

# Desert Oasis High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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 Access

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.

## 2022-23 School Contact Information

<b>School Name</b>	Desert Oasis High School
<b>Street</b>	1302 S. 3rd Street
<b>City, State, Zip</b>	El Centro CA 92243
<b>Phone Number</b>	760-366-4555
<b>Principal</b>	Fernando O'Campo
<b>Email Address</b>	focampo@mycuhsd.org
<b>School Website</b>	<a href="https://www.desertoasisnet.net/">https://www.desertoasisnet.net/</a>
<b>County-District-School (CDS) Code</b>	13631151333558

## 2022-23 District Contact Information

<b>District Name</b>	Central Union High School District
<b>Phone Number</b>	760-336-4555
<b>Superintendent</b>	Dr. David Farkas
<b>Email Address</b>	dfarkas@mycuhsd.org
<b>District Website Address</b>	www.cuhsd.net

## 2022-23 School Overview

### MISSION STATEMENT

Desert Oasis High School and Phoenix Rising High School provide alternative education programs which offer a new beginning for students of Central Union High School District. We provide an education in a safe learning environment that empowers students to earn a high school diploma and become responsible, caring, and contributing members of society.

### CORE VALUES

WE:

- RESPECT and are RESPONSIBLE for ourselves, others, our school, and our community;
- Are DETERMINED to achieve personal success in the present and the future;
- Are COMMITTED to guidance, working, planning, and all other efforts leading to graduation and our future;
- ACCEPT and EMBRACE our strengths and areas of growth, and ACKNOWLEDGE that our potential has no limit;
- BELIEVE in ourselves and in serving others!

Desert Oasis and Phoenix Rising students recognize that

PRIDE, COMMITMENT, and RESPECT will make our future limitless.

### EXPECTED SCHOOLWIDE LEARNING RESULTS

Desert Oasis and Phoenix Rising High School is committed to supporting:

## 2022-23 School Overview

ACADEMIC ACHIEVERS able to read, write, communicate, think critically, and utilize math skills at a proficient level upon graduation from high school.

CRITICAL THINKERS with developed higher-order thinking and questioning skills necessary to learn effectively by themselves, to solve practical problems, and to make sound judgments through individual and group applications.

QUALITY PRODUCERS who understand the relationship between research, technology, and society, and who can demonstrate the ability to use clear research methods and technology to achieve their educational and vocational goals.

RESPONSIBLE CITIZENS equipped with communication skills, social skills, and appropriate behaviors necessary to thrive in society.

### STUDENT/COMMUNITY/SCHOOL PROFILE

Desert Oasis High School is the only continuation high school located in the city of El Centro, CA. Desert Oasis High School serves a transient population that may elect to attend DOHS for academic recovery or have been sent through a disciplinary hearing panel. The student population fluctuates between 150-200 cumulative high risk students at any given period. Desert Oasis High School serves grades 9 through 12

Phoenix Rising High School is the only school of choice for reclassified 9th graders located in the city of El Centro, CA. El Centro, which has a population of almost 43,242, is located in Imperial

County. Imperial County's estimated population in 2021 was 179,851.

Local county records indicated that 85.8% of Imperial County's population is Hispanic. Imperial County's population is further comprised of 3.4% African-American, 9.2% White/Not-Hispanic, 2.6% American Indian, and 2.1% Asian. The median household income is \$49,078, and at least 17.3% of Imperial County's population fell below the poverty line.

Imperial County is situated in the southeast corner of California, and is bordered by Baja California, Mexico to the South; Riverside County to the North; Yuma County Arizona to the East; and, San Diego County to the West. It extends over 4,597 square miles. The terrain varies from 235 feet below sea level at the Salton Sea to 4,548 feet at Blue Angel Peak.

