			
All Students Tested	433	409	94.5%	41.3%	433	409	94.5%	7.9%
Male	228	214	93.9%	38.3%	228	214	93.9%	8.5%
Female	205	195	95.1%	44.6%	205	195	95.1%	7.2%
Hispanic or Latino	424	400	94.3%	41.0%	424	400	94.3%	7.6%
Socioeconomically Disadvantaged	418	395	94.5%	40.8%	418	395	94.5%	7.4%
English Learners	119	104	87.4%	5.8%	119	104	87.4%	-
Students with Disabilities	59	56	94.9%	14.3%	59	57	96.6%	3.6%
Migrant Education	67	65	97.0%	29.2%	67	65	97.0%	9.4%

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

Physical Fitness

In the spring of each year, Desert Mirage High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	20.5%	22.3%	22.1%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Desert Mirage High School qualified for Schoolwide Title I funding and is therefore not subject to comply with Title I program requirements.

Federal Intervention Program 2016-17		
	DMHS	CVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2007-08	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		21
% Schools Currently In PI		100.0%

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

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

Suspensions and Expulsions									
	DMHS			CVUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	71	68	101	902	828	926	279,383	243,603	230,389
Expulsions (#)	3	5	4	13	23	25	6,611	5,692	6,227

Classroom Environment

Discipline & Climate for Learning

Desert Mirage High School's discipline policies are based upon a schoolwide discipline plan and PBIS (Positive Behavior Intervention Support), which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Discipline policies and behavior expectations are discussed at grade level assemblies and Parent Night meetings. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Desert Mirage High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	Average Class Size	2013-14		
		Number of Classes*		
		1-20	21-32	33+
English	16	49	47	
Math	20	21	50	
Science	19	15	19	
History	16	27	28	
		2014-15		
English	22	36	67	1
Math	23	19	63	
Science	26	10	30	4
History	25	14	33	6
		2015-16		
English	24	25	75	1
Math	24	16	50	
Science	26	12	46	1
History	24	15	49	1

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

Advancement Via Individual Determination

Desert Mirage High School implemented the Advancement Via Individual Determination (AVID) program during the 2015-16 school year. The AVID program teaches skills and behaviors for academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination. Desert Mirage High School is focused on the organizational and note-taking skills for the first year of implementation of this program.

Dropout Prevention

Desert Mirage High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, tutoring, progress monitoring by counselors, one-to-one teacher:student mentoring, Response to Intervention strategies, Cyber High online, Student Support Team collaboration, and APEX credit recovery program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2014-15 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	DMHS		
	12-13	13-14	14-15
Dropout Rate (%)	13.7	17.2	11.7
Graduation Rate (%)	82	78.2	84.88
	CVUSD		
Dropout Rate (%)	14.2	16.3	11.8
Graduation Rate (%)	79.1	78.3	83.6
	CA		
Dropout Rate (%)	11.4	11.6	10.7
Graduation Rate (%)	80.4	80.8	82.3

Graduation Rates

Students must accumulate 220 course credits and pass Integrated Math I to receive a high school diploma from Desert Mirage High School. Alternative methods of acquiring a diploma are available through the APEX online enrichment and credit recovery program, enrollment in the adult education or continuation high school program, concurrent enrollment in community college, and California High School Proficiency Exam (CHSPE) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Desert Mirage High School. The following table illustrates the percentage of students graduating from Desert Mirage High School who have met the district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of: 2015			
	DMHS	CVUSD	CA
All Students	100%	94%	85%
African American	100%	25%	77%
American Indian or Alaskan Native	-	-	75%
Asian	100%	100%	99%
Filipino	-	75%	97%
Hispanic or Latino	100%	95%	84%
Hawaiian or Pacific Islander	-	-	85%
White (not Hispanic)	100%	88%	87%
Two or More Races	-	100%	91%
Socioeconomically Disadvantaged	99%	92%	77%
English Learners	100%	86%	51%
Students with Disabilities	79%	83%	68%
Migrant Education	-	-	-
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district allows each teacher to participate in 15 hours of staff development time. 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.

