



HIGH DESERT SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES 6-8

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Stan Halperin Ph.D.
Superintendent
Stephanie Najjar
Principal

Principal's Message

High Desert School (HDS) is one of four schools in the Acton-Agua Dulce Unified School District. The Meadowlark and Agua Dulce Elementary Schools feed into High Desert School, which currently serves 500 sixth, seventh, and eighth grade students. High Desert students continue their education in ninth through twelfth grades at Vasquez High School.

High Desert School is located in the rural setting of the town of Acton, California, between Santa Clarita and Palmdale, California. High Desert students live in one of two communities, Acton or Agua Dulce, which make up the Acton-Agua Dulce Unified School District, a 200-square mile area in unincorporated Northern Los Angeles County.

Ninety percent of the students are bused to school or are driven to school by their parents. Outside of school, students are involved in community activities such as sports teams, 4-H, Boy Scouts and Girl Scouts, dance, karate, and church youth groups.

The socioeconomic status of families in both communities ranges from welfare recipients to wealthy retirees. A majority of parents work in Los Angeles and commute two to three hours daily. The working parents are employed in a wide range of occupations including the Los Angeles County Sheriff and Fire Departments, Los Angeles City Police and Fire Departments, the movie industry, exotic animal training, the aerospace industry, and private business.

Parental Involvement

Strong parent and community involvement is one of the greatest strengths of High Desert School. Parent participation in their child's educational progress is encouraged through the following activities and information:

Parent Participation:

- Back to School Night in September
- Community Open House in June
- Quarterly student awards
- Quarterly progress reports
- Quarterly report cards
- Student Study Team (SST) meetings
- Team teachers
- Homework Calendar
- Weekly Messenger system
- School Site Council (SSC) participation
- Parent-Teacher Booster Club participation
- "Open Door" policy for Principal
- Parent-teacher conferences
- Grade Level Team Letters in September
- Board of Trustees meetings

Meetings of the SSC and Booster Club are listed on the School Marquee, in the Booster Club Newsletter, in the Principal's Messenger to parents, and in District English Language Advisory Committee (DELAC) meetings. Interested parents are highly encouraged to attend and participate. Community members are actively involved in our school. Donations of services and gifts provide special and extra benefits for our students. In return, our students have several fundraisers during the year to raise money to support community activities.

For more information on how to become involved, please contact Stephanie Najjar, Principal, at the High Desert School Office, at (661) 269-0130 or Kimberly Clemens, High Desert School Booster Club President.

"Strong parent and community involvement is one of the greatest strengths of High Desert School."



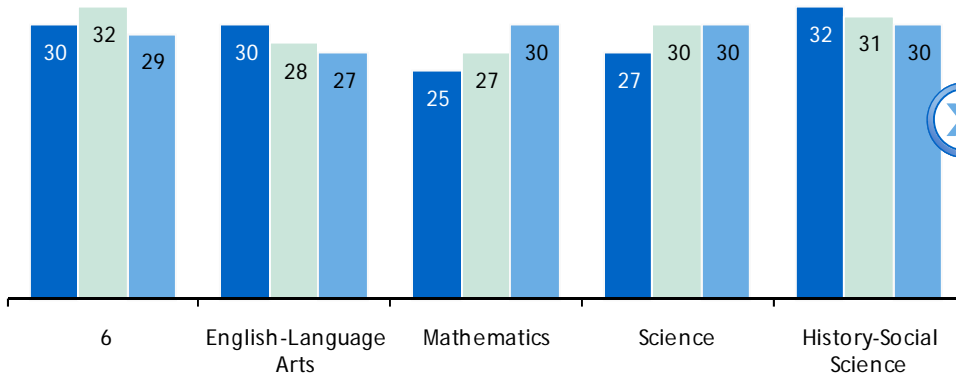
Acton-Agua Dulce Unified School District

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Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals that can achieve their highest degree of individual potential and who will responsibly shape our future.

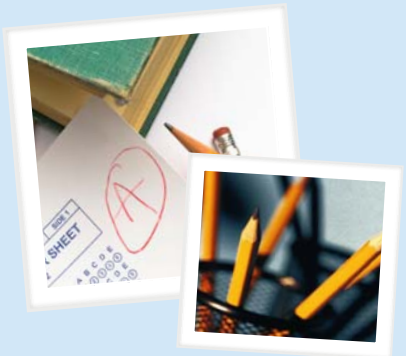




Class Size

The bar graph displays the three-year data for average class size.

