

Desert Sands Unified School District Palm Desert High School

Grades 9 through 12
Sarit Saig, Principal
sarit.saig@desertsands.us



74-910 Aztec Road
Palm Desert, CA 92260-5639
PH: (760) 862-4300 FAX: (760) 393-5721
CDS #: 33670583330388

2022-23 School Accountability Report Card *Published January 2024*

Desert Sands Unified School District
47-950 Dune Palms Road
La Quinta, CA 92253-4000
(760) 777-4200
www.dsusd.us

2023-24 Board of Education

Kailee Watson, OD
President

Tricia Pearce
Vice President/Clerk

Humberto Alvarez
Member

Michael Duran
Member

Linda Porras
Member

District Administration

Kelly May-Vollmar, Ed.D.
Superintendent

Marcus Wood, Ed.D.
Assistant Superintendent,
Educational Services

Jordan Aquino
Assistant Superintendent,
Business Services

Laura Fisher
Assistant Superintendent,
Student Support Services

Joseph Hyde, Ed.D.
Assistant Superintendent,
Personnel Services

Contents

Principal's Message
Mission
Vision
School Description
Student Achievement
Local Control Accountability Plan (LCAP)
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

Palm Desert High School partners with the College Board and offers twenty-one Advanced Placement courses as an AP Capstone Diploma School. Palm Desert High School is designated as one of only 300 schools in the nation to be an AP Capstone Diploma School. AP Seminar which is the first class and AP Research, which is the second class in the sequence for the Capstone Diploma are in full operation and continue to grow. Palm Desert High School is also in a partnership with Desert Sands Unified School District and College of the Desert Community College in order to offer programs which allow students to participate in dual enrollment courses giving both PDHS course credit and college credit. PDHS currently offers six college courses (dual enrollment) on campus. PDHS is a medium size high school that bridges the gap between high school and college or career with a carefully integrated curriculum that allows students to graduate from high school with as much, or more than one year's college credit. We compress the time to a college degree, which results in saving families and students time and money. PDHS students can either go on directly to a four-year college immediately after they graduate from high school or enroll in Junior College to complete a two-year Associate of Arts degree then transfer to a four year college. Students can begin high school with Advanced Placement Human Geography, or plan on entering one of several Career Technical Education programs offered and described later in this message. By grades 10, 11 and 12, students can take multiple college courses with supportive counseling at the high school.

PDHS is an excellent high school, characterized by:

- A safe and orderly environment where students are free to pursue their dreams
- A dedicated staff that is committed to providing the students with a world-class education
- High expectations and high achievement
- Extracurricular activities accessible to all students
- Parental involvement throughout the school
- Respect for individual differences
- Excellence in Athletics and the Arts

For ten continuous years, PDHS is among the best high schools in the nation, according to the Challenge Index published by the Washington Post, U.S. News, Niche and Newsweek Magazine, PDHS ranks among the nation's top 3% of the high performing high schools in the country. PDHS is the # 1 ranked school in the Coachella Valley according to these publications. Furthermore, PDHS ranks as one of the highest college readiness rates of all schools in the Riverside County. PDHS has the Highest CAASPP scores in Coachella Valley as well as one of the top in the county and continues to work hard to keep that ranking. The Aztecs are also a Distinguished School and became a California Gold Ribbon School in 2019 as well. In spring of 2016 and 2017 PDHS became a California Honor Roll School because PDHS continues to close the achievement gap for all students.

