

High Desert School

Grades 5-8
CDS Code 19-75309-6107494

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Choosing to Soar Toward Excellence



SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Acton-Agua Dulce Unified School District

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Principal's Message

At High Desert School, we encourage students to excel in all areas of the curriculum. Our school motto, "Choosing to Soar Toward Excellence," reflects the commitment of faculty to help students reach their goals. High Desert School is a safe place where we recognize the importance of physical, social, emotional, and intellectual safety. Our mission is to dedicate ourselves to providing a safe, flexible, positive, and nurturing learning environment in which all of our members have the opportunity to experience a sense of belonging and personal growth toward their development of academic excellence. Post-Pandemic, we plan to revive our after-school intervention, Stay Gold, to help struggling students reach grade-level standards in reading and math.

Our students enjoy the benefits of HDSTV (our daily live news show), Associated Student Body (ASB), and Yearbook. Middle school students select from electives that provide experiences in a variety of science, technology, engineering, arts and math—called STEAM for short—classes. Electives include video production, Google Apps, Creative Writings, robotics, Intro to Economics, ASB, and Yearbook. Post-Pandemic, we also offer after-school enrichment, which includes performing art programs HandBells and Science Olympiad. We will continue with the middle school athletic league which offers volleyball, cross country, soccer, basketball, and track, and field. Our parent-participation programs afford parents the opportunity to assist our school in promoting academic achievement for all students. We encourage parents to participate through our School Site Council, Parent Booster Club, volunteering in classrooms, Parents of English Learner Advisory Committee, or one of the many other volunteer opportunities at High Desert School.

School Mission Statement

Empowering Today's Learner to Thrive in Tomorrow's World!

Parental Involvement

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

- Back-to-school night in September
- Parent information by grade level; September-October
- Community open house in June
- Monthly scholar awards
- Online grading system
- Online homework website
- Weekly parent newsletters
- Student Study Team (SST) meetings
- Principal's phone call and email to parents
- School Site Council (SSC)
- Booster Club participation
- An open-door policy for a principal
- All school family-activity events
- Parent-teacher conferences
- After-school enrichment opportunities
- Board of Trustees meetings
- English Learner Advisory Committee (ELAC) participation

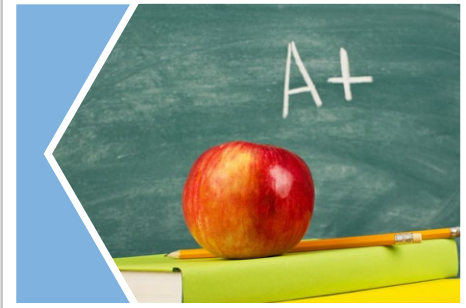
Meetings of the SSC and Booster Club are listed on the school marquee, on our school's website, in the principal's phone call and email to parents, and in District English Learner Advisory Committee (DELAC) meetings. All of our parents are highly encouraged to attend and participate. Community members are actively involved in our school. Donations of services and gifts provide special and extra benefits for our students. Our students have several opportunities during the year to support community activities.

For more information on how to become involved at the school, please contact Dawn Schneider, Booster Club membership chairperson, at (661) 269-0310.

School Safety

The safety of the students is a priority at High Desert School and is ensured through a well-organized program for campus supervision before school, at the nutritional break, during lunch, and after school. Parents and guardians are welcome to visit the campus. Visitors are required to sign in at the school office. Visitors must wear an official badge when they come on 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 carries 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 drills are held four times a year, 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. Staff practices search-and-rescue techniques as part of the annual Great California Shakeout emergency drill. The school safety plan was last reviewed, updated and discussed with staff in February 2022.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District 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 who can achieve their highest degree of potential and who will responsibly shape the future.



