

Desert Sands Unified School District Desert Ridge Academy

Grades 6 through 8
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2020-21 School Accountability Report Card Published January 2022

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

Welcome to Desert Ridge Academy's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents and community will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Desert Ridge Academy's (DRA's) mission is to foster high expectations in social, emotional, and academic development, by providing a safe and rigorous 21st century learning environment and by leading the way with Accountability, Integrity, and Respect. We are accomplishing our mission by creating a robust Multi-tiered System of Support (MTSS) that focuses on three areas in order to meet the needs of the whole child: academics, social emotional and behavior. We are a community where all means all- All adults (faculty, staff, families, and community members) working together in a supportive and collaborative manner in order to meet the needs of all students.

DRA provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Our faculty, and support staff are highly trained professionals that have continuous Professional Development in Common Core standards, English Language Development (ELD), Gifted and Talented Education (GATE) services, Special Education services, and technology development.

DRA is an Advancement Via Individual Determination (AVID) Site of Distinction, an honor awarded to fewer than five percent of schools nationwide. The recognition takes note of schools that create systems of support and a college going atmosphere. DRA offers AVID Excel, specifically designed for English language learners. Additionally, DRA has been recognized as a Silver Positive Behavioral Intervention and Support (PBIS) School. The California PBIS Coalition initiated the statewide recognition system to acknowledge schools for implementing PBIS with fidelity. Among other strategies, DRA is proud to utilize the PBIS reward program; a point based management system with a multi-device platform that makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school.

DRA has an integrated program that inspires students to explore multiple college and career options in preparation for high school and beyond while achieving academic success. We are proud to be a College and Career Exploratory School. We offer over 30 different elective courses that are directly aligned to the different CTE and Academic Programs offered at the different High Schools in our District. Coding, Robotics, Digital Art, Broadcasting, Journalism, Drama, Master Jr. Gardening and World Language to mention a few.

DRA takes pride in developing leaders and providing programs centered around student interests by providing the following programs: Where Everyone Belongs (WEB) program, Associated Student Body (ASB), Renaissance, yearbook, Speech and Debate, Mock-Trial and Cadet Corp.

DRA also holds a strong fine arts program, which resulted in multiple awards throughout the years. Our music department offers traditional programs such as beginning and advanced band as well as non- traditional classes such as guitar and percussion.

In addition to offering a rigorous curriculum and integrating Common Core standards, we provide students with opportunities to grow beyond the classroom: tutoring during and after school, after school sports, including Cheerleading, over 20 different clubs, and After School Education and Safety (ASES).

DRA has a recently renovated Parent Center that we are eager to reopen, a strong counseling program which supports the healthy development of our students and great partnerships with multiple community programs such as the Ophelia Project, Above the Influence, Big Brothers Big Sisters of the Desert, Ronnie's House for Hope, Stress Busters and Insight. It truly is an honor and a privilege to be the principal of Desert Ridge Academy Middle School. Our faculty, staff, students, families, and community members are united in creating a safe and rigorous learning environment...Without a doubt, DRA leads the way with Accountability, Integrity and Respect.

DSUSD Mission

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

DSUSD Vision

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

School Mission

Desert Ridge Academy fosters high expectations in social, emotional, and academic development, provides a safe and rigorous 21st century learning environment and leads the way with Accountability, Integrity, and Respect.

School Vision

Desert Ridge Academy fosters high expectations in social, emotional, and academic development, provides a safe and rigorous 21st century learning environment and leads the way with Accountability, Integrity, and Respect.

School Description

Desert Ridge Academy is located in the northern region of Indio and serves students in grades six through eight following a traditional calendar. At the beginning of the 2020-21 school year, 1059 students were enrolled, including 13.5% in special education, 28% qualifying for English Language Learner support, and 76.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.90%	Grade 6	310
Male	54.10%	Grade 7	330
Non-Binary	0.00%	Grade 8	419
Amer. Indian or Alaska Native	0.20%	Ungraded	0
Asian	0.80%		
Black or African-Amer.	0.80%		
Filipino	0.10%		
Hisp. or Latino	87.40%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	1.00%		
White	7.60%		
English Learners	28.00%		
Foster Youth	0.20%		
Homeless	0.30%		
Students Receiving Migrant Ed. Services	0.30%		
Socioeconomically Disadvantaged	76.30%		
Students with Disabilities	13.50%		
Total Enrollment			1,059

Student Achievement

Physical Fitness

In the spring of each year, Desert Ridge Academy is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1064	6	0.56	99.44	--
Female	487	2	0.41	99.59	--
Male	577	4	0.69	99.31	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	929	5	0.54	99.46	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	1	2.94	97.06	--
White	80	0	0.00	100.00	--
English Learners	300	3	1.00	99.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	677	4	0.59	99.41	--
Students with Disabilities	138	6	4.35	95.65	--