In addition to an education grounded in the basics, PDHS graduates must be able to think critically, analyze information, understand different perspectives, and learn new skills. At PDHS, we are ahead of the curve in preparing our students for tomorrow. PDHS offers a unique and wonderful educational experience for all students – from the safety of the campus, to the importance of a respectful learning environment, to the rigor and breadth of the instructional programs we emphasize responsible, respectful behavior and having good character. All aspects of the school contribute to providing students with the skills they need to be successful learners and become prepared to enter college and careers. Our district's mission is to "inspire and nurture every student...one opportunity at a time". We focus on supporting our students in reaching our district's bold goals. Our success in implementing our district's mission can be evidenced through our school's special strengths, including Academic courses ranging from college ready career options such as the Health Careers Academy, Engineering Pathway, Professional Dance, Professional Theater, Professional Music, Film and Broadcasting, our California Cadet Corps, and AVID as well as our Advanced Placement coursework. Our office hours program which offers RTI and Enrichment to students as a part of MTSS implementation. Parent support and involvement continue to be important aspects of the success of PDHS. This support is given, recognized and appreciated in many ways. Some parents serve by giving their time to our Foundation, athletic teams, booster clubs, school clubs, PTO and/or special committees. Others support student success by providing a location and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. The Palm Desert High School Foundation is an integral part of the support for our academic programs and the community of Palm Desert along with the families who organize and attend the fundraisers help make and keep Palm Desert High School the place it has become today.

District Mission

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

District Vision

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

School Description

Palm Desert High School is located in the eastern region of Palm Desert and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 2050 students were enrolled, including 10.1% in special education, 7.2% qualifying for English Language Learner support, and 57.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.00%	Grade 9	574
Male	51.00%	Grade 10	519
Non-Binary	0.00%	Grade 11	497
Amer. Indian or Alaska Native	0.10%	Grade 12	460
Asian	5.20%	Ungraded	0
Black or African-Amer.	2.00%		
Filipino	2.10%		
Hisp. or Latino	49.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	4.00%		
White	36.80%		
English Learners	7.20%		
Foster Youth	0.20%		
Homeless	0.40%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	57.80%		
Students with Disabilities	10.10%		
Total Enrollment			2,050

Student Achievement

Physical Fitness

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

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2022-23					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	84.53%	84.18%	84.53%	83.66%	83.66%

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

In the administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
	English-Language Arts/Literacy (grades 3-8 and 11)	72.0	70.0	40.0	40.0	47.0
Mathematics (grades 3-8 and 11)	36.0	34.0	25.0	26.0	33.0	34.0

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

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

CAASPP Test Results in ELA by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	477	465	97.48	2.52	69.68
Female	232	226	97.41	2.59	73.01
Male	245	239	97.55	2.45	66.53
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	96.00
Black or African-Amer.	--	--	--	--	--
Filipino	11	11	100.00	0.00	100.00
Hisp. or Latino	249	243	97.59	2.41	59.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	91.67
White	176	170	96.59	3.41	77.06
English Learners	30	29	96.67	3.33	13.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	281	271	96.44	3.56	63.10
Students with Disabilities	44	39	88.64	11.36	7.69

CAASPP Test Results in Mathematics by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	477	468	98.11	1.89	33.55
Female	232	229	98.71	1.29	29.26
Male	245	239	97.55	2.45	37.66
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	80.00
Black or African-Amer.	--	--	--	--	--
Filipino	11	11	100.00	0.00	72.73
Hisp. or Latino	249	245	98.39	1.61	20.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	75.00
White	176	171	97.16	2.84	40.35
English Learners	30	29	96.67	3.33	3.45
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	281	274	97.51	2.49	25.91
Students with Disabilities	44	40	90.91	9.09	0.00

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

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

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
	39.8	42.5	22.3	23.3	29.5	30.3

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

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 in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2022-23)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	927	907	97.84	2.16	42.45
Female	444	431	97.07	2.93	43.39
Male	483	476	98.55	1.45	41.60
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	48	47	97.92	2.08	63.83
Black or African-Amer.	--	--	--	--	--
Filipino	20	19	95.00	5.00	57.89
Hisp. or Latino	447	443	99.11	0.89	31.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	58.33
White	364	350	96.15	3.85	51.14
English Learners	51	51	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	521	512	98.27	1.73	33.98
Students with Disabilities	83	77	92.77	7.23	9.09

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

Local Control Accountability Plan (LCAP)