Board of Trustees

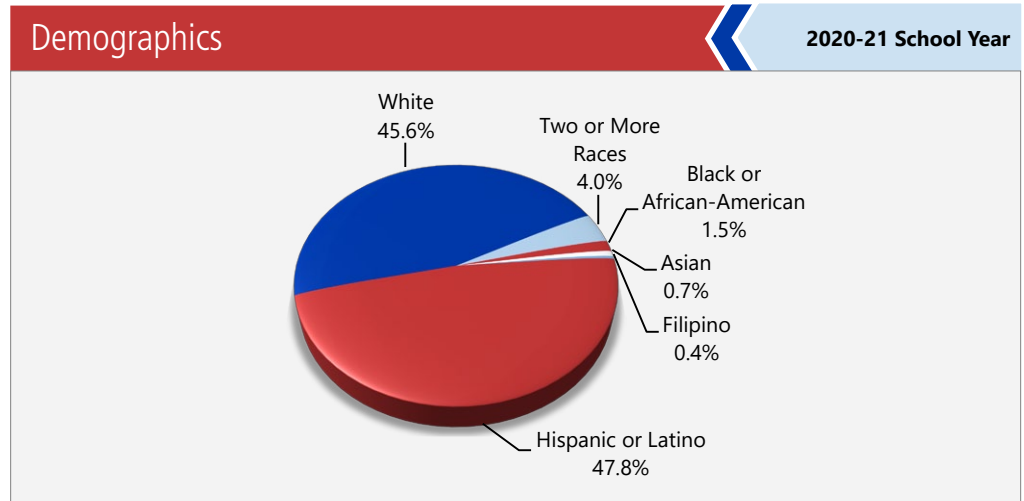
- Kelly Jensen, *President*
- Tim Jorgensen, *Vice President*
- Chad Wadsworth, *Clerk*
- Ken Pfalzgraf, *Member*
- Michael Fox, *Member*

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	48.20%
Male	51.80%
Non-Binary	0.00%
English learners	19.00%
Foster youth	1.10%
Homeless	1.10%
Migrant	0.00%
Socioeconomically Disadvantaged	59.10%
Students with Disabilities	24.10%

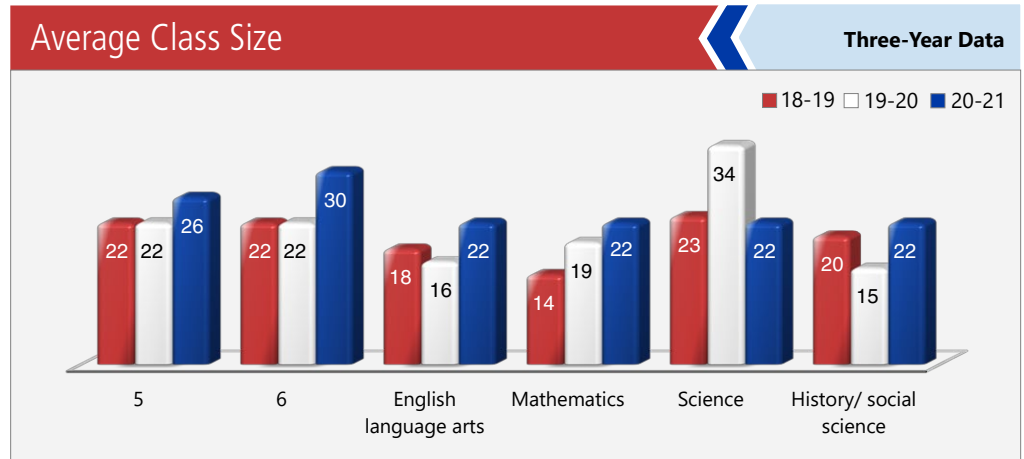
Enrollment by Student Group

The total enrollment at the school was 274 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



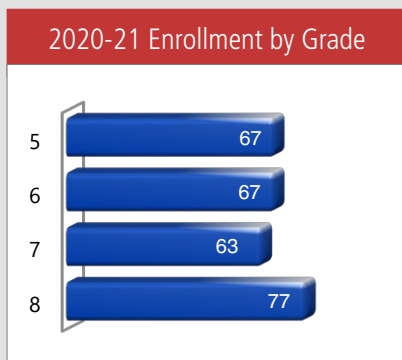
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.



Number of Classrooms by Size

Grade	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5	1	2			3			2	
6					3			2	

Subject	2018-19			2019-20			2020-21		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	3		9	2			1	
Mathematics	10	4		4	6			1	
Science	4	6		4	5			1	
History/social science	5	4		4	5			1	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	High Desert School		AADUSD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	3.60%	0.40%	2.30%	0.00%	3.50%	0.20%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	High Desert School	AADUSD	California	
	19-20	19-20	19-20	
Suspension rates	4.30%	3.20%	2.50%	
Expulsion rates	0.00%	0.00%	0.10%	

Note: 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.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.4%	0.0%	
Female	0.0%	0.0%	
Male	0.7%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.8%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.6%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	



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 Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT 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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" 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

2020-21 School Year

Grade 5

Four of six standards ◆

Five of six standards ◆

Six of six standards ◆

Grade 7

Four of six standards ◆

Five of six standards ◆

Six of six standards ◆

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Statewide Assessments

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).

SARC Reporting in the 2020–21 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

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	High Desert School		AADUSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	High Desert School		AADUSD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

** This school did not test students using the CAASPP for Science.

* Data for 2020–21 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.

