Desert Sands Unified School District
Shadow Hills High School

Grades 9 through 12
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2022-23 School Accountability Report Card
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**2023-24
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Principal's Message

Welcome to Shadow Hills High School, Home of the Knights. Shadow Hills High School has earned respect by setting high academic standards, high expectations, having a no-excuses philosophy and on-going support to obtain maximum student achievement, for all students. Our expectations for all students are that they will be empowered with knowledge so that they are all College, Career and Community Ready.

Shadow Hills High School is accredited by the Western Association of Schools and Colleges. It is one of two comprehensive high schools in the city of Indio, California. The school is located in the planned residential community of Indio which affords access to community athletic fields in addition to the facilities on the school's 48-acre campus.

Current enrollment is 1,747 students in grades 9-12. The curriculum provides students with a strong college preparatory academic program,with many elective choices, such as our robust Career Technology Education (CTE) pathways and academies. These CTE classes combine education and practical knowledge for building career-related skills. Fifty-eight percent of students plan to continue their education in colleges or universities. Forty-four percent of students at SHHS are enrolled in dual enrollment and or advanced placement courses. Twenty-six percent of students participate in career exploration courses offered through CTE. All core curricular areas are aligned with the California State Standards. The school endorses the Desert Sands Unified School District's vision and mission statement: "To inspire and nurture every student...one opportunity at a time."

Shadow Hills High School is committed to fostering a safe, inclusive, and culturally responsive learning environment that provides high-quality instruction to all students. To accomplish this goal, embedded in the school's program are learning opportunities that assist students in building their skills in six core areas, identified in our touchstone "Knights Do It R.I.G.H.T.:" We encourage students to adhere to the values in our school's posture - Respect, Integrity, Greatness, Honor and Teamwork while developing skills in the 5Cs - Communication, Creativity, Critical Thinking, Collaboration, and Citizenship.

There is strong student participation in the school's athletics, visual and performing arts programs with over seventy-percent of the student body involved. Nearly 845 students (42%) participate in our athletics program; with many teams reaching league finals. Sportsmanship, team-work, and integrity are core values which are stressed at every level of participation. Each year, the school's Marching Band, Concert Orchestra, and Jazz Band feature spectacular student performances. The drama and dance programs feature talented students in dance, musical, and dramatic performances.

SHHS boasts a robust Advanced Placement with courses taught at a college level. SHHS is one of approximately 1,000 schools worldwide to implement AP Capstone—an innovative diploma program that allows students to develop skills in research, collaboration, and communication. We are also proud to have a strong and healthy relationship with the College of the Desert (COD). We offer dual enrollment courses to our students, with the most students enrolled in the program than any other local comprehensive high school.

As we improve our capacity to foster the growth and development of 21st century skills in our learners, we continue to encourage all students to get involved in the various extracurricular opportunities, getting students connected in something beyond the regular school day. Student clubs and organizations, performing arts groups, and athletic teams offer students the chance to be part of something positive and rewarding. Our amazing ASB (Associated Student Body Council) includes various state and nationally recognized clubs and organizations like Renaissance, Skills USA, Link Crew, California Cadet Corps, Rotary Interact, Link Crew, and California Scholarship Federation, to name a few.

GO KNIGHTS!

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.

Vision

Our vision at Shadow Hills High School is to foster a growth, mindset in all of our students, encourage academic achievement, and promote global citizenship. We strive to develop critical thinkers who analyze the questions of today to create solutions for tomorrow.