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

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

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

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

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

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

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

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

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through the school marquee, the school website, School Messenger (automated telephone message delivery system), the Aztec weekly newsletter, the Spear school newspaper, and PTO newsletters. Contact the principal or PTO volunteer coordinator at (760) 862-4300 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Library Helper
Office Helper
Concession Stand Support
Class Schedule Distribution
Registration
Watch D.O.G.S. Parents
PDHS Foundation

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council
Community Volunteer Program
Booster Clubs
PDHS Foundation
School Leadership Team
PDHS Staff Hiring Process
WASC Focus Groups

School Activities

Sports Events
Student Performances
Back to School Night with BBQ
Parent Information Nights (for each grade level)
FAFSA Night
College Application Night
Future Freshman Night

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. Palm Desert High School's original facilities were built in 2011; 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. Emergency repairs are given the highest priority.

Every morning before school begins, the assistant principal inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and four evening custodians are assigned to Palm Desert High School. The day custodians are responsible for:

- Groundskeeping
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2011
Acreage	39.3
Square Footage	181645
Quantity	
Permanent Classrooms	80
Portable Classrooms	2
Restrooms (sets)	13
Staff Lounge/Work Room(s)	8
Band Room(s)	1
Film & Broadcasting Academy	1
Food Distribution Area w/Covered Lunch Area	1
Gymnasium (Triple Floor)	1
Library	1
Locker Rooms (1 Boys & 1 Girls)	1
Performing Arts Center (6 rooms and one theatre)	1
Sports Stadium(s)	1
Swimming Pool(s)	1

Facilities Inspection

The district's maintenance department inspects Palm Desert High School on an annual basis in accordance with Education Code §17592.72(c)(1). Palm Desert High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, December 06, 2023. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Wednesday, December 06, 2023			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, campus security officers, Watch D.O.G.S. parent group, and a school resource officer patrol the campus, entrance areas, and designated common areas. Administrators, campus security officers, and a school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus security officers, Watch D.O.G.S. parent group, and a school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Palm Desert High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2024.

Classroom Environment

Discipline & Climate for Learning

Palm Desert High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	20-21	21-22	22-23
	School		
% Students Suspended	0.1	4.3	4.2
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	0.1	3.5	4.5
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	2.5	3.2	3.6
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	4.2	0.0
Female	3.1	0.0
Male	5.3	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.9	0.0
Black or African-Amer.	6.8	0.0
Filipino	0.0	0.0
Hisp. or Latino	4.4	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	4.6	0.0
White	4.1	0.0
English Learners	8.2	0.0
Foster Youth	36.4	0.0
Homeless	16.7	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	5.1	0.0
Students with Disabilities	7.0	0.0

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	32	10	46
Mathematics	26.0	24	17	39
Science	27.0	12	26	25
Social Science	26.0	21	12	37
Subject	2021-22			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	38	16	44
Mathematics	25.0	24	27	31
Science	24.0	22	31	16
Social Science	24.0	33	7	42
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	21.0	50	27	29
Mathematics	27.0	19	20	35
Science	20.0	38	20	17
Social Science	20.0	44	22	26

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

Pupil Engagement

Dropout & Graduation Rates

Palm Desert 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 summer school, Multi-Tiered Support System (MTSS), student discipline, student recognition office, new Office Hours enrichment and intervention class focused on increasing a-g and reducing D&F grades, AVID peer tutor program, APEX (online credit recovery program), concurrent enrollment in a community college, algebra support classes, and CAASPP remediation classes for juniors and seniors. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	19-20	20-21	21-22
	0.6%	1.6%	0.6%
	District		
	19-20	20-21	21-22
	3.4%	3.1%	2.3%
	State		
	19-20	20-21	21-22
	9.4%	7.8%	8.2%
	State		
	19-20	20-21	21-22
	83.6%	87.0%	86.2%

