

Desert Oasis High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Mr. Fernando O'Campo, Administrator

Principal, Desert Oasis High (Continuation)

About Our School

Welcome to the Desert Oasis SARC. I am sure you will be as pleased as we are with the progress we are making, and how well our students are doing. Our goal is to get all students College and Career ready by offering courses and programs that will support them through their educational plan. Implementing the "Get Focused, Stay Focused" as well as the AVID program has been a high priority in our school because of the benefits it provides to prepare all students for post secondary education. Thank you for visiting our site.

Contact

Desert Oasis High (Continuation)
1302 South Third St.
El Centro, CA 92243-6604

Phone: 760-336-4281
E-mail: focampo@cuhsd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	Central Union High	School Name	Desert Oasis High (Continuation)
Phone Number	(760) 336-4500	Street	1302 South Third St.
Superintendent	Renato Montano	City, State, Zip	El Centro, Ca, 92243-6604
E-mail Address	rmontano@cuhsd.net	Phone Number	760-336-4281
Web Site	www.cuhsd.net	Principal	Mr. Fernando O'Campo, Administrator
		E-mail Address	focampo@cuhsd.net
		Web Site	http://www.desertoasisnet.net/
		County-District-School (CDS) Code	13631151333558

Last updated: 2/1/2018

School Description and Mission Statement (School Year 2017-18)

Desert Oasis High School is located in El Centro, CA, a city with a population of approximately 44,201 (2016). Surrounding areas serviced by the Central Union High School District are Heber and Seeley which add approximately 10,000 students to the Central Union High School District attendance. Desert Oasis High School serves a transient population. Students may elect to attend DOHS for academic recovery, and there are those who have been sent through a disciplinary hearing panel. The student population fluctuates between 160 to 200 high risk students, grades 9 through 12, at any given period throughout the school year. The ultimate goals are to have students earn enough credits to return to one of the two comprehensive high schools in the district or to graduate from Desert Oasis within a year of their original graduation target. We also strive to give all students the interpersonal skills necessary to function as adults, and impart the basic skills they will need for a successful life.

The expectation is that students at Desert Oasis High School will strive to earn success academically as well as personally. Our teachers are well-trained, competent, and enthusiastic about the students who attend DOHS. Students thrive in the small classroom settings and within the safety of our campus. We use district-approved textbooks and require the same number and type of credits our comprehensive high schools require. Students are held accountable for timeliness, academic success, and enjoy a high level of personal responsibility for their actions.

Our teachers will continuously:

- Use data to drive instruction
- Focus on student learning
- Work with 11th graders to prepare them for the CAASPP in both English Language Arts and Mathematics
- Model positive citizenship and expect the same in all students

Desert Oasis High School School-wide Goals:

- Students will demonstrate competency in WRITING upon graduation.
- Students will demonstrate competency in READING upon graduation.

- Students will demonstrate competency in MATH upon graduation.
- Students will identify and demonstrate understanding of several POST SECONDARY OPTIONS.
- Students will be prepared to move forward with their CAREER AND/OR EDUCATION.

Desert Oasis High School Mission Statement:

Desert Oasis High School provides alternative education programs which offer a new beginning for students of Central Union High School District. We provide an education in a small, safe learning environment. Students have multiple opportunities for academic success that will lead to a high school diploma and empower students to become responsible, caring, and contributing members of society.

CORE VALUES

- 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 successful 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.

EXPECTED SCHOOLWIDE LEARNER OUTCOMES

- 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 judgements 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.