### Central Union High School District

Central Union High School District was established in 1908, and functioned throughout most of its history as a single high school district with a small continuation alternative school that operated under the direction of Central Union High School. Central Union High School District currently serves approximately 4,000 students in grades nine through twelve in its secondary education program, and approximately 1,000 students in its adult education program. Central Union High School District has two comprehensive high schools, Central Union High School and Southwest High School, and one alternative high school, Desert Oasis High School, and one school of choice, Phoenix Rising High School.

During the 2021-2022 school year, Desert Oasis served 35 students in grade 9R. Of those 35 students, 13 were female and 22 were male. 31.4% percent were English Learners, 25.7% were reclassified English Learners, and 42.9% were English only.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	18
Grade 10	45
Grade 11	35
Grade 12	30
Total Enrollment	128

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.1
Male	60.9
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	2.3
Filipino	0.0
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.8
White	2.3
English Learners	43.0
Foster Youth	0.0
Homeless	8.6
Migrant	3.9
Socioeconomically Disadvantaged	89.1
Students with Disabilities	7.0

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.10	87.13	158.30	81.71	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	4.26	2.60	1.34	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	6.38	7.70	3.98	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.40	4.33	12115.80	4.41
<b>Unknown</b>	0.20	2.13	16.70	8.63	18854.30	6.86
<b>Total Teaching Positions</b>	9.40	100.00	193.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 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	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	0.20	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	English 9 - My Perspectives English Language Arts, Pearson Education Inc. 2017 English 10 - My Perspectives English Language Arts, Pearson Education Inc. 2017 English 11 - My Perspectives English Language Arts, Pearson Education Inc. 2017 English 12 - Expository Reading and Writing, CSU (ERW C) Kindle Paperwhites, ERW C Readers	Yes	0.0 %
<b>Mathematics</b>	Algebra 1 - Glencoe Algebra 1, McGraw Hill Education 2014 Algebra 2 - Glencoe Algebra 2, McGraw Hill Education 2014 Geometry - Glencoe Geometry McGraw Hill Education 2014 Applied Geometry - McDougall Littell 2005	Yes	0.0 %
<b>Science</b>	Integrated Science - CA Holt Physical Science, Holt, Rinehart and Winston 2007 CA Holt Physical Science Spectrum Wkbk. 2007 Integrated Science Spanish - CA Holt Ciencias Fisicas 2007, Holt, Rinehart and Winston Biology - The Living Earth Pearson/Houghton Mifflin 2020 La Vida en La Tierra Pearson/Houghton Mifflin 2020	Yes	0.0 %
<b>History-Social Science</b>	World History - World History The Modern Era (CA Edition), Pearson 2019 U.S. History - United States History: The Twentieth Century (CA Edition), Pearson 2019 Government - Magruder's American Government (CA Edition), Pearson 2019 Economics - Economics: Principles in Action (CA Edition), Pearson 2019	Yes	0.0 %
<b>Foreign Language</b>	Spanish 1 - Espanol Santillana Level 1 - Santillana 2014 Spanish 2 - Espanol Santillana Level 2 - Santillana 2014 Spanish 3 - Espanol Santillana Level 3 - Santillana USA Publishing 2015	Yes	0.0 %

## School Facility Conditions and Planned Improvements

The grounds and buildings at Phoenix Rising High School are well maintained. Maintenance is done on an as needed basis and the grounds are groomed weekly.

**Year and month of the most recent FIT report**

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			copier room and conference room - ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			electrical room - loose wire
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			side paneling room 1 and room 2
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	37	N/A	63	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	20	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	20	19	95.00	5.00	36.84
<b>Female</b>	--	--	--	--	--
<b>Male</b>	14	13	92.86	7.14	46.15
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	18	17	94.44	5.56	35.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	16	15	93.75	6.25	40.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	19	18	94.74	5.26	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	13	12	92.31	7.69	0.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	18	17	94.44	5.56	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	--	NT	23.63	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	0	0	0	0	0

## 2021-22 Career Technical Education Programs

A career readiness course is offered at Desert Oasis High School which focuses on career preparation. Students at Desert Oasis High School are encouraged to enroll in CTE programs offered at either of the district's comprehensive high schools.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

There are many opportunities for parental involvement at Desert Oasis High School and Phoenix Rising High School. We are always looking for parents to help us organize activities and celebrations for our students. We have back to school night, School Site Council, Title I parent night, and monthly information meetings and student recognition nights. Parents are always welcome at PRHS and DOHS.