Graduation Rate by Student Group (Four-year Cohort Rate) (2022-23)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	474	454	95.8
Female	221	217	98.2
Male	253	237	93.7
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	23	21	91.3
Black or African-Amer.	--	--	--
Filipino	--	--	--
Hisp. or Latino	216	207	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	20	19	95.0
White	194	187	96.4
English Learners	41	33	80.5
Foster Youth	--	--	--
Homeless	--	--	--
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	314	298	94.9
Students with Disabilities	48	40	83.3

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

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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Palm Desert High School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2146	2112	649	30.7
Female	1046	1034	320	30.9
Male	1100	1078	329	30.5
Amer. Indian or Alaska Native	3	3	1	33.3
Asian	108	107	22	20.6
Black or African-Amer.	44	44	14	31.8
Filipino	44	44	5	11.4
Hisp. or Latino	1070	1050	316	30.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	87	85	34	40.0
White	781	770	250	32.5
English Learners	170	162	58	35.8
Foster Youth	11	9	5	55.6
Homeless	12	12	9	75.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	1274	1253	427	34.1
Students with Disabilities	242	234	97	41.5

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Palm Desert High School revolve around the California State Content Standards and Frameworks. During the 2022-23 school year, Palm Desert High School held staff development training devoted to:

- Common Core State Standards
- Aligning Instruction with Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS)
- Analyzing Student Achievement Data
- Closing the Achievement Gap
- Academic Language
- Academic Intervention
- Writing
- Professional Learning Communities (PLCs)
- Google Classroom
- AVID Strategies
- Response to Intervention (RtI)
- i-Ready Training
- ELA Curriculum Training (9th & 10th Grade)
- Universal Design for Learning (UDL)
- Integrated & Designated ELD

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

During the 2021-22, 2022-23, and 2023-24 school years, Palm Desert High School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2021-22 Training:

- i-Ready
- AVID Strategies
- Synergy Assessment
- Digital Citizenship
- Mystery Science
- Coding

2022-23 Training:

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

2023-24 Training:

- Digital Citizenship, Student Data & Privacy, DSUSD Digital Resources
- Integrated ELD, including data, ELPAC levels, ELlevation, Academic Supports
- Universal Design for Learning (UDL)
- Positive Behavioral Interventions and Supports (PBIS)
- Tier I Site Leadership - Site Reflection on Tier I Components of MTSS Framework
- Educational Technology - Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools
- Tier II Site Team Training and Coaching
- Dual Language Immersion - Coaching, Training and Collaboration
- Reclassification for Dually Identified Students
- MTSS Site Lead - Training and Support
- World Language Framework and New Curriculum Training for Spanish & French
- Secondary Science - Gizmos and Curriculum Support
- Science Implementation Teams
- Ethnic Studies
- Social Science - DBQ
- AVID Pathways Training
- Secondary ELA Training on UDL and Engaging Learning Environments
- MindSet Training
- SEIS Support Sessions

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

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2021-22	2022-23	2023-24
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Palm Desert High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's