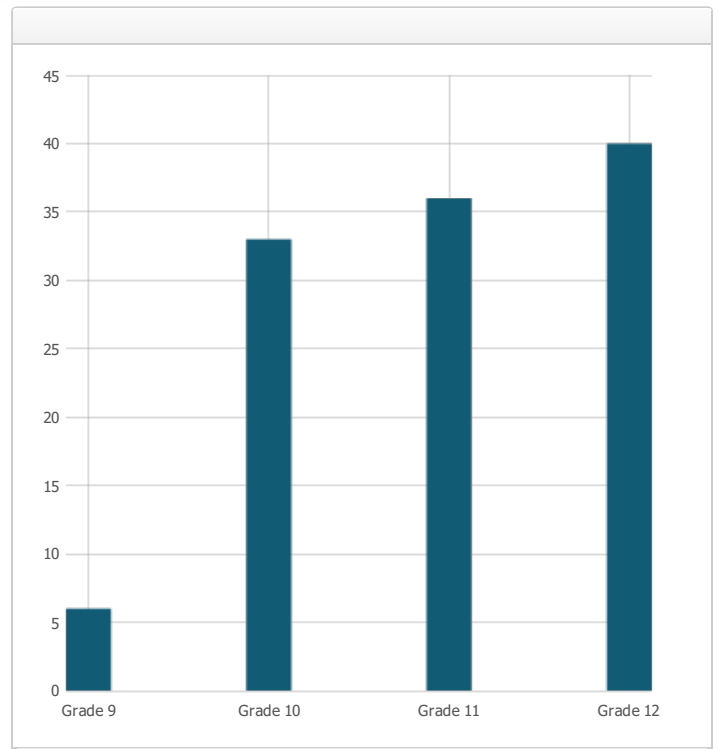
Desert Oasis High School Motto:

Desert Oasis High School...a place to work, learn, and succeed!

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	6
Grade 10	33
Grade 11	36
Grade 12	40
Total Enrollment	115



Last updated: 2/1/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	95.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	3.5 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	75.7 %
English Learners	40.9 %
Students with Disabilities	7.0 %
Foster Youth	0.0 %

Last updated: 2/1/2018

A. Conditions of Learning

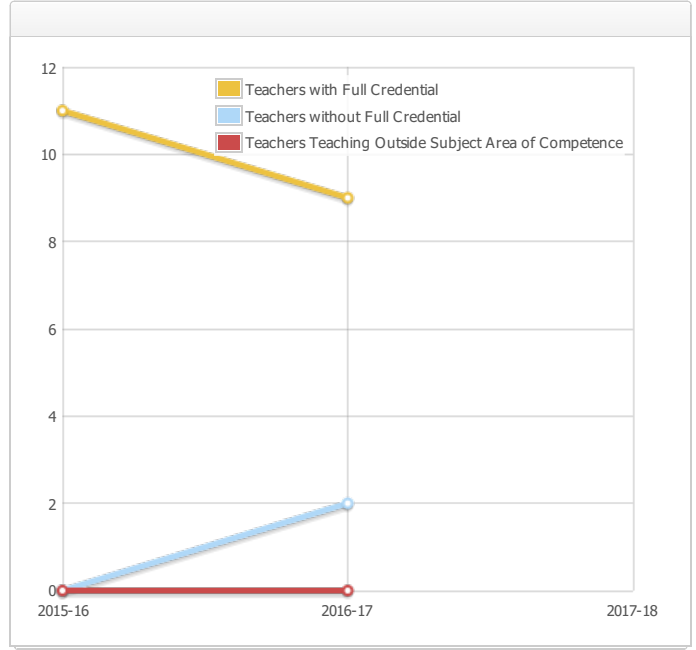
State Priority: Basic

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

Teacher Credentials

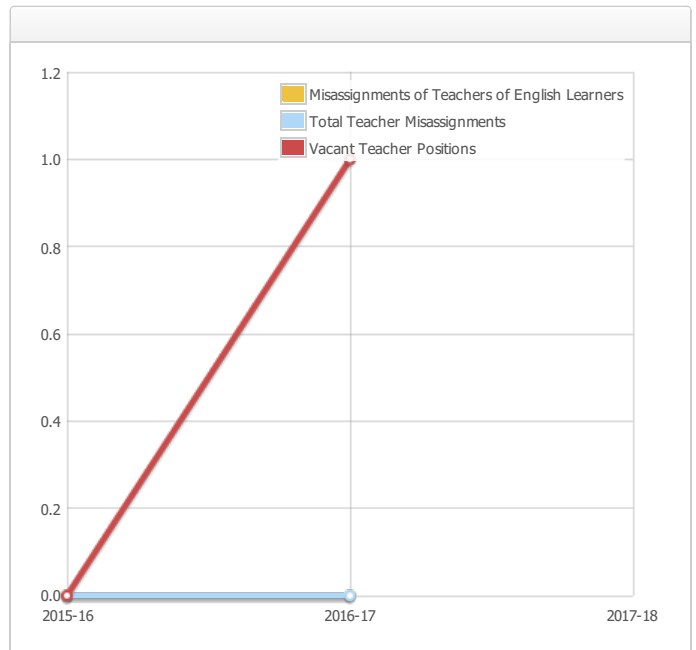
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	11	9		
Without Full Credential	0	2		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	1	