School Description

Shadow Hills High School is located in the central region of Indio and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 1751 students were enrolled, including 14.3% in special education, 16.9% qualifying for English Language Learner support, and 77.4% 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	47.20%		Grade 9	411
Male	52.80%		Grade 10	450
Non-Binary	0.00%		Grade 11	471
Amer. Indian or Alaska Native	0.40%		Grade 12	419
Asian	0.70%		Ungraded	0
Black or African-Amer.	1.10%			
Filipino	0.20%			
Hisp. or Latino	84.10%			
Native Hawaiian or Pacific Islander	0.00%			
Two or More Races	1.20%			
White	9.40%			
English Learners	16.90%			
Foster Youth	0.60%			
Homeless	1.00%			
Students Receiving Migrant Ed. Services	0.30%			
Socioeconomically Disadvantaged	77.40%			
Students with Disabilities	14.30%			
			Total Enrollment	1,751

Student Achievement

Physical Fitness

In the spring of each year, Shadow Hills 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	85.4%	91.97%	91.73%	90.51%	92.94%

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)	43.0	45.0	40.0	40.0	47.0	46.0
Mathematics (grades 3-8 and 11)	11.0	13.0	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	448	436	97.32	2.68	44.95
Female	221	213	96.38	3.62	52.11
Male	227	223	98.24	1.76	38.12
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	369	361	97.83	2.17	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	40.00
White	42	40	95.24	4.76	72.50
English Learners	64	61	95.31	4.69	1.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	41.67
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	352	341	96.88	3.12	40.47
Students with Disabilities	68	64	94.12	5.88	15.63

CAASPP Test Results in Mathematics by Student Group (2022-23)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	448	439	97.99	2.01	13.44
Female	221	216	97.74	2.26	16.20
Male	227	223	98.24	1.76	10.76
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	370	363	98.11	1.89	12.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	8.00
White	41	41	100.00	0.00	26.83
English Learners	64	61	95.31	4.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	8.33
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	351	343	97.72	2.28	9.91
Students with Disabilities	68	65	95.59	4.41	6.15

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

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (grades 5, 8, and 10)	22.4	21.9	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	859	845	98.37	1.63	21.89
Female	418	407	97.37	2.63	21.38
Male	441	438	99.32	0.68	22.37
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	712	701	98.46	1.54	18.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	41	97.62	2.38	24.39
White	85	85	100.00	0.00	44.71
English Learners	131	127	96.95	3.05	0.00
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	18	18	100.00	0.00	16.67
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	664	652	98.19	1.81	18.10
Students with Disabilities	125	119	95.20	4.80	6.72

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 letters, newsletters, the school marquee, the school website, and School Messenger (automated telephone message delivery system). Contact Cheryl Childers, Administrative Assistant to the Principal, at (760) 393-5400 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Athletics Boosters
Band Boosters
Chaperone
Football Boosters
Parent Teacher Organization Activities
School Volunteer

Committees
Athletics Boosters
Band Boosters
English Learner Advisory Council
Football Boosters
Parent Teacher Organization
School Site Council

School Activities
Awards Assemblies
Back to School Night
Freshman Orientation
Grade Night
Knights Parent University
New Student Orientation
Parent Institute for Quality Education (PIQE)
Sports Events
Student Performances

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. Shadow Hills High School's original facilities were built in 2009; 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, security agents inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and five evening custodians are assigned to Shadow Hills High School. The day custodians are responsible for providing support to teachers and students.

Restrooms are checked after each passing period for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Common use area cleaning
• Office area cleaning
• Restroom cleaning

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

Campus Description	
Year Built	2009
Acreage	48
Square Footage	400,000
	Quantity
Permanent Classrooms	88
Portable Classrooms	0
Restrooms (sets)	8
Media Center(s)	1
Gymnasium(s)	1
Outdoor Covered Patio(s)	1
Staff Lounge/Work Room(s)	5
Library	1
Cafeteria(s)	1
Career Center(s)	1
Lecture Hall(s)	1
Performing Arts Center(s)	1
Stadium(s)	1
Swimming Pool(s)	1
Weight Room(s)	2

Facilities Inspection

The district's maintenance department inspects Shadow Hills High School on an annual basis in accordance with Education Code §17592.72(c)(1). Shadow Hills 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 Friday, December 01, 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: Friday, December 01, 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 signifcant 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, volunteer teachers, and security agents patrol the campus, entrance areas, and designated common areas. Administrators, the school resource officer, and security agents monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, volunteer teachers, and security agents monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Shadow Hills 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 Shadow Hills 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