■ 06-07 □ 07-08 ■ 08-09



Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		5			3	2		5	

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts		10	1	2	6	4	1	8	
Mathematics	6	5	2		12			9	1
Science	4	10	1		9	3		9	1
History-Social Science	1	4	6		7	3		9	1

Professional Development

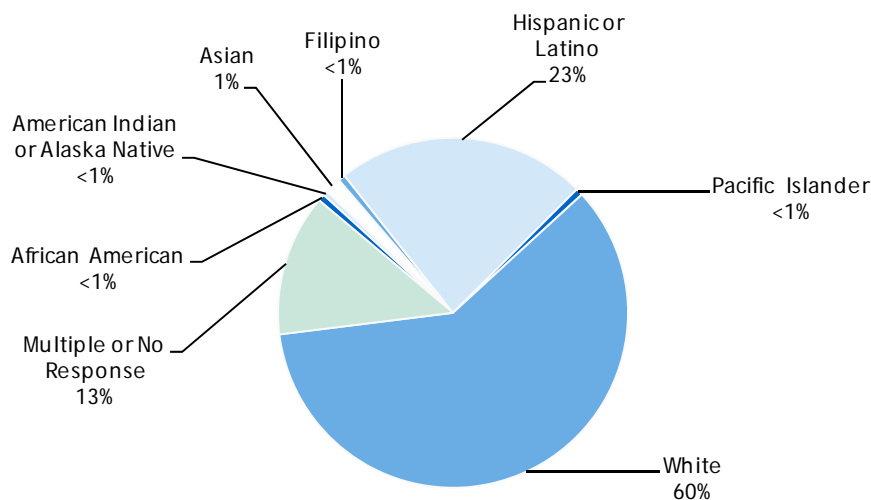
Each year, the District provides three “Buy Back Days” for districtwide staff development activities. Professional development in recent years has been provided in the areas of:

- Special Education requirements and instructional strategies
- Strategies for meeting the needs of English learners
- Strengthening students’ written language skills
- Safe schools/first aid, CPR training
- Effective communication with parents, colleagues, students
- Using data analysis to strengthen instruction

School Improvement funds and Title II Part A federal funds are used to bring in outside staff development consultants and to send teachers out to conferences to improve areas of identified need. Teachers and administrators help select and evaluate professional development activities based on school and District improvement needs. Faculty meeting time and grade level/department meetings are also used throughout the school year for collegial data analysis, improvement activities, instructional planning, and sharing instructional strategies.

Enrollment and Demographics

The total enrollment at the school was 462 students for the 2008-09 school year.



Textbooks and Instructional Materials

The District has adopted student learning standards in all subject areas. The Standards are based on the State of California Standards in reading and writing, mathematics, science, and history/social science, and physical education. The teachers at High Desert School agreed to adopt all the State Standards plus additional skills that they feel would enhance their instructional program for their students.

All teachers participate in department instructional planning and curriculum development. In June of each school year, the teachers evaluate their efforts for that school year in objective testing, and trimester testing results. These results are used to create improvements in the instructional program for the next school year.

Visual and performing arts classes offered at High Desert School include instrumental music and drama. These classes are offered as exploratory classes.

Every student, including English Learners, has access to their own textbooks and instructional materials, to use in class and to take home.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	<i>Timeless Voices, Timeless Themes</i> , Prentice Hall (Grade 6)	2002-2008
English-Language Arts	<i>Literature & Language Arts</i> , Holt, Reinhardt, & Winston (Grades 7-8)	2002-2008
Mathematics	Prentice Hall (Grades 6-8)	2007-2008
Science	Holt (Grades 6-8)	2006-2007
History-Social Science	Glencoe (Grades 6-8)	2005-2006

Note: This data was most recently collected and verified in August 2009.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Safety

High Desert School opened in June of 1991 and was designed for 700 students. The safety of the students is a priority at HDS and is insured through a well-organized program for campus supervision before school, at nutritional break, during lunch, and after school. Parents and guardians are welcome to visit campus. Visitors are required to sign in at the school office. Visitors must wear an official badge when they come onto campus. Visitors who are not wearing such a badge are directed to check in at the school office immediately. Students are directed not to converse with visitors who are not wearing a badge. Supervision personnel carry handheld radios for fast communication with the school office in emergencies. Teachers also maintain schoolwide procedures within their classrooms, which limit the opportunities for inappropriate and unsafe behavior.

The school has a comprehensive emergency plan, which is outlined in the school's Disaster Preparedness Handbook. Emergency fire drills are held monthly and students practice a school bus evacuation each year. Each classroom has an emergency backpack, which contains emergency supplies. Emergency equipment is stored in several locations on campus. The Booster Club and SSC continue to provide staff training and emergency equipment to accommodate students in case of an emergency. Many teachers, administrators, and other personnel hold current first aid and CPR certificates. Training in "search and rescue" techniques is also provided to the staff every two years. The School Safety Plan was last updated, reviewed, and discussed with staff in October 2009.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	0%
Health	✧
✧ Not applicable.	

Types of Services Funded

The District provides a number of supplemental programs and services to meet the diverse needs of all students. These include:

- Special education services including speech/language, resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English Language Development for English Learners
- Title I reading and writing intensive instruction for identified students in grades 1-5
- Class Size Reduction in grades 1 and 2
- Gifted and Talented Program—accelerated, challenging, diversified, and enriching instructional activities for identified students and potentially gifted students
- Carl D. Perkins—Vocational/Technology
- Tobacco Use Prevention Education (TUPE)
- Safe and Drug Free Schools

School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on August 19, 2009, and the inspection form was most recently completed on August 19, 2009.