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: May 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 9 My Perspectives English Language Arts grade 9 Pearson 2017 Volume 1 & 2 Consumable Workbook</p> <p>English 10 My Perspectives English Language Arts grade 10 Pearson 2017 Volume 1 & 2 Consumable Workbook</p> <p>English 11 My Perspectives English Language Arts grade 10 Pearson 2017 Volume 1 & 2 Consumable Workbook</p> <p>ERWC Kindle Paperwhite Amazon 2013</p> <p>ELD C/D EDGE Reading, Writing & Language Level A (New) NAT'L Geographic School 2014</p> <p>Edge: Reading, Writing & Language Level A NAT'L Geographic School 2008</p> <p>T ELD EDGE Reading Writing & Language Level (B New) AT'L Geographic School 2014</p> <p>Edge: Reading, Writing & Language Level B NAT'L Geographic School 2008</p>	Yes	0.0 %
Mathematics	<p>Algebra 1 New Algebra 1 Common Core Edition ©2014 Glencoe/McGraw Hill 2014</p> <p>New Algebra 1 Common Core Edition ©2014 Online book Glencoe/McGraw Hill 2014</p> <p>New Algebra 1 Interactive student guide (consumable) Glencoe/McGraw Hill 2014</p> <p>Geometry New Geometry Common Core Edition ©2014 Glencoe/McGraw Hill 2014</p> <p>New Geometry Common Core Edition ©2014 Online book Glencoe/McGraw Hill 2014</p> <p>NEW Geometry Interactive Student Guide (Consumable) Glencoe/McGraw Hill 2014</p> <p>Applied Geometry Geometry: Concepts and Skill McDougal Littell 2005</p> <p>Geometry: Concepts and Skill McDougal Littell 2003</p> <p>Geometry: Concepts and Skill McDougal Littell 2005</p>	No	0.0 %
Science	<p>Integrated Science Spanish CA Holt Ciencias Físicas student ed. Holt, Rinehart and Winston 2007</p> <p>CA Holt Ciencias Físicas Workbook. Holt, Rinehart and Winston 2007</p> <p>Biology Biology: Dynamics of life (2005) Glencoe 2005</p> <p>Biology Dynamics of life student CA ed. works 3 Discs McGraw/Hill 2005</p> <p>Biology Dynamics of Life online book Glencoe/McGraw Hill 2005</p>	No	0.0 %
History-Social Science	<p>World History Modern World History: Patterns of interactions McDougal Littell 2003</p> <p>U.S. History The Americans: Reconstruction to the 21st Century McDougal Littell 2003</p> <p>Government Magruder's American Government (2003 Revised) Prentice Hall 2003</p> <p>Economics Economics: Principles and Practices(2003)</p>	No	0.0 %

Glencoe/McGraw Hill 2003

Foreign Language	Spanish 1 native El español para nosotros Level 1 McGraw-Hill 2006 El español para nosotros Level 1 Stu. Wk.book McGraw Hill 2006	No	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

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

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 2/1/2018

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	45%	11%	62%	61%	48%	48%
Mathematics (grades 3-8 and 11)		0%	28%	26%	36%	37%

Note: 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.

Last updated: 2/1/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	36	80.00%	11.11%
Male	27	21	77.78%	--
Female	18	15	83.33%	13.33%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	36	80.00%	11.11%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	42	33	78.57%	--
English Learners	28	22	78.57%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	12	--	83.33%	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 2/1/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	45	38	84.44%	
Male	27	23	85.19%	
Female	18	15	83.33%	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	38	84.44%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	42	35	83.33%	
English Learners	28	23	82.14%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services	12	--	83.33%	
Foster Youth	--	--	--	--

Note: 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.

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.

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

Last updated: 2/1/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	5.0%	13.0%	37.0%	36.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

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 traditional high schools.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 2/1/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	93.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	2.6%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	--	--	--

Note: 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.

Last updated: 2/1/2018

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

There are many opportunities for parental involvement at Desert Oasis 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 DOHS.