Shadow Hills 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	0.3	5.2	8.5
% Students Expelled	0.0	0.1	0.1
	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	8.5	0.1
Female	6.3	0.0
Male	10.5	0.2
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	7.1	0.0
Black or African-Amer.	28.6	0.0
Filipino	0.0	0.0
Hisp. or Latino	8.5	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	4.2	0.0
White	7.4	0.0
English Learners	12.1	0.3
Foster Youth	28.6	0.0
Homeless	14.8	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	9.2	0.1
Students with Disabilities	10.5	0.4

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				
2020-21				
	Avg. Class	**Number of Classes**		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	28.0	25	14	43
Mathematics	27.0	22	18	33
Science	25.0	23	13	35
Social Science	26.0	21	13	32
2021-22				
	Avg. Class	**Number of Classes**		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	24.0	31	23	40
Mathematics	26.0	25	8	42
Science	25.0	21	22	30
Social Science	25.0	26	26	26
2022-23				
	Avg. Class	**Number of Classes**		
Subject	**Size**	**1-22**	**23-32**	**33+**
English	21.0	45	35	20
Mathematics	25.0	19	34	16
Science	24.0	21	24	22
Social Science	23.0	22	41	14

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

Shadow Hills High School's teachers, counselors, 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, academic discussions, and counseling. Quarterly, counselors and special education specialists meet with students with disabilities who are in danger of failing or in need of remediation. They discuss organization, study skills, tutoring, and ways to recover credits. 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
Dropout Rate	2.3%	2.5%	2.1%
Graduation Rate	93.2%	95.9%	95.1%
	District		
	19-20	20-21	21-22
Dropout Rate	3.4%	3.1%	2.3%
Graduation Rate	92.6%	94.4%	93.8%
	State		
	19-20	20-21	21-22
Dropout Rate	9.4%	7.8%	8.2%
Graduation Rate	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	429	408	95.1
Female	208	203	97.6
Male	221	205	92.8
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African-Amer.	--	--	--
Filipino	--	--	--
Hisp. or Latino	359	341	95.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	47	45	95.7
English Learners	86	78	90.7
Foster Youth	--	--	--
Homeless	18	18	100.0
Students Receiving Migrant Ed. Services	--	--	--
Socioeconomically Disadvantaged	367	348	94.8
Students with Disabilities	64	48	75.0

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.

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 Shadow Hills 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	1856	1819	675	37.1
Female	878	861	317	36.8
Male	978	958	358	37.4
Amer. Indian or Alaska Native	8	8	4	50.0
Asian	14	14	6	42.9
Black or African-Amer.	21	21	5	23.8
Filipino	4	4	0	0.0
Hisp. or Latino	1553	1524	563	36.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	9	37.5
White	175	170	58	34.1
English Learners	330	324	165	50.9
Foster Youth	21	19	13	68.4
Homeless	27	24	11	45.8
Students Receiving Migrant Ed. Services	7	7	5	71.4
Socioeconomically Disadvantaged	1453	1422	568	39.9
Students with Disabilities	277	265	128	48.3

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.

Curriculum & Instruction

Staff Development

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

• Rigor
• Professional Learning Communities (PLCs)
• Leadership Training
• Student Motivation & Engagement
• Equity Training
• AVID WICOR Strategies and 10-2-2
• Universal Design for Learning (UDL)
• English Language Learner Strategies
• Restorative Practices

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. Shadow Hills High School supports ongoing professional growth throughout the year on minimum days. 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. Shadow Hills also offers common preps for teachers to work together when co-teaching as well as hours outside of the academic school day to meet for PLC work.