## 2022-23 Opportunities for Parental Involvement

**AERIES Student Portal** - The AERIES Parent Portal is a resource available to ALL students, parents, teachers, administrators, and staff. The Parent Portal is first introduced to parents at a parent orientation that takes place two weeks prior to the beginning of the school. Phoenix Rising and Desert Oasis students transfer to the school with the same parent portal account as their comprehensive high schools. The portal gives parents and students access to teacher gradebooks, attendance, missing assignments, weekly progress reports, graduation status, transcripts, and grade point average. Our office and staff is available Monday through Friday to assist parents with access to the AERIES Parent Portal. This tool keeps parents involved in their child's academic success.

**Parent Square** - Allows for a safe and secure two way communication via text or email between teachers, parents, students, and administration. Access to this resource allows for a user friendly platform to communicate and support student achievement by keeping parents and students informed. In addition, it allows teachers, counselors, and administrators the opportunity to communicate with parents via email or text. Mass messages with information about current events taking place at the school allow parents the opportunity to stay involved and participate in activities. Parent Square is an essential tool for teachers as it is utilized to send messages to parents about student behavioral and academic growth, assessments, and deadlines.

**School Website** - Parents and students have access to important events such as LCAP meetings, Counseling events, and informational meetings.

**Social Media** - Parents, students, teachers, staff, administrators and community members stay connected through social media via Facebook, Instagram, and Twitter. Information from the daily bulletin is linked to these media sources. This bulletin allows all stakeholders the opportunity to participate and stay involved in all school events.

**Progress Reports**: Student progress reports are sent home via U.S. Mail every nine weeks. Progress reports are sent to parents whose child is at-risk of earning a "D" or failing a course. This progress report gives parents the opportunity to encourage their child to attend after-school tutorial programs, and arrange a meeting with teachers and counselors to assist with their child's academic needs.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		8.3	8		7.3	7.8		8.9	7.8
<b>Graduation Rate</b>		55.6	68		89.3	89.6		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	25	17	68.0
<b>Female</b>	--	--	--
<b>Male</b>	17	12	70.6
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	23	16	69.6
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	0	0	0.0
<b>English Learners</b>	14	8	57.1
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	24	16	66.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	174	163	107	65.6
Female	74	70	55	78.6
Male	100	93	52	55.9
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	3	75.0
Filipino	0	0	0	0.0
Hispanic or Latino	166	155	101	65.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	3	3	3	100.0
English Learners	76	72	44	61.1
Foster Youth	2	2	1	50.0
Homeless	15	12	7	58.3
Socioeconomically Disadvantaged	155	147	97	66.0
Students Receiving Migrant Education Services	11	9	7	77.8
Students with Disabilities	20	18	10	55.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.64	3.42	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	8.05	0.00	2.98	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.05	0.00
Female	2.70	0.00
Male	12.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.89	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	8.39	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	5.00	0.00

## 2022-23 School Safety Plan

Our school's comprehensive safety plan is reviewed by our school safety team which includes students, teachers, staff, counselors, and administrators, and school site council and updated each year. The school's safety plan was currently updated on 1/29/2019. Key elements of the plan include earthquake safety, lockdown procedures, and how to identify signs of depression in students. <https://www.desertoasisnet.net/documents/Safety%20Plans/DOHS-PRHS%20SAFETY%20PLAN%202021-2022.pdf>