State Priority: Pupil Engagement

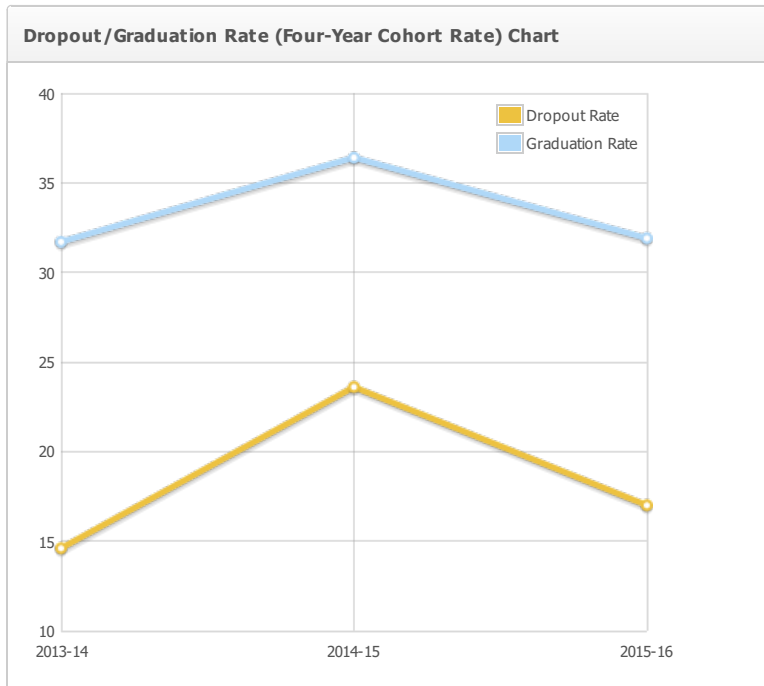
Last updated: 2/1/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	14.6%	23.6%	17.0%	5.6%	4.6%	4.6%	11.5%	10.7%	9.7%
Graduation Rate	31.7%	36.4%	31.9%	84.0%	87.1%	89.3%	81.0%	82.3%	83.8%



Last updated: 2/1/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	100.0%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	0.0%	100.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	50.0%	96.4%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	60.0%	59.0%	55.4%
Students with Disabilities	80.0%	100.0%	63.9%
Foster Youth	0.0%	100.0%	68.2%

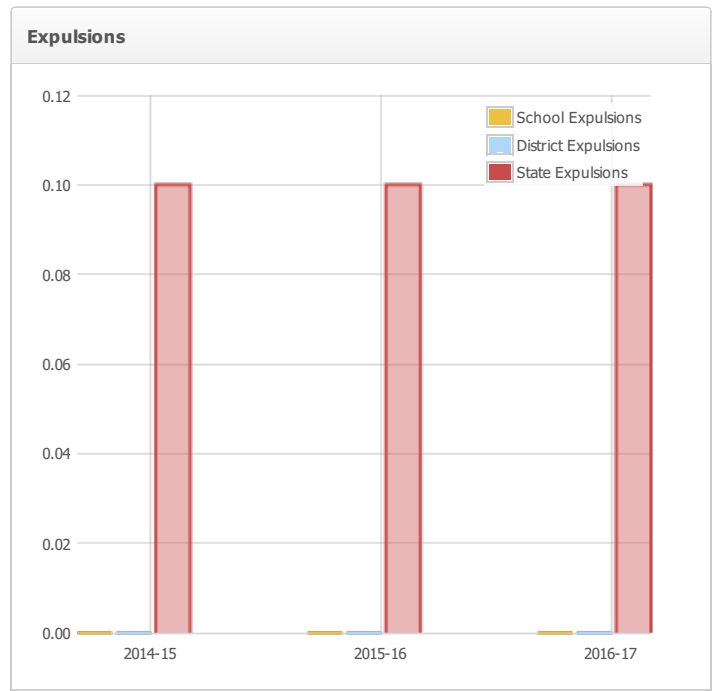
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.1%	11.4%	11.2%	4.4%	4.2%	4.3%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

Our school's comprehensive safety plan is reviewed by our school safety team and school site council and updated each year. The school's safety plan was currently updated on 1/26/2018. Key elements of the plan include earthquake safety, lockdown procedures, and how to identify signs of depression in students.

Last updated: 2/1/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	8	4	0	18.0	9	2	0	15.0	12	0	0
Mathematics	20.0	6	2	0	18.0	6	1	0	17.0	6	1	0
Science	19.0	2	2	0	15.0	4	0	0	13.0	4	0	0
Social Science	21.0	4	5	0	17.0	8	1	0	13.0	7	0	0

* Number of classes indicates how many classrooms 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.