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	**	**	**	**	**
Female	**	**	**	**	**
Male	**	**	**	**	**
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	**	**	**	**	**
Filipino	**	**	**	**	**
Hispanic or Latino	**	**	**	**	**
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or more races	**	**	**	**	**
White	**	**	**	**	**
English Learners	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	**	**	**	**	**
Socioeconomically disadvantaged	**	**	**	**	**
Students receiving Migrant Education services	**	**	**	**	**
Students with Disabilities	**	**	**	**	**

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



Local Assessment Test Results by Student Group: English Language Arts (grades 5-8)

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	274	262	95.60%	4.40%	27.30%
Female	130	122	93.90%	6.10%	62.22%
Male	144	140	97.22%	2.78%	37.90%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	129	124	96.12%	3.88%	26.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	125	114	91.20%	0.08%	47.40%
English Learners	66	66	100.00%	0.00%	22.70%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities		40			

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grades 5-8)

Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

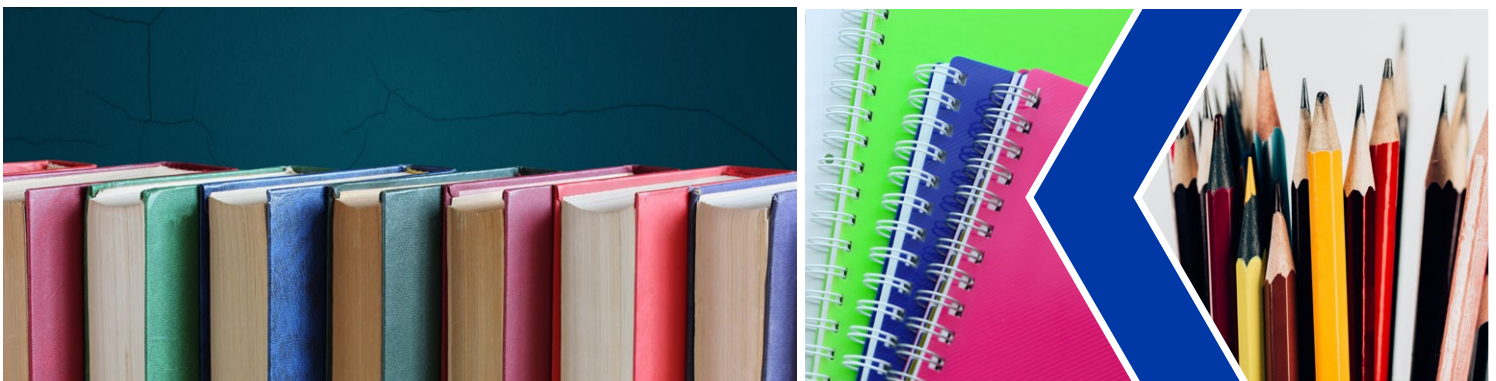
2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	274	231	84.30%	18.61%	53.68%
Female	130	111	85.40%	17.11%	53.15%
Male	144	124	86.10%	16.13%	54.84%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	129	109	84.50%	18.35%	49.54%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	125	104	83.20%	20.19%	59.62%
English Learners	66	65	98.48%	4.52%	49.23%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities		40			

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts 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 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2021-22 School Year	
Data collection date	9/9/2021

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials

High-quality textbooks and Common Core State Standards bridge materials are available for every student in each subject area to use in class and to take home. The teachers at High Desert School agreed to adopt all the Common Core State Standards plus additional skills that they feel would enhance their instructional program for their students.

When a new textbook series is selected, a committee made up of teachers, parents and principals carefully reviews state-adopted textbook programs. The committee then recommends to the board of trustees the series it identifies as the highest quality and most appropriate for the district's students.

Textbooks and Instructional Materials List		2021-22 School Year
Subject	Textbook	Adopted
Reading/language arts	California Collections, Houghton-Mifflin (6-8)	2017
Mathematics	California Math, McGraw-Hill (6-8)	2014
Science	Holt (6-8)	2006
History/social science	Glencoe (6-8)	2005

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	286	21	7.30%
Female	141	140	10	7.10%
Male	148	146	11	7.50%
American Indian or Alaska Native	1	1	0	0.00%
Asian	2	2	1	50.00%
Black or African American	4	4	0	0.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	139	137	10	7.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	11	11	1	9.10%
White	131	130	9	6.90%
English Learners	57	55	8	14.50%
Foster Youth	5	5	0	0.00%
Homeless	6	6	1	16.70%
Socioeconomically Disadvantaged	173	171	19	11.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	68	68	10	14.70%

School Facility Good Repair Status

The table 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. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	11/30/2021	

School Facilities

High Desert School opened in June 1991 and was designed to house 700 students with 16 permanent classrooms, five portable classrooms, a library, a multipurpose room and an administration building.