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	8		
Mathematics	11	8		
Science	13	2		
Social Science	16	4	1	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	1	
Mathematics	15	7		
Science	12	2		
Social Science	21	3	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	10		
Mathematics	14	7		
Science	13	2		
Social Science	21	4	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	71.11

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.8
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12721.0	2405.4	10315.6	89461.1
<b>District</b>	N/A	N/A	10453.5	\$100,828
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.3	-11.9
<b>State</b>	N/A	N/A	\$6,594	\$84,932
<b>Percent Difference - School Site and State</b>	N/A	N/A	44.0	5.2

## 2021-22 Types of Services Funded

Desert Oasis High School and Phoenix Rising High School offer all students after school tutoring on a daily basis. We offer credit recovery courses thru Edgenuity, our rigorous online course provider. We also have two back to school nights, one per semester for parents to visit our school and get to know the teachers.

AVID - Advancement Via Individual Determination program is part of our schoolwide curriculum. Students develop skills necessary to be successful in college and beyond.

Title I is a program designed to expand and improve the educational opportunities for all students to succeed in the regular program. These services are intended to supplement, not take place of, the regular education program for all students. The major goal of the program is to provide services, which improve all student achievement, especially disadvantaged students.

Title II - Teacher training and recruiting is a program that supports and improves professional development for teachers and principals. Also, to improve and increase the number of highly qualified teachers and principals.

Enhancing education through technology supports professional development and the use of technology.

Support Classes -

Teaching Individuals Positive Skills (TIPS) classes provide additional academic support during the school day for students who qualify for special education services.

Online Intervention - Edgenuity is offered for students needing to make up credits toward graduation.

SAIL - Supporting Academic Instruction and Language EL students currently take a sheltered English course once they have taken ELD classes (2 years), but are still considered in the "Emerging Level" of English as described in the CA ELD Standards. The class supports students to be successful in their grade level English class.

MAPS - The MAPS class is designed for students who have qualified for migrant education services.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,125	\$50,352
<b>Mid-Range Teacher Salary</b>	\$93,716	\$83,849
<b>Highest Teacher Salary</b>	\$133,831	\$103,007
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$169,216
<b>Average Principal Salary (High)</b>	\$161,771	\$144,431
<b>Superintendent Salary</b>	\$201,357	\$193,259
<b>Percent of Budget for Teacher Salaries</b>	34%	30%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Instructional methodology is our primary focus when providing professional development. Our unique student body requires teachers to be well-trained in a variety of methodologies in order to ensure learning for all. The district has four days of professional development, and Desert Oasis uses staff meetings for professional development. We support Coaching in the Moment, with Instructional Coaches working in tandem with teachers to deliver lessons.

We have several meetings between teachers and coaches, and teachers and principal to ensure our students receive the best education possible. Google Education training to enhance their instruction and technology expertise.

We continue to use Building a Culture of Hope to discuss student issues and understand student perspectives.

The Instructional Support Team has continued to work with Curriculum and Assessment Teams (CAT) for the departments of English, Science, and Social Studies. Each group is responsible for working in different categories ranging from curriculum maps, data, vertical alignment, common district wide assessments, new course additions, textbook adoption, etc.

The Instructional Coaches have also worked to provide Teacher Academy meetings available to teachers in their 1st or 2nd year at CUHSD. Topics have included the CUHSD Common Language of Instruction, engagement, routines & procedures, instructional strategies, social-emotional learning, brain breaks, lesson development, classroom management, systems in place to support students, and grading practices. Additionally, all first-year and second-year teachers participated in two District-Wide Learning Walks in the fall. The emphasis was student engagement, lesson development, building connections with students, intentional use of instructional strategies, and developing awareness for the available CUHSD tech tools.

Instructional Coaches have continued to support all teachers individually as needed in personal and professional learning. During the 2022-2023 SY the Central Union HSD contracted with the Imperial County Office of Education (ICOE) to provide training in Integrated ELD

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
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**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	14	14
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