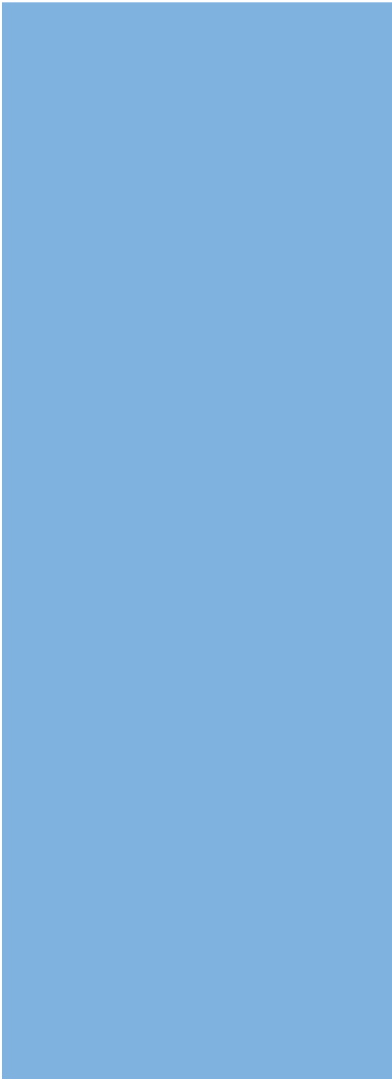


Acton-Agua Dulce Unified School District

32248 Crown Valley Road Acton, CA 93510 ▪ www.aadusd.k12.ca.us

Eric Sahakian, Ed.D., Superintendent ▪ esahakian@aadusd.k12.ca.us ▪ (661) 269-0750



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

High Desert School

Grades 5-8
CDS Code 19-75309-6107494

Michelle Van Ornum, Principal
mvanornum@aadusd.k12.ca.us

3620 Antelope Woods Road
Acton, CA 93510
(661) 269-0310

www.aadusd.k12.ca.us/Domain/9



Choosing to Soar Toward Excellence





Principal's Message

Academic Excellence

High Desert is working diligently to provide opportunities for students to have the materials, time and support to be successful. Scholarly behaviors and practices are taught, modeled and reinforced as students progress through each school year. Some of the unique programs that enhance learning at High Desert include the Medal of Honor Character Development Program, Outdoor Science School, Science Olympiad, Dancing Feet, Spelling Bee, the Hundred Mile Club, Spring Florida Trip, Walk Through the American Revolution, Arts Exploration Day and Career Day. Athletics opportunities are strong at High Desert with an expanding selection of after-school sports such as: volleyball, basketball, soccer, track and field, flag football, spirit squad and cross country. Our scholars 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 STEAM classes (Science, Technology, Engineering, Arts and Mathematics). Electives include Video Production, Paxton Patterson Career Technical Education (CTE) Lab, Performing Arts, Visual Arts, ASB and Yearbook. After-school enrichment includes performing arts programs such as Harmonic Bronze Handbells, Dance Force Ballroom Dance Team and Science Olympiad. Our award-winning school and staff have earned numerous recognitions for academics, athletics and music, including Schools to Watch, VFW Patriot's Pen, LA County Teacher of the Year Semi-Finalist and the Teacher of the Year Equitable Innovation Grant.

Developmental Responsiveness

High Desert is unique in serving students in grades 5-8. Students in grades five and six are assigned to one multiple-subject teacher for the year and follow a flexible block schedule. This provides fifth graders with extra support while they transition to the new school and allows sixth graders an opportunity to develop the organizational skills they will need for the upper grades. Seventh and eighth-grade students are on a block schedule, including four core subjects, a PE period and an elective period of their choice. The Acton-Agua Dulce School District takes pride in developing a community with students of strong character through the Medal of Honor (MOH) program. Students are taught six core values: courage, commitment, integrity, sacrifice, citizenship and patriotism. In addition, an annual Career Day is a collaborative event in which students are able to make connections with the community and gain insight into real-world applications for what they are learning. This year, we enhanced our arts curriculum and STEAM program with the addition of an Arts Exploration Day, where students participated in hands-on activities including acrylic painting, watercolor, dance, photography, music production and robotics. High Desert continues to be developmentally responsive to students, parents and the community as a whole. Students are involved in many leadership opportunities and are able to share their voice by participating in Associated Student Body elective (ASB), School Site Council (SSC), Positive Behavior Interventions and Supports (PBIS) committee and the Superintendent's Student Advisory Council.