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	1064	6	0.56	99.44	--
Female	487	2	0.41	99.59	--
Male	577	4	0.69	99.31	--
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	929	5	0.54	99.46	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	1	2.94	97.06	--
White	80	0	0.00	100.00	--
English Learners	300	3	1.00	99.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	677	4	0.59	99.41	--
Students with Disabilities	138	6	4.35	95.65	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	420	NT	NT	NT	NT
Female	203	NT	NT	NT	NT
Male	217	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hisp. or Latino	360	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	37	NT	NT	NT	NT
English Learners	96	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Students Receiving Migrant Ed. Services	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	259	NT	NT	NT	NT
Students with Disabilities	61	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Assessment Test Results

The Desert Sands Unified School District administered iReady local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	922	878	95	5.00	34
Female	421	407	97	3.00	37
Male	500	471	94	6.00	32
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino					
Hisp. or Latino	801	761	95	5.00	32
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	75	75	100	0.00	52
English Learners	253	228	90	10.00	12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	682	645	95	5.00	29
Students with Disabilities	123	112	91	9.00	10

Local Assessment Test Results in Mathematics by Student Group (2020-21) Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	944	900	95	5.00	25
Female	430	413	96	4.00	27
Male	514	487	95	5.00	24
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino					
Hisp. or Latino	818	777	95	5.00	24
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	78	78	100	0.00	45
English Learners	246	220	89	11.00	6
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military					
Students Receiving Migrant Ed. Services	--	--	--	--	--
Socioeconomically Disadvantaged	582	546	94	6.00	21
Students with Disabilities	125	121	97	3.00	3

*At or above the grade-level standard in the context of the local assessment administered.

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

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 parent conferences, progress reports, the school marquee, the school website, School Messenger (automated telephone message delivery system), Facebook, and Twitter. Contact the school office at (760) 393-5500 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

AVID Tutoring
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Helper
Office Helper
School Dances
Schoolwide Activities

Committees

English Learner Advisory Council (ELAC)
Parent Teacher Organization (PTO)
School Site Council (SSC)

School Activities

Back to School Night
Parent Information Nights
Parent Institute for Quality Education (PIQE)
Student Led Conferences
Student Orientation
Student Recognition Assemblies
Technology Training Nights
Title I Parent Meeting Nights

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Desert Ridge Academy'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. In the last 12 months, the following improvements have been completed:

- Addition of school murals

Every morning before school begins, the custodian and three campus security agents inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Desert Ridge Academy. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Disinfecting of high touch surface points

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

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning
- Disinfecting of high touch surface points

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

Campus Description	
Year Built	2009
Acreage	-
Square Footage	123,000
Quantity	
Permanent Classrooms	41
Portable Classrooms	0
Restrooms (sets)	18
Band Room	1
Library/Media Center	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area(s)	1
Staff Lounge/Work Room(s)	1
Computer Lab	1
Garden	1
Locker Rooms	1
Pavillion	1

Facilities Inspection

The district's maintenance department inspects Desert Ridge Academy on an annual basis in accordance with Education Code §17592.72(c)(1). Desert Ridge Academy uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, November 08, 2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, November 08, 2021			
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, the principal, assistant principal, school site monitors, the middle school facilitator, three campus security agents, and assigned staff members patrol the campus, entrance areas, and designated common areas. The principal, assistant principal, three campus security agents, two school site monitors, and assigned staff members monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, teachers, three campus security agents, two school site monitors, and assigned staff members monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Desert Ridge Academy 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 Desert Ridge Academy 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, 2022.

Classroom Environment

Discipline & Climate for Learning

Desert Ridge Academy'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			
	18-19	19-20	20-21
	School		
% Students Suspended	8.9	5.3	0.7
% Students Expelled	0.3	0.8	0.0
	District		
% Students Suspended	4.6	3.1	0.1
% Students Expelled	0.1	0.1	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7	0.0
Female	0.6	0.0
Male	0.9	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.7	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	1.2	0.0
English Learners	0.7	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.8	0.0
Students with Disabilities	0.0	0.0

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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Desert Ridge Academy revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Desert Ridge Academy held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Best First Instruction Practices
- Advancement Via Individual Determination (AVID)
- Trauma Informed Practices
- Professional Learning Communities (PLC's)
- Restorative Practices
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)

Desert Ridge Academy collects teacher and staff input, and reviews data to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers meet at grade level, grade level-content alike 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 session 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 2019-20, 2020-21, and 2021-22 school years, Desert Ridge Academy's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2019-20 Training:

