

Desert Sands Unified School District Desert Ridge Academy

Grades 6 through 8
Craig Christensen, Principal
craig.christensen@desertsands.us
CDS #: 33670580119305



79-767 Avenue 39
Indio, CA 92203
Phone: (760) 393-5500
Fax: (760) 393-5502

2024-25 School Accountability Report Card

Published January 2026

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

2025-26 Board of Trustees

Humberto Alvarez
President

Kailee Watson, OD
Vice President/Clerk

Michael Duran
Member

Tricia Pearce
Member

Linda Porras
Member

District Administration

Kelly May-Vollmar, Ed.D.
Superintendent

Jordan Aquino
Assistant Superintendent,
Business Services

Laura Fisher
Assistant Superintendent,
Student Support Services

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

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

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. Among other strategies, DRA is proud to utilize the synergy MTSS rewards 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, 3D printing, 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, Emergency Management, 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, percussion, and Mariachi.

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.

District Mission

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

District Vision

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

School Mission

Our vision is to inspire all learners to be kind, thoughtful, independent global citizens prepared to achieve their college and/or career goals.

School Profile

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 2024-25 school year, 962 students were enrolled, including 15.1% in special education, 18.7% English Learners, 0.3% foster youth, 1.4% homeless youth, 0.2% migrant education and 81.9% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	48.3%
Male	51.7%
Non-Binary	0%
American Indian or Alaska Native	0.2%
Asian	0.9%
Black or African-American	1.4%
Filipino	0.7%
Hispanic or Latino	84.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.6%
White	8.4%
English Learners	18.7%
Foster Youth	0.3%
Homeless	1.4%
Migrant Services	0.2%
Socioeconomically Disadvantaged	81.9%
Students with Disabilities	15.1%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 6	294
Grade 7	322
Grade 8	346
Total Enrollment	962

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.

Student Achievement

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 for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	25.0	34.0	39.0	41.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	13.0	17.0	26.0	27.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	976	952	97.54	2.46	33.83
Female	469	457	97.44	2.56	38.60
Male	506	494	97.63	2.37	29.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	831	809	97.35	2.65	32.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0	43.75
White	79	78	98.73	1.27	43.59
English Learners	182	180	98.90	1.10	3.93
Foster Youth	--	--	--	--	--
Homeless	24	20	83.33	16.67	20.00
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	810	787	97.16	2.84	30.36
Students with Disabilities	151	147	97.35	2.65	6.80

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	975	947	97.13	2.87	17.06
Female	468	454	97.01	2.99	15.93
Male	506	492	97.23	2.77	17.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	14	93.33	6.67	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	830	804	96.87	3.13	15.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0	28.13
White	79	78	98.73	1.27	25.64
English Learners	182	178	97.80	2.20	1.69
Foster Youth	--	--	--	--	--
Homeless	24	20	83.33	16.67	5.00
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	809	782	96.66	3.34	14.89
Students with Disabilities	151	147	97.35	2.65	2.04

Note: ELA & 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	15.6	21.1	24.2	25.1	30.7	32.3

Note: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	350	343	98.00	2.00	20.82
Female	166	161	96.99	3.01	19.25
Male	183	181	98.91	1.09	21.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	300	293	97.67	2.33	19.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0	33.33
White	25	25	100.00	0	20.00
English Learners	58	58	100.00	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	284	277	97.54	2.46	19.27
Students with Disabilities	44	44	100.00	0	4.55

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 (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
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	88.75%	92.71%	91.79%	90.58%	93.31%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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), and Facebook. 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 Language Advisory Committee (ELAC)
- School Site Council (SSC)

School Activities

- Back to School Night
- Parent Information Nights
- Student Led Conferences
- Student Orientation
- Student Recognition Assemblies
- Technology Training Nights
- Title I Parent Meeting Nights

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.

2025-26 Planned Improvements:

- Adding shade structures to bus stop area and pavillion

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

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

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)	6
Library/Media Center	1
Band Room	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area	1
Staff Lounge/Work Room	1
Computer Lab	1
Garden	1
Locker Rooms	1
Pavillion	1

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, 2026.

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.

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 November 20, 2025. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 20, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

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

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.

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			
	22-23	23-24	24-25
	School		
% Students Suspended	5.10	1.54	4.90
% Students Expelled	0.0	0.0	0.10
	District		
% Students Suspended	4.46	3.80	3.36
% Students Expelled	0.04	0.06	0.03
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	4.90	0.0
Female	3.89	0.0
Male	5.83	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	18.75	0.0
Filipino	0.0	0.0
Hispanic or Latino	4.26	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	9.64	0.0
English Learners	4.08	0.0
Foster Youth	23.08	0.0
Homeless	7.41	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	5.42	0.0
Students with Disabilities	6.88	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size

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

Average Class Size and Class Size Distribution					
Subject	2022-23				
	Avg. Class Size	Number of Classes			
		1-20	21-32	33+	
English	25	13	12	10	
Math	29	6	8	12	
Science	33	3		18	
Social Science	31	4	3	16	
Subject	2023-24				
	English	23	12	20	3
	Math	24	7	18	4
	Science	29	3	15	7
Social Science	26	6	13	8	
Subject	2024-25				
	English	24	22	17	6
	Math	23	13	15	3
	Science	30	1	12	9
Social Science	25	6	13	7	

**Number of classes indicates how many classes fall into each size category (a range of total students per class).
***"Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Desert Ridge Academy for the 2024-25 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 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1021	1005	323	32.1
Female	488	479	162	33.8
Male	532	525	160	30.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	14	4	28.6
Filipino	--	--	--	--
Hispanic or Latino	869	856	287	33.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	83	82	21	25.6
English Learners	196	195	82	42.1
Foster Youth	13	12	6	50.0
Homeless	27	25	16	64.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	849	834	294	35.3
Students with Disabilities	160	159	63	39.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024-25 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 (PLCs)
- Restorative Practices
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions & Supports (PBIS)

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. Desert Ridge Academy supports ongoing professional growth throughout the year on early release 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.