Social Equity

Being a small, rural school has pushed the entire staff to be more creative with schedules and work to create personalized, creative, social learning environments to increase grade-level proficiency in core content areas and to master state standards. We aim to teach the whole child and challenge our students to be healthy, creative, collaborative, problem solvers and critical thinkers. All High Desert classrooms are 1:1 Chromebooks for students. Scholars are offered multiple ways to demonstrate their mastery of the curriculum through hands-on learning, demonstrations, discussions, essays and assessments. Many of the High Desert staff live within the district boundaries and have had their own children go from kindergarten through high school knowing the teachers, support staff, administrators and families very well. All staff on campus know the names of the scholars, get to know their interests and are able to make connections beyond the classroom. Every student has an Advancement Via Individual Determination (AVID) advisory teacher who is their adult advocate on campus. The SOAR behavior matrix is posted throughout the school as reminders of how scholars can "Strive to do their best," "Own their actions," "Accept responsibility," and "Respect all."

High Desert welcomes the participation of parents and community members and strives to engage them in active engagement with events on campus. 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. Community engagement events have increased to include Family Game Night, Families and Staff vs. Students Athletic Competitions, STEAM Night and a Scholar Showcase at the end of the year. High Desert School takes pride in the community collaboration and connectedness of a small rural community. Parents are part of teams throughout the school and the district to provide input on the programs, including both academic and behavioral support implemented at the school.

Organizational Structures and Processes

High Desert School works diligently to implement the shared vision of collaboration, inspired leadership, and continuous improvement for students and staff members. Teachers, staff members and students are encouraged to rethink and reimagine learning and academic support structures. High Desert teachers are at the forefront of participation in professional development. Timeliness, an engaging curriculum and a safe environment for scholars and staff afford teachers the opportunity to utilize the experiential learning cycle of conceptualize, apply, act and reflect to create engaging lessons. Acton-Agua Dulce Unified School District supports High Desert staff with mentors, induction programs and professional development opportunities both on campus and in the broader community. High Desert hosts a roadshow for fourth graders to come to the campus, take a tour, meet student mentors and participate in a lunch activity with fifth and sixth graders. The goal is to support students' transition from elementary school into middle school by building connections among students. The high school also has a roadshow for the eighth-grade students moving up to their campus to support our scholars with the transition to high school. Student and staff development and support provide the foundation for success at High Desert School.

High Desert School is a School to Watch supporting our scholars as they SOAR toward excellence and reach their full potential in an engaging, supportive learning environment. Go Hawks!



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

Tim Jorgensen, *President*
 Chad Wadsworth, *Vice President*
 Brianna Taksony, *Clerk*
 Ken Pfalzgraf, *Member*
 Kelly Jensen, *Member*

Enrollment by Student Group

Demographics

2021-22 School Year

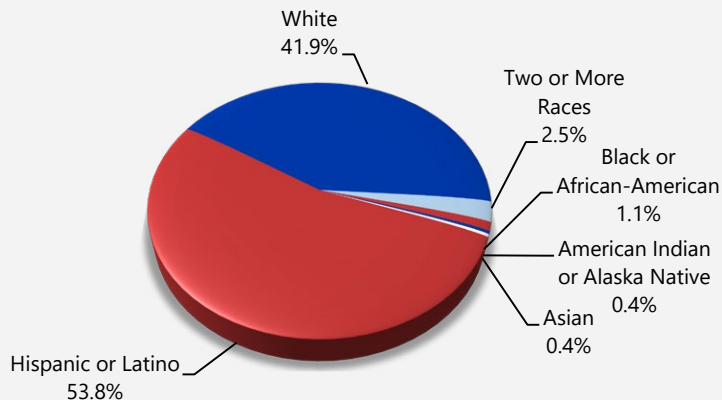
Female	49.10%
Male	50.90%
Non-Binary	0.00%
English learners	17.30%
Foster youth	2.20%
Homeless	2.50%
Migrant	0.00%
Socioeconomically Disadvantaged	67.10%
Students with Disabilities	22.40%

Enrollment by Student Group

The total enrollment at the school was 277 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