six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, October 03, 2023, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08/2023-2024 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2018	Bedford, <i>Bedford Researcher</i>	0 %
2017	Bedford, <i>Current Issues & Enduring Questions</i>	0 %
2018	Chicago, <i>Craft of Research, 4th Edition</i>	0 %
2018	Chicago, <i>Students Guide to Writing College</i>	0 %
2004	CSU, <i>Expository Reading and Writing Course</i>	0 %
2018	Freeman, <i>Compact Bedford Intro to Literature</i>	0 %
2018	Freeman, <i>Rules for Writing</i>	0 %
2017	McGraw Hill Education, <i>Study Sync</i>	0 %
2021	Pearson, <i>The Norton Introduction to Literature</i>	0 %
2014	Pearson, <i>Writing America</i>	0 %
2017	W. W. Norton, <i>Little Seagull Handbook, 3rd Edition</i>	0 %
2016	W.W. Norton, <i>Norton Reader</i>	0 %
Foreign Languages		
2013	Houghton, <i>Abriendo Puertas</i>	0 %
2016	McGraw Hill, <i>Así se dice 4</i>	0 %
2018	Saavas Learning Company, LLC, <i>Autentico</i>	0 %
2023	Vista Higher Learning, <i>Chemins</i>	0 %
2020	Vista Higher Learning, <i>Galeria De Lengua Level 1</i>	0 %
2020	Vista Higher Learning, <i>Galeria De Lengua Level 2</i>	0 %
2020	Vista Higher Learning, <i>Temas</i>	0 %
2016	Vista Higher Learning, <i>Themes (French)</i>	0 %
2017	Wiley, <i>Conversaciones Escritas</i>	0 %
2007	Wiley, <i>Manana</i>	0 %
Health		
2005	Glencoe, <i>Glencoe Health</i>	0 %
2018	Positive Prevention Plus, <i>Sexual Health HIV Education</i>	0 %
History-Social Science		
2020	Bedford, Freeman, Worth, <i>Ways of the World, 1200 Update</i>	0 %
2019	BFW, <i>Thinking about Psychology</i>	0 %
2021	Cengage Learning, <i>Human Geography: Spatial Perspective</i>	0 %
2003	Holt, <i>Sociology: The Study of Human</i>	0 %

Relationships		
2019	Houghton, <i>American History</i>	0 %
2019	Houghton, <i>Modern World History</i>	0 %
2019	McGraw Hill, <i>American Democracy Now</i>	0 %
2019	McGraw Hill, <i>Principles of American Democracy</i>	0 %
2019	McGraw Hill, <i>Principles of Economics</i>	0 %
2018	Norton, <i>Give Me Liberty, Volume 1 & 2</i>	0 %
2018	Openstax, <i>American Government</i>	0 %
2018	Openstax, <i>California Politics</i>	0 %
2011	Oxford University Press, <i>An International History</i>	0 %
2005	Pearson, <i>Anthropology, 11th Edition</i>	0 %
2015	Pearson, <i>By the People</i>	0 %
2011	Pearson, <i>Cold War</i>	0 %
2014	Pearson, <i>Development Through the Lifespan</i>	0 %
2011	Pearson, <i>Foundations of Economics</i>	0 %
2015	Pearson, <i>Psychology</i>	0 %
2004	Pearson, <i>Russia, America and the Cold War 1949-1991</i>	0 %
2016	Worth Publishers, <i>Discovery Psychology</i>	0 %
Mathematics		
2014	Cengage Learning, <i>Financial Algebra</i>	0 %
2013	Freeman, <i>Statistical Reasoning in Sports</i>	0 %
2017	Freeman, <i>Statistics & Probability w/Applications</i>	0 %
2015	Freeman, <i>The Practice of Statistics</i>	0 %
2018	McDougal, <i>Calculus of a Single Variable, 11th Edition</i>	0 %
2016	McGraw Hill, <i>Mathematics for Business & Personal Finance</i>	0 %
2016	Pearson Prentice Hall, <i>Calculus, Graphical, Numerical Algebraic</i>	0 %
2008	Prentice Hall, <i>Precalculus</i>	0 %
2023	Walch, <i>CCSS Math 1, 2, 3 Integrated Pathways</i>	0 %
Science		
2015	Brookes, <i>Introductory to Chemistry</i>	0 %
2014	Cengage Learning, <i>Chemistry (Zumdahl)</i>	0 %
2016	Cengage Learning, <i>Meteorology Today</i>	0 %
2020	Discovery Education, <i>DE Physics Techbook</i>	0 %
2015	Freeman, <i>Environmental Science</i>	0 %
2020	McGraw Hill, <i>Inspire Physics</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2014	Pearson, <i>Biology (Campbell)</i>	0 %
2015	Pearson, <i>Earth Science</i>	0 %
2011	Prentice Hall, <i>Environmental Science: Your World, Your Turn</i>	0 %
2021	Savvas, <i>Experiencing Biology</i>	0 %
2020	Savvas, <i>Experiencing Chemistry</i>	0 %
2005	Thomson, <i>Chemistry, 8th Edition (Whitten)</i>	0 %
2006	Thomson, <i>Foundations of Astronomy</i>	0 %
2014	Thomson, <i>Physics for Scientists and Engineers</i>	0 %
2002	Wiley, <i>Ale for Geology Today & Geoscience Lab Manual</i>	0 %
2015	Wiley, <i>Physics (Cutnell)</i>	0 %
2007	Wiley, <i>Principles of Anatomy & Physiology, 11th Edition</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Courses for UC/CSU Admission	
	%
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	63.0