- Rigor, Relevance and Engagement Rubrics
- Trauma Informed Practices
- Professional Learning Communities at Work
- Instructional Technology (including coding)
- Engagement (Kagan, etc.)
- Advancement Via Individual Determination (AVID)
- Core content Support (supported by district facilitators)

2020-21 Training:

- i-Ready
- Trauma Informed Practices
- Advancement Via Individual Determination (AVID)
- Mathematics (supported by district facilitators)
- Early Literacy (supported by district facilitators)
- Distance Learning (Zoom, Seesaw, Distance Learning Playbook, Google Classrooms, Goalbook)

2021-22 Training:

- i-Ready
- AVID Strategies
- Synergy Assessment
- Digital Citizenship
- Mystery Science
- Coding
- Elementary Math - Cognitively Guided Instruction

Desert Ridge Academy 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		
2019-20	2020-21	2021-22
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Desert Ridge Academy are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 05, 2021, 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. 08/2021-2022 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

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	24.0	23	8	24
Mathematics	26.0	13	5	23
Science	27.0	11	1	23
Social Science	27.0	12	1	24
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	14	11	19
Mathematics	28.0	9	4	20
Science	29.0	6	8	16
Social Science	27.0	8	7	17
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	26.0	10	16	11
Mathematics	28.0	5	17	5
Science	33.0	3	4	16
Social Science	29.0	4	10	12

*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

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Desert Ridge Academy for the 2020-21 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 (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1087	1076	249	23.1
Female	498	492	106	21.5
Male	589	584	143	24.5
Amer. Indian or Alaska Native	3	3	1	33.3
Asian	8	8	3	37.5
Black or African-Amer.	9	9	2	22.2
Filipino	1	1	0	0.0
Hisp. or Latino	947	940	222	23.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	1	9.1
White	85	81	10	12.3
English Learners	309	309	104	33.7
Foster Youth	4	4	2	50.0
Homeless	6	6	5	83.3
Students Receiving Migrant Ed. Services	4	4	0	0.0
Socioeconomically Disadvantaged	833	826	221	26.8
Students with Disabilities	152	150	39	26.0

a textbook or instructional materials, or both, to use in class and to take home, and (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.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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		
2017	McGraw Hill, <i>Study Sync</i>	0 %
Foreign Languages		
2013	Houghton Mifflin Harcourt, <i>Avancemos (Spanish)</i>	0 %
2015	Vista Higher Learning, <i>D'accord (French)</i>	0 %
Health		
2004	Holt, Rinehart and Winston, <i>Decisions for Health</i>	0 %
2018	Positive Prevention Plus, <i>Sexual Health for Americas Youth</i>	0 %
History-Social Science		
2006	McGraw, <i>World History and Geography</i>	0 %
Mathematics		
2015	McGraw, <i>California Math CCSS Course 1-3</i>	0 %
Science		
2007	Holt, <i>California Inspire</i>	0 %

Professional Staff

Counseling & Support Staff

Desert Ridge Academy 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 Desert Ridge Academy'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) 2020-21		
	No. of Staff	FTE
Academic Counselor	3	3.0
Campus Security Officers	3	3.0
Adaptive PE	1	*
Health Assistant	1	*
Instructional Coach	1	1.0
Media Specialist	1	1.0
Middle School Facilitator	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	0.5
Counselor-to-Student Ratio: 1:353		

* 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 Desert Ridge Academy, 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 Desert Ridge Academy 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 (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$53,124	\$50,897
Mid-Range Teacher Salary	\$86,049	\$78,461
Highest Teacher Salary	\$107,010	\$104,322
Superintendent Salary	\$285,000	\$297,037
Average Principal Salaries:		
Elementary School	\$139,203	\$131,863
Middle School	\$142,857	\$137,086
High School	\$166,806	\$151,143
Percentage of Budget:		
Teacher Salaries	33%	32%
Administrative Salaries	4%	5%

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 2019-20 school year, Desert Sands Unified School District spent an average of \$13,515 of total general funds to educate each student (based on 2019-20 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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State COVID Relief Funding
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & State		% Diff. School & State
			School	Dist.	
Total**	\$8,109	N/A	N/A	N/A	N/A
Restricted	\$1,516	N/A	N/A	N/A	N/A
Unrestricted	\$6,592	\$7,397	89.13	\$8,444	78.07
Average Teacher Salary	\$88,172	\$91,416	96.45	\$84,665	104.14

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 Desert Ridge Academy 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 December 2021. Data to prepare the school facilities section were acquired in January 2022.