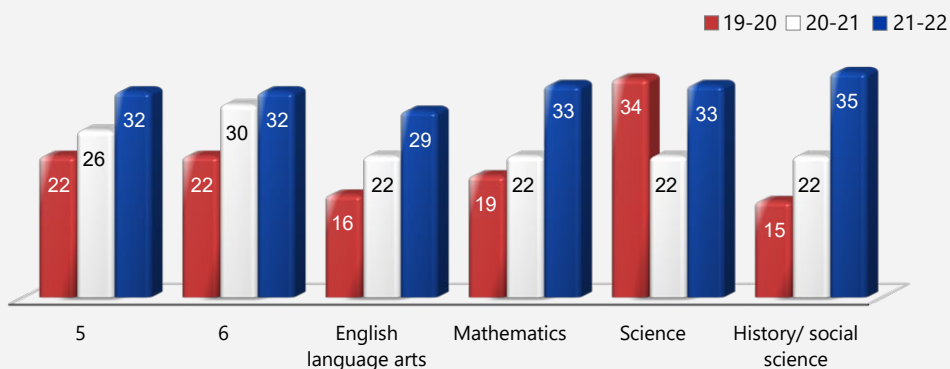


Class Size Distribution

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.

Average Class Size

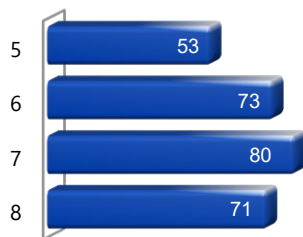
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		3			2				3
6		3			2				2
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	9	2			1				1
Mathematics	4	6			1				1
Science	4	5			1				1
History/social science	4	5			1				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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.4%	11.5%	0.0%	0.4%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

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	4.3%		3.2%		2.5%
Expulsion rates	0.0%		0.0%		0.1%

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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	11.5%	0.0%		
Female	7.7%	0.0%		
Male	15.4%	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	10.6%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	11.9%	0.0%		
English Learners	12.0%	0.0%		
Foster Youth	9.1%	0.0%		
Homeless	7.7%	0.0%		
Socioeconomically Disadvantaged	11.8%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	5.6%	0.0%		

School Mission Statement

At High Desert School, we encourage students to excel in all areas of the curriculum. Our school vision, "Choosing to Soar Toward Excellence," reflects the commitment of faculty to help students reach their goals. The mission of High Desert School is to provide a safe, positive circle of learning where all individuals are valued and challenged to reach their academic, social, and physical potential. As a School to Watch, we are committed to:

- Academic Excellence
- Developmental Responsiveness
- Social Equity
- Organizational Structures and Processes

High Desert School was originally designated as a School to Watch in 2012 and has earned Re-designated three additional times in 2015, 2018 and 2022. We have created a school that supports each scholar and allows them to reach their fullest potential.

School Vision Statement

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



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.

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 Adiliz Giron, Booster Club membership chairperson, at (661) 269-0310.

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	312	305	166	54.40%
Female	156	152	82	53.90%
Male	156	153	84	54.90%
American Indian or Alaska Native	0	0	0	0.00%
Asian	1	1	0	0.00%
Black or African American	8	7	2	28.60%
Filipino	0	0	0	0.00%
Hispanic or Latino	161	158	92	58.20%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	7	7	4	57.10%
White	135	132	68	51.50%
English Learners	50	50	33	66.00%
Foster Youth	11	10	6	60.00%
Homeless	13	12	11	91.70%
Socioeconomically Disadvantaged	212	208	125	60.10%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	71	70	43	61.40%





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	
	High Desert School		AADUSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	**	17.74%	**	17.23%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	
	High Desert School		AADUSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	29%	*	40%	*	47%
Mathematics	*	22%	*	21%	*	33%