During the 2023-24, 2024-25, and 2025-26 school years, Desert Ridge Academy's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2023-24 Trainings:

- 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 & Supports (PBIS)
- SPSA and Strategic Planning
- Tier I Site Leadership
- Educational Technology (Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools, Classified Google Training)
- Tier II Site Team Training and Coaching
- Dual Language Immersion
- Reclassification for Dually Identified Students
- MTSS Training
- AVID Pathways Training
- Secondary ELA Training on UDL and Engaging Learning Environments that are Inclusive
- World Language Framework and New Curriculum Training for Spanish and French
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- High School Math Teacher Training on New Textbooks
- Administering and Scoring Academic Assessments
- MindSet Training
- Middle School Math Teachers Training on New Framework, UDL, SEL

2024-25 Trainings:

- Affirming Spaces for LGBTQ+ Students with Dr. Pompeii
- Visual and Performing Arts Training
- Foster Youth and Trauma Informed Practices for Counselors

2025-26 Trainings:

- Visual and Performing Arts
- AVID Math Discourse

Desert Sands Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Digital Citizenship
- Integrated ELD
- Universal Design for Learning
- Inclusive Practices
- Positive Behavioral Interventions and Supports
- Educational Technology
- Professional Learning Community (PLC)
- Visual and Performing Arts
- Science Trainings and Instructional Rounds
- Math Textbook adoption
- AVID Pathways
- Mindset Training

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		
2023-24	2024-25	2025-26
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, September 16, 2025, 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. 05/2025-2026 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, 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 2025-26 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	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McGraw Hill: <i>Study Sync</i>	Y	0%
Foreign Languages			
2018	Saavas Learning Company, LLC: <i>Autentico</i>	Y	0%
2023	Vista Higher Learning: <i>Chemins</i>	Y	0%
Health			
2004	Holt, Rinehart and Winston: <i>Decisions for Health</i>	Y	0%
2018	Positive Prevention Plus: <i>Sexual Health HIV Education</i>	Y	0%
History-Social Science			
2019	McGraw Hill: <i>California Impact</i>	Y	0%
Mathematics			
2024	Imagine Learning: <i>Imagine IM</i>	Y	0%
Science			
2022	McGraw Hill: <i>California Inspire Science</i>	Y	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) 2024-25		
	No. of Staff	FTE
Academic Counselor	3	2.5
Campus Security Officers	3	3.0
Adaptive PE	1	As Needed
Health Assistant	1	As Needed
Nurse	1	As Needed
Instructional Coach	1	1.0
Psychologist	1	0.5
Media Specialist	1	1.0
Middle School Facilitator	1	1.0
Speech & Language Specialist	1	0.5
Counselor-to-Student Ratio: 1:339		
<i>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.</i>		

Teacher Assignment

The charts below identify the number of teachers at John Glenn Middle 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 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	2.0
Misassignments	2.3	2.9	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.3	2.9	2.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.9	2.9	2.1
Local Assignment Options	0.1	0.1	0.1
Total Out-of-Field Teachers	1.1	3.0	2.3

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	7.5	9.4	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Teacher Preparation and Placement Authorization						
	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
2023-24						
School #	35.9	1.0	2.0	2.3	2.8	44.2
School %	81.37	2.26	4.66	5.27	6.4	100.0
District #	996.8	28.4	39.2	37.7	40.3	1142.5
District %	87.25	2.49	3.43	3.3	3.53	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	32.7	0.0	2.3	1.1	2.8	39.1
School %	83.8	0.0	6.0	3.0	7.2	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	32.7	0.0	2.3	1.1	2.8	39.1
School %	83.8	0.0	6.0	3.0	7.2	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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 material sections were acquired in November 2025 and school facilities sections were acquired in December 2025.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$11,661	N/A	N/A	N/A	N/A
Restricted	\$3,478	N/A	N/A	N/A	N/A
Unrestricted	\$8,183	\$8,688	94.2%	\$11,146	73.4%
Avg Teacher Salary	\$89,935	\$107,161	83.9%	\$100,333	89.6%

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

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,144	\$60,862
Mid-Range Teacher Salary	\$102,278	\$93,575
Highest Teacher Salary	\$131,140	\$125,548
Superintendent Salary	\$324,357	\$357,064
Average Principal Salaries:		
Elementary School	\$167,802	\$157,644
Middle School	\$171,849	\$165,340
High School	\$189,287	\$182,579
Percentage of Budget:		
Teacher Salaries	29.1%	30.4%
Administrative Salaries	4.4%	4.9%

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

Expenditures Per Student

For the 2023-24 school year, Desert Sands Unified School District spent an average of \$18,622 of total general funds to educate each student (based on 2023-24 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 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- California Partnership Academies Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- LCFF Equity Multiplier
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education