During the 2021-22, 2022-23, and 2023-24 school years, Shadow Hills 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

Shadow Hills 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 Shadow Hills 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, *Bedford Researcher*	0 %
2017	Bedford, *Current Issues & Enduring Questions*	0 %
2018	Chicago, *Craft of Research, 4th Edition*	0 %
2018	Chicago, *Students Guide to Writing College*	0 %

2004	CSU, *Expository Reading and Writing Course*	0 %
2018	Freeman, *Compact Bedford Intro to Literature*	0 %
2018	Freeman, *Rules for Writing*	0 %
2017	McGraw Hill Education, *Study Sync*	0 %
2021	Pearson, *The Norton Introduction to Literature*	0 %
2014	Pearson, *Writing America*	0 %
2017	W. W. Norton, *Little Seagull Handbook, 3rd Edition*	0 %
2016	W.W. Norton, *Norton Reader*	0 %
Foreign Languages		
2013	Houghton, *Abriendo Puertas*	0 %
2016	McGraw Hill, *Asi se dice 4*	0 %
2018	Saavas Learning Company, LLC, *Autentico*	0 %
2023	Vista Higher Learning, *Chemins*	0 %
2020	Vista Higher Learning, *Galeria De Lengua Level 1*	0 %
2020	Vista Higher Learning, *Galeria De Lengua Level 2*	0 %
2020	Vista Higher Learning, *Temas*	0 %
2016	Vista Higher Learning, *Themes (French)*	0 %
2017	Wiley, *Conversaciones Escritas*	0 %
2007	Wiley, *Manana*	0 %
Health		
2005	Glencoe, *Glencoe Health*	0 %
2018	Positive Prevention Plus, *Sexual Health HIV Education*	0 %
History-Social Science		
2020	Bedford, Freeman, Worth, *Ways of the World, 1200 Update*	0 %
2019	BFW, *Thinking about Psychology*	0 %
2021	Cengage Learning, *Human Geography: Spatial Perspective*	0 %
2003	Holt, *Sociology: The Study of Human Relationships*	0 %
2019	Houghton, *American History*	0 %
2019	Houghton, *Modern World History*	0 %
2019	McGraw Hill, *American Democracy Now*	0 %
2019	McGraw Hill, *Principles of American Democracy*	0 %
2019	McGraw Hill, *Principles of Economics*	0 %
2018	Norton, *Give Me Liberty, Volume 1 & 2*	0 %
2018	Openstax, *American Government*	0 %
2018	Openstax, *California Politics*	0 %
2011	Oxford University Press, *An International History*	0 %
2005	Pearson, *Anthroplogy, 11th Edition*	0 %
2015	Pearson, *By the People*	0 %
2011	Pearson, *Cold War*	0 %
2014	Pearson, *Development Through the Lifespan*	0 %
2011	Pearson, *Foundations of Economics*	0 %
2015	Pearson, *Psychology*	0 %
2004	Pearson, *Russia, America and the Cold War 1949-1991*	0 %
2016	Worth Publishers, *Discovery Psychology*	0 %
Mathematics		
2014	Cengage Learning, *Financial Algebra*	0 %
2013	Freeman, *Statistical Reasoning in Sports*	0 %
2017	Freeman, *Statistics & Probability w/Applications*	0 %
2015	Freeman, *The Practice of Statistics*	0 %
2018	McDougal, *Calculus of a Single Variable, 11th Edition*	0 %
2016	McGraw Hill, *Mathematics for Business & Personal Finance*	0 %
2016	Pearson Prentice Hall, *Calculus, Graphical, Numerical Algebraic*	0 %
2008	Prentice Hall, *Precalculus*	0 %
2023	Walch, *CCSS Math 1, 2, 3 Integrated*	0 %