** This district 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.

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

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

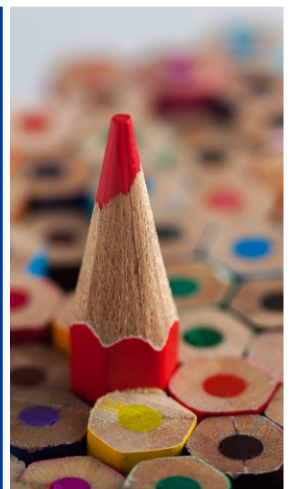
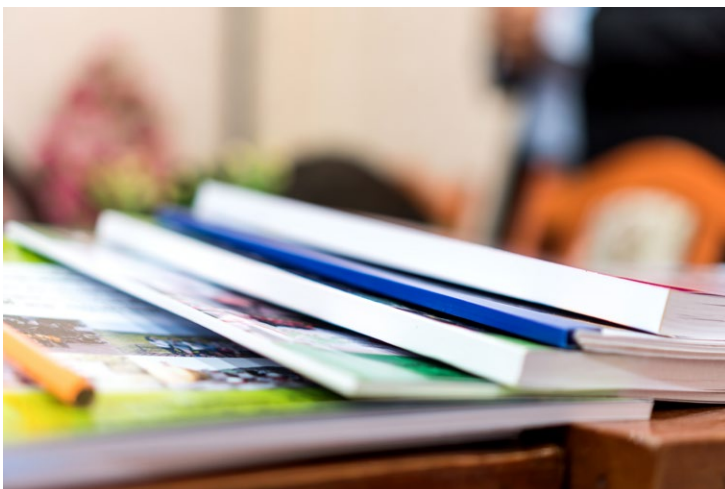
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	132	124	93.94%	6.06%	17.74%
Female	64	62	96.88%	3.12%	20.97%
Male	68	62	91.18%	8.82%	14.52%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	72	69	95.83%	4.17%	11.59%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	53	48	90.57%	9.43%	27.08%
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	89	83	93.26%	6.74%	10.84%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	25	89.29%	10.71%	12.00%

❖ 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.

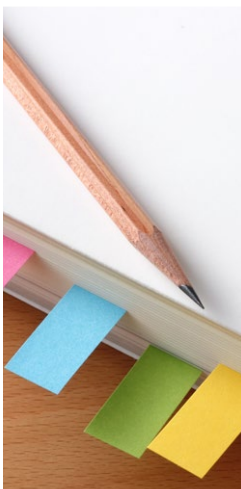




CAASPP Test Results by Student Group: English Language Arts (grades 5-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	285	268	94.04%	5.96%	28.73%
Female	139	129	92.81%	7.19%	36.43%
Male	146	139	95.21%	4.79%	21.58%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	144	140	97.22%	2.78%	22.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	36.36%
White	122	111	90.98%	9.02%	37.84%
English Learners	39	39	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	183	169	92.35%	7.65%	21.30%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	64	58	90.63%	9.37%	5.17%

❖ 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.



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

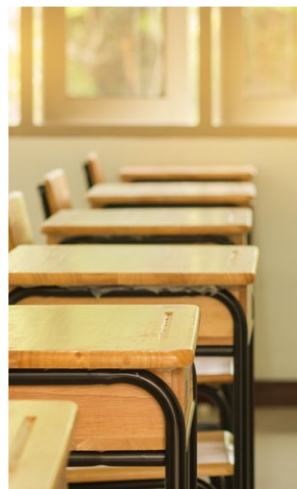
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	285	268	94.04%	5.96%	22.01%
Female	139	129	92.81%	7.19%	26.36%
Male	146	139	95.21%	4.79%	17.99%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	144	140	97.22%	2.78%	15.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	27.27%
White	122	111	90.98%	9.02%	30.63%
English Learners	39	39	100.00%	0.00%	2.56%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	183	169	92.35%	7.65%	13.61%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	64	58	90.63%	9.37%	6.90%

❖ 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.





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.

School Facility Good Repair Status		2022-23 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	2/17/2023	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Roof needed repairs. Roof has been patched and repairs made.	2/3/2023

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 310 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.

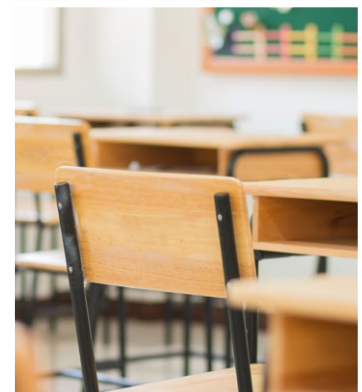
Teachers and staff members have large work areas in hallways between classrooms, as well as a staff lounge where a copy machine and other school supplies are available to use. Both student and staff restrooms are cleaned, mopped, and restocked on a daily basis. Presently, one custodian works from afternoon 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.