2015-16 District-Sponsored Professional Development:

- All Things iPad! Reaching All Learners
- Biliteracy Units of Study
- Common Core State Standards Implementation Using Units of Study
- Read 180/System 44
- Write from the Beginning and Beyond

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as "coaches", are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

Site-Based Training

Desert Mirage High School works with the Coachella Valley Unified School District to focus on specific areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of district representatives and school administration and leadership team, specific areas for professional training are identified to complement and support districtwide training. Selection of staff development concentrations are based upon analysis of student performance data and teacher survey results. During the 2015-16 school year, training took place at staff meetings, RCOE/District trainings, and off-site conferences.

Instructional Materials

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

On September 13, 2016, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2017-16 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

College and Work Readiness

College Preparation Coursework

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

Admission Requirements for California Public Universities:

University of California

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

California State University

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

Enrollment in and Completion of UC/CSU-Required Courses		%
2015-16 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		*
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	31.6	

* Data not available at the time of this report.

Advanced Placement

In 2015-16, Desert Mirage High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered and Student Participation Rates 2015-16		
	No. of Courses Offered	% of Students Enrolled in AP Courses
English	3	N/A
Foreign Language	2	N/A
Math	7	N/A
Science	1	N/A
Social Science	5	N/A
Totals	18	0.6%

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Desert Mirage High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. With some groups of students, progress monitoring takes place every five weeks.

All of Desert Mirage High School's career technical education (CTE) courses comply with state-adopted academic content standards and are integrated into the student's four-year academic plan as elective courses. Some CTE courses fulfill UC/CSU admission requirements.

On-campus Regional Occupational Courses
 Audio Technology
 Digital Imaging
 TV/Video Production

On-campus Career Technical Education Courses
 Drafting Occupations
 Computer Operations/Computer Science
 Consumer Education
 Energy and Environmental Technology
 Exploring Engineering and Design
 Other Arts, Media, and Entertainment
 Other Finance and Business
 Other Information Technology

California Partnership Academies
 Aviation
 Green Technology
 Transportation

Career Pathways
 Arts, Media, Entertainment
 Media & Design Arts
 Engineering Design
 Digital Media

Desert Mirage High School measures student success in achieving base and/or industry-specific standards in CTE courses through:

- Program completion rates
- Carl Perkins reporting system
- Graduation rates
- Post-graduation surveys
- End-of-unit exam results
- Industry-standard exam results

Career technical education (CTE) classes and programs are available on and off campus through the Riverside County Regional Occupational Program. Training programs offered are based upon current and future labor market demands. Vocational programs offer job experience and training in over 85 fields. More information may be obtained from the school's counselor or through the Riverside County Office of Education www.rcoe.us/cte.

Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. Work experience students are partnered with community organizations and employers that provide on-the-job training and mentoring.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. The school's workability coordinator works closely with the student and the employer to develop skills necessary to earn regular employment after graduation.

Desert Mirage High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins) to provide students with the academic and technical skills needed to succeed in the careers of their choice. For more information contact the counselor or visit the state's career technical web site at www.cde.ca.gov/ci/ct/.

Professional Staff

Counseling & Support Staff

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	7	7.0
Bilingual Psychologist Technician	1	0.3
Campus Security Officers	5	5.0
Librarian	1	1.0
Library Media Technician	1	1.0
Probation Officer	1	0.4
Psychologist	1	0.3
School Nurse	1	0.3
School Resource Officer	1	1.0
Speech & Language Aide	1	0.1
Speech & Language Specialist	1	0.3
Average Number of Students per Academic Counselor		276.71

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

Teacher Assignment

During the 2015-16 school year, Desert Mirage High School had 76 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	DMHS		
	14-15	15-16	16-17
Total Teachers	74	77	81
Teachers with Full Credential	74	76	79
Teachers without Full Credential	0	1	2
Teachers Teaching Outside Subject Area (with full credential)	1	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	1	1	2
	CVUSD		
	14-15	15-16	16-17
Total Teachers	801	844	857
Teachers with Full Credential	801	840	853
Teachers without Full Credential	0	4	4
Teachers Teaching Outside Subject Area (with full credential)	4	0	0
Teacher Misassignments for English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Teacher Vacancies	17	15	9