Last updated: 2/1/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	126.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$1481.0	\$20672.3	\$85976.0
District	N/A	N/A	\$0.0	\$83222.0
Percent Difference – School Site and District	N/A	N/A	0.6%	3.3%
State	N/A	N/A	\$6574.0	\$77535.0
Percent Difference – School Site and State	N/A	N/A	--	1.9%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

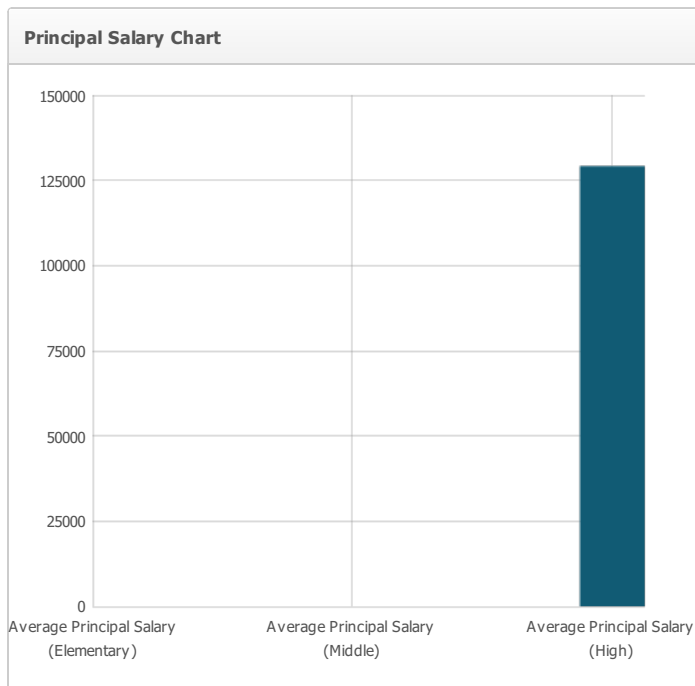
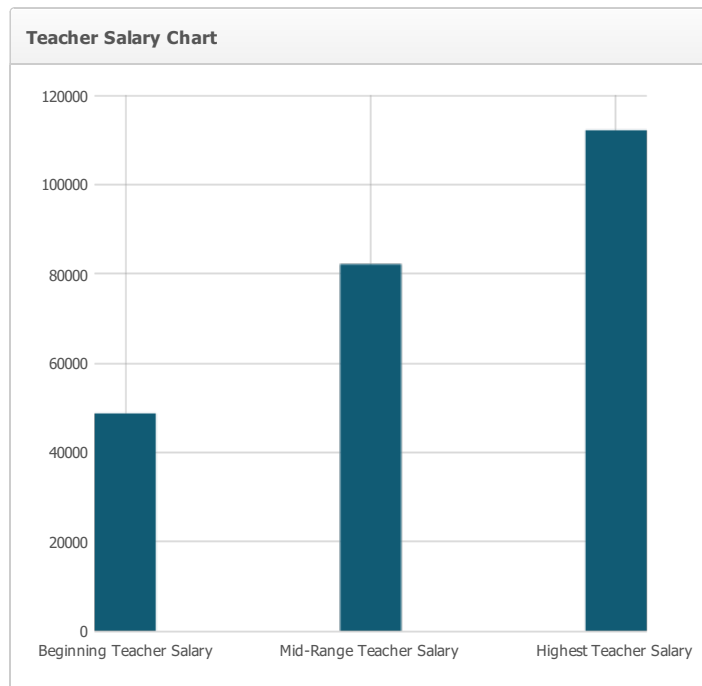
Desert Oasis High School offers all students after school tutoring on a daily basis. We offer credit recovery courses thru Edgenuity, our rigorous online course provider. We also have two back to school nights, one per semester for parents to visit our school and get to know the teachers.

Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,708	\$46,060
Mid-Range Teacher Salary	\$82,156	\$70,769
Highest Teacher Salary	\$112,149	\$98,039
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$129,189	\$127,576
Superintendent Salary	\$170,000	\$170,379
Percent of Budget for Teacher Salaries	36.0%	33.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

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



Last updated: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 2/1/2018

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 and our 'off' hour (2 pm-3pm) 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. 8 days have been set aside in 2016-2017 to provide this training. We continue to use Building a Culture of Hope to discuss student issues and understand student perspectives.

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