School Facilities

High Desert School was opened in June of 1991, and was designed to house 700 students, with 16 permanent classrooms, 15 portable classrooms, a library, multi-purpose room, and administration building.

Teachers maintain schoolwide procedures in classrooms, which limit the opportunities for inappropriate and unsafe behavior. These procedures in classrooms coincide with the schoolwide campus citizenship program we have established and which has proven to work very effectively for the students and staff at High Desert. The staff, students, and community take pride in keeping High Desert School a safe and clean campus.

Today, the current population of approximately 500 sixth, seventh, and eighth grade students are all housed in five portable and 16 permanent classrooms with full science and computer labs available for classroom use. The modern library is also available to students, five days a week on a limited-time basis. Students are provided with very adequate facilities for physical education classes and noontime activities. Hard courts and an athletic field provide for varied activities and facilities use.

We have continued to improve the technology infrastructure with the addition of a computer in every classroom and Internet capabilities. The school environment is conducive to learning.

Teacher and staff have large work areas in hallways between classrooms, as well as a staff lounge where a copying machine and other school supplies are made available to them. Both student and staff restrooms are cleaned, mopped, and restocked on a daily basis.

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School Facilities

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Work orders for maintenance and repair keep school facilities in good, safe working order. Classroom heating/cooling and lighting are maintained on a regular basis.

Students are held accountable for their learning at High Desert. This includes learning to keep their campus free of litter by picking up after themselves. These ongoing efforts are a part of everyone's responsibility and cooperation in order to maintain a safe, clean campus and learning environment at High Desert School.

High Desert School recently had the inside stage in the multi-purpose room refinished after 16 years of use. This needed improvement was part of the District Deferred Maintenance Plan.

District funds as well as community donations were used for our 2009 Campus Beautification Project. Our MPR floor was repaired, painted and sealed. New stone planters were constructed outside classrooms and in the front of the main building. Trees were planted throughout the campus.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$281,514 for the Deferred Maintenance Program. This represents 2.11% of the District's general fund budget.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
High Desert School		
06-07	07-08	08-09
0.118	0.121	0.056
Acton-Agua Dulce USD		
06-07	07-08	08-09
0.164	0.094	0.081
Expulsion Rate		
High Desert School		
06-07	07-08	08-09
0.004	0.000	0.002
Acton-Agua Dulce USD		
06-07	07-08	08-09
0.001	0.001	0.004

NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	High Desert School			Acton-Agua Dulce USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	50%	52%	55%	48%	48%	52%	43%	46%	50%
Mathematics	36%	41%	34%	34%	37%	37%	40%	43%	46%
Science	56%	53%	51%	43%	56%	50%	38%	46%	50%
History-Social Science	35%	35%	38%	29%	35%	36%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	53%	33%	52%	48%
Female	58%	35%	49%	29%
Economically Disadvantaged	29%	16%	31%	24%
English Learners	7%	10%	17%	17%
Students with Disabilities	16%	8%	16%	21%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	32%	16%	31%	25%
Pacific Islander	❖	❖	❖	❖
White	64%	38%	60%	44%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	7	6	6
Similar Schools API Rank	1	1	1

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-13	-3	4	756
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	-22	-11	645
Pacific Islander	■	■	■	■
White	-14	5	12	793
Socioeconomically Disadvantaged	■	6	-2	642
English Learners	■	■	■	■
Students with Disabilities	■	■	■	506

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	High Desert School		Acton-Agua Dulce USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	High Desert School	Acton-Agua Dulce USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	17.1%
Five of Six Standards	34.2%
Six of Six Standards	37.3%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Acton-Agua Dulce USD	High Desert School		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	74	19	17	17
Without Full Credential	9	1	1	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	High Desert School		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	2	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
High Desert School	92.3%	7.7%
All Schools in District	91.0%	9.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	90.7%	9.3%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	3.0
Other	0.0

District Financial Data

District Salary Data		
Category	Acton-Agua Dulce USD	Similar Sized District
Beginning Teacher Salary	◇	\$38,941
Mid-Range Teacher Salary	◇	\$59,686
Highest Teacher Salary	◇	\$77,828
Average Principal Salary (Elementary School)	◇	\$94,258
Average Principal Salary (Middle School)	◇	\$98,271
Average Principal Salary (High School)	◇	\$104,869
Superintendent Salary	◇	\$142,247
Teacher Salaries – Percent of Budget	43.9%	38.2%
Administrative Salaries – Percent of Budget	6.4%	5.9%

◇ Information not available.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	High Desert School
Total Expenditures Per Pupil	\$4,517
Expenditures Per Pupil From Restricted Sources	\$433
Expenditures Per Pupil From Unrestricted Sources	\$4,084
Average Teacher Salary	\$63,245

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
High Desert School	\$4,084	\$63,245
Acton-Agua Dulce USD	\$5,534	\$63,131
California	\$5,512	\$56,376
School and District – Percent Difference	-35.5%	+0.2%
School and California – Percent Difference	-35.0%	+10.9%

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of January 2010.