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

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

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
DMHS	98.0%	2.0%
District Totals		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	-	-

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 non-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. One day custodian and four evening custodians are assigned to Desert Mirage High School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- Restrooms
- General Maintenance and Repairs
- Special Events Preparations/Setups

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

- Restrooms
- Office Areas
- Classrooms
- Labs
- Gym
- Library

The assistant principal in charge of facilities communicates with custodial staff formally once a month and daily as needed concerning maintenance and school safety issues.

Campus Description	
Year Built	2004
Acreage	81.86
Bldg. Square Footage	195219
	Quantity
# of Permanent Classrooms	81
# of Portable Classrooms	6
# of Restrooms (student use)	4 sets
Amphitheater (outdoor)	1
Cafeteria	1
Computer Lab	5
Gym	1
Library	1
Sports Stadium	1
Staff Lounge	1
Teacher Work Room	1
Theatre	1

Condition of Facilities - Riverside County Williams Inspection Results

On an annual basis, representatives from the Riverside County Office of Education visit Coachella Valley Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that 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 November 10, 2016. Results of the inspection are provided in table below.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Each morning and afternoon, administrators, school resource officer, security officers, teachers, and counselors patrol the campus, entrance areas, and designated bus areas. Administrators, noon supervisors, school resource officer, security officers, and school staff monitor lunch time activity in the cafeteria, corridors, and common student activity 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.

School Site Safety Plan

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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: November 10, 2016	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Library - Stained ceiling tiles; H2 Core - Painting needed above sink; Core - Loose vinyl wall covering at several locations; H4 Core - Missing pieces of wall paper vinyl; Weight Rm - Two stained ceiling tiles & floor rubber base loose in two locations; Women's Locker Rm RR - Small holes in floor, small ceramic tile missing
Cleanliness	✓			Cultural Rm 123 - Stained drinking fountain; Core - Trash under sink; Core & H4 Core - Trash under sink; Boys Locker Rm RR - Bugs in light diffusers above showers; Women's Locker Rm RR - Dirty sink; H9 Boys RR - Graffiti on ceiling
Electrical		✓		Library - Some pendant and T-bar lights out; H2 121 - Half of the lights don't work; Aux. Gym 115 & Women's Locker Rm - Several lights out; Women's Locker Rm RR - Dryer has chipping paint; H9 Girls RR - Hand dryer with chipping paint
Restrooms/Fountains		✓		H2 Core - Drinking fountain doesn't work; Core - Sink water turned off; H3 Shop 109 - Outside drinking fountain doesn't work; Core - Missing drinking fountain button; Boys Licker Rm RR - Two sensor faucets don't work; Women's Locker Rm RR - One sensor faucet doesn't work; H9 Girls RR - One toilet not in service and one sensor faucet doesn't work
Safety	✓			Admin - Fire alarm in trouble; H4 128 - Paint is chipping from wall; Boys Locker Rm RR - Handrail paint chipped
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

Mecca Library

(760) 396-2363

Hours: Mon. - Thurs. 10 - 6

Sat.: 10 - 6

Fri. and Sun.: Closed

Number of computers available: 13

Number of printers available: 1

Desert Mirage High School Library

H1 and H2 Wings

Hours: 3:00 - 6:00

Visitors are required to check in at the school office

Computers available: Yes

iPads available: Yes

Printers available: Yes

District Expenditures

Salary & Budget Comparison

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

Expenditures Per Student

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

Salary Comparison 2014-15

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

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

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	DMHS	CVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,016	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,815	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,201	4,809	66.6%	5,677	84.7%
Average Teacher Salary	70,900	76,521	92.7%	74,216	103.1%

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

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

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

Disclosure

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