Teachers maintain schoolwide procedures in classrooms, which minimizes the opportunities for inappropriate and unsafe behavior. These procedures deliberately promote positive character values. With the schoolwide campus citizenship program, we see high attendance rates and low suspension rates. The staff, students, and community take pride in keeping High Desert School a safe, clean, and peaceful campus.

Today, the current population of approximately 276 grade 5-8 students is housed in 16 permanent classrooms with full science and computer labs available for use.

The modern library is open to students and classes. Students are provided with enhanced opportunities for physical education classes and lunchtime 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 with internet capabilities. The school environment is conducive to learning.

Teachers and staff members have large work areas in hallways between classrooms, as well as a staff lounge where a copy machine and other school supplies are available to use. Both student and staff restrooms are cleaned, mopped, and restocked on a daily basis. Presently, one custodian works from afternoon to night. There is also one maintenance staff person who works from morning to evening. Both ensure the campus is clean and all systems are working to create a safe and operational environment for work and learning. Work orders for maintenance and repair keep school facilities in good, safe working order. Classroom heating and cooling and lighting are maintained on a regular basis.

Students are held accountable for their learning at High Desert School. 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.

Students are kept safe several ways while on school property. First, all doors are kept locked except the front entrance, which is constantly monitored by staff and a security camera. Next, both custodial, maintenance, and staff are in constant alert as to strangers or unusual situations.



"Our school motto, "Choosing to Soar Toward Excellence," reflects the commitment of faculty to help students reach their goals."

Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Special-education services include speech and language, a 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
- Safe and Drug-Free Schools and Communities: State Grants

Public 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 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.



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.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	High Desert School	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	High Desert School
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	



Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

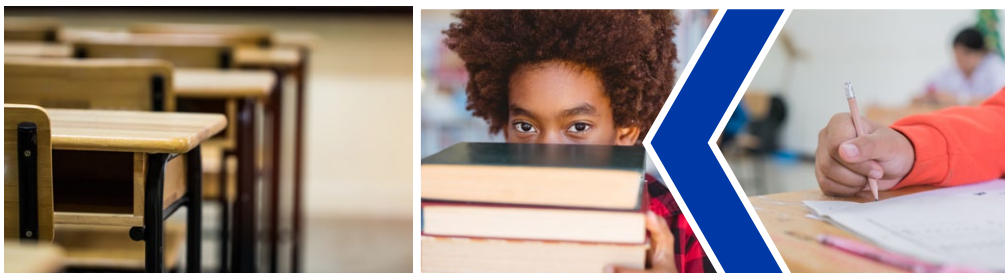
Class Assignments

2019-20 School Year

Indicator	High Desert School
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2019-20 School Year

	Ratio
Pupils to Academic counselors	278:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$9,505
Expenditures per pupil from restricted sources	\$125
Expenditures per pupil from unrestricted sources	\$9,380
Annual average teacher salary	\$64,832

Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data		2019-20 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$45,813
Midrange teacher salary	◇	\$70,720
Highest teacher salary	◇	\$93,973
Average elementary school principal salary	◇	\$111,613
Average middle school principal salary	◇	\$119,477
Average high school principal salary	◇	\$120,270
Superintendent salary	◇	\$150,704
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	7%	6%

Financial Data Comparison

This 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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
High Desert School	\$9,380	\$64,832
AADUSD	\$11,780	\$75,946
California	\$8,444	\$71,544
School and district: percentage difference	-20.4%	-14.6%
School and California: percentage difference	+11.1%	-9.4%

◇ Data not available at this time.

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2022.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

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

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.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	474	NT	NT	NT	NT
Female	237	NT	NT	NT	NT
Male	237	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	16	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	106	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	295	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	107	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	438	47.35%	52.65%	41.78%
Female	457	220	48.14%	51.86%	41.82%
Male	468	218	46.58%	53.42%	41.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	215	48.97%	51.02%	34.42%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	192	45.82%	54.18%	51.56%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	8	17.02%	82.98%	--

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

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.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
Assessment Name: Renaissance STAR

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	925	395	42.70%	57.29%	54.68%
Female	457	200	43.76%	56.23%	51.50%
Male	468	193	41.24%	58.76%	58.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	197	44.87%	55.13%	49.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	23	--	--	--	--
White	419	174	41.53%	58.47%	61.49%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically disadvantaged	--	--	--	--	--
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	47	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