	Pathways	
Science		
2015	Brookes, *Introductory to Chemistry*	0 %
2014	Cengage Learning, *Chemistry (Zumdahl)*	0 %
2016	Cengage Learning, *Meteorology Today*	0 %
2020	Discovery Education, *DE Physics Techbook*	0 %
2015	Freeman, *Environmental Science*	0 %
2020	McGraw Hill, *Inspire Physics*	0 %
2007	Pearson, *Anatomy and Physiology*	0 %
2014	Pearson, *Biology (Campbell)*	0 %
2015	Pearson, *Earth Science*	0 %
2011	Prentice Hall, *Environmental Science: Your World, Your Turn*	0 %
2021	Savvas, *Experiencing Biology*	0 %
2020	Savvas, *Experiencing Chemistry*	0 %
2005	Thomson, *Chemistry, 8th Edition (Whitten)*	0 %
2006	Thomson, *Foundations of Astronomy*	0 %
2014	Thomson, *Physics for Scientists and Engineers*	0 %
2002	Wiley, *Ale for Geology Today & Geoscience Lab Manual*	0 %
2015	Wiley, *Physics (Cutnell)*	0 %
2007	Wiley, *Principles of Anatomy & Physiology, 11th Edition*	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	98.8
2021-22 Graduates who Completed all Courses Required for UC/CSU Admission	52.3

Advanced Placement

In 2022-23, Shadow Hills 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	17
Fine and Performing Arts	2
Foreign Language	5
Mathematics	4
Science	1
Social Science	7
All Courses	36

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

Workforce Preparation

Students in grades nine through twelve receive guidance from school personnel regarding college/career paths and courses of study. The counselor meets at least once a year with each student to follow-up on their four-year plan to 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. Shadow Hills High School offers the following programs that promote leadership, develop career-related skills, provide on-the-job experience and certifications, and increase interest in school:

• Work Experience

Individual student assessment of work readiness skills takes place through:

• End of course exams
• Completion of course-required projects
• On-the-job observation (internships/externships)

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 their counselor.

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

• Computer Science
• Dual Enrollment Courses thru College of the Desert
• Education
• Emergency Management Academy Pathway
• Criminal Justice
• English 001 & 002
• History 17 & 18
• Political Science I
• Spanish 1A
• Technology Landscape Management (TLM)
• Dispatch
• Certifications
• Skills USA Competitions

Shadow Hills High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Shadow Hills 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	421
Percentage of students completing CTE program and earning a high school diploma	97.3 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0 %

Professional Staff

Counseling & Support Staff

Shadow Hills 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 Shadow Hills 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
Security Officers	4	4.0
Adaptive PE Specialist	1	*
Librarian	1	1.0
Library Media Technician	1	1.0
Nurse	1	*
Occupational Therapist	1	*
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	0.2
Student Assistance Program (SAP) Counselor	1	1.0
Counselor-to-Student Ratio: 1:350		

as needed
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 Shadow Hills 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 Shadow Hills 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)	59.5	82.0	1038.9	89.9	234405.2	84.0
Intern Credential Holders Properly Assigned	0.5	0.8	8.9	0.8	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	4.6	13.9	1.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	4.7	43.6	3.8	11953.1	4.3
Unknown	5.6	7.8	50.4	4.4	15831.9	5.7
Total Teaching Positions	72.6	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)	59.6	82.5	1022.7	89.8	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	2.9	8.4	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	1.4	5.2	0.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.2	5.8	42.6	3.8	12115.8	4.4
Unknown	5.3	7.4	60.1	5.3	18854.3	6.9
Total Teaching Positions	72.3	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 memeber 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 in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	1.0
Misassignments	2.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.3

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.7
Local Assigment Options	1.7
Total Out-of-Field Teachers	3.4

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.9
Local Assigment Options	1.2
Total Out-of-Field Teachers	4.2

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)	3.9
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)	1.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.0

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				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$10,406	N/A	N/A	N/A	N/A
Restricted	$2,413	N/A	N/A	N/A	N/A
Unrestricted	$7,993	$7,522	106.26	$7,607	105.08
Average Teacher Salary	$90,796	$94,276	96.31	$87,885	103.31

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 Shadow Hills 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.