Advanced Placement

In 2022-23, Palm Desert High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2022-23	
	No. of Courses Offered*
Computer Science	0
English	39
Fine and Performing Arts	13
Foreign Language	5
Mathematics	7
Science	5
Social Science	24
All Courses	93

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Palm Desert 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. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Palm Desert High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation

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

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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.

During the 2022-23 school year, Palm Desert High School offered the following career technical education programs as elective courses:

- Health Career Academy
- Engineering Pathway
- CA Cadet Corp through National Guard
- AVID Program

Aztec Arts Academy:

- Film & Broadcasting Pathway
- Professional Dance
- Professional Theatre & Professional Music
- Professional Instrumental Music

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

Career Technical Education (CTE) Program Participation 2022-23	
Total number of students participating in CTE programs	693
Percentage of students completing CTE program and earning a high school diploma	72.6 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Palm Desert High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Palm Desert High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2022-23		
	No. of Staff	FTE
Academic Counselor	5	5.0
Campus Security Officers	4	4.0
Psychologist	2	1.5
College Technician	1	1.0
Instructional Coach	1	0.5
Librarian	1	1.0
Library Media Technician	1	1.0
Marriage & Family Therapist	1	1.0
Nurse	1	0.5
School Resource Officer	1	1.0
Student Assistance Program (SAP) Counselor	1	0.4
Counselor-to-Student Ratio: 1:410		

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

Teacher Preparation and Placement

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

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

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72.7	90.1	1038.9	89.9	234405.2	84.0
Intern Credential Holders Properly Assigned	0.6	0.7	8.9	0.8	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	1.1	13.9	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	2.1	43.6	3.8	11953.1	4.3
Unknown	4.7	5.9	50.4	4.4	15831.9	5.7
Total Teaching Positions	80.7	100.0	1156.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.8	89.7	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	1.8	42.6	3.8	12115.8	4.4
Unknown	6.5	8.5	60.1	5.3	18854.3	6.9
Total Teaching Positions	76.7	100.0	1139.3	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff

members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.8

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

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.7
Total Out-of-Field Teachers	1.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.3

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	1.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2021-22		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,526	\$55,550
Mid-Range Teacher Salary	\$89,938	\$80,703
Highest Teacher Salary	\$111,847	\$109,418
Superintendent Salary	\$297,882	\$319,443
Average Principal Salaries:		
Elementary School	\$146,275	\$137,703
Middle School	\$154,132	\$143,760
High School	\$176,448	\$159,021
Percentage of Budget:		
Teacher Salaries	30.71%	30.35%
Administrative Salaries	4.04%	4.87%

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

Expenditures Per Student

For the 2021-22 school year, Desert Sands Unified School District spent an average of \$17,444 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Partnership Academies Program
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2021-22					
	Dollars Spent per Student				
			% Diff. School & Dist.	% Diff. School & State	
	School	District		State	
Total**	\$9,859	N/A	N/A	N/A	N/A
Restricted	\$2,039	N/A	N/A	N/A	N/A
Unrestricted	\$7,821	\$7,522	103.97	\$7,607	102.81
Average Teacher Salary	\$93,438	\$94,276	99.11	\$87,885	106.32

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

SARC Data

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in October 2023. Data to prepare the school facilities section were acquired in January 2024.