Continued on sidebar

Types of Services Funded

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

- Project Lead the Way
- AVID Program
- Paxton Patterson
- AV College Dual Enrollment
- Makerspace Innovative Lab
- LA County Arts Ed Collective
- PAPER Online Tutoring
- Career Connections
- CA Cadet Corps.
- SOAR Reading Program
- 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



School Facilities

Continued from left

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.

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 2023.



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

2022-23 School Year

Data collection date	10/27/2022
-----------------------------	------------

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

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	California Collections, Houghton-Mifflin (6-8)	2017
Mathematics	California Math, McGraw-Hill (6-8)	2016
Science	Pearson	2017
History/social science	Glencoe (6-8)	2005

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

2022-23 School Year

High Desert School	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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 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.

✧ Not applicable.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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)	11.9	86.6%	237.1	43.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.2	1.7%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	13.3%	18.6	3.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	268.9	49.6%	12,115.8	4.4%
Unknown	0.0	0.0%	8.5	1.6%	18,854.3	6.9%
Total Teaching Positions	13.8	100.0%	542.6	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 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	**	**	**	**	**	**

** Data not available from the state at this time.

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/calpadsupdfdash201.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>.

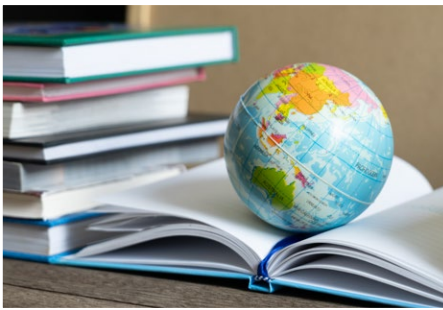


Professional Development

Professional Development Days

Number of school days
dedicated to staff development
and continuous improvement

2020-21	3
2021-22	3
2022-23	3



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

2021-22 School Year

	Ratio
Pupils to Academic counselors	277:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.050
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.000
Psychologist	0.333
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	0.333
Resource specialist (nonteaching)	2.000

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

This table displays the number of authorization/assignments 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/>.

Teachers Without Credentials and Misassignments

Two-Year Data

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	**
Misassignments	1.8	**
Vacant Positions	0.0	**
Total Teachers Without Credentials and Misassignments	1.8	**

** Data not available from the state at this time.

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.

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

Two-Year Data

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**
Local Assignment Options	0.0	**
Total Out-of-Field Teachers	0.0	**

** Data not available from the state at this time.

Class Assignments

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

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

Class Assignments

Two-Year Data

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.3%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	**

** Data not available from the state at this time.

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>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$46,419
Midrange teacher salary	◇	\$69,902
Highest teacher salary	◇	\$97,912
Average elementary school principal salary	◇	\$111,731
Average middle school principal salary	◇	\$122,012
Average high school principal salary	◇	\$122,212
Superintendent salary	◇	\$150,971
Teacher salaries: percentage of budget	27%	29%
Administrative salaries: percentage of budget	8%	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.

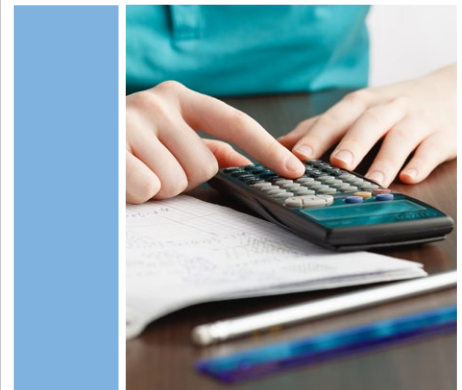
Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
High Desert School	\$6,206	\$80,553
AADUSD	\$12,144	\$74,275
California	\$6,594	\$73,001
School and district: percentage difference	-48.9%	+8.5%
School and California: percentage difference	-5.9%	+10.3%

◇ Data is not available at this time.

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$6,244
Expenditures per pupil from restricted sources	\$38
Expenditures per pupil from unrestricted sources	\$6,206
Annual average teacher salary	\$80,553



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.

High Desert School

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 2023.

School Accountability Report Card

PUBLISHED BY:



School
Innovations
& Achievement

www.sia-us.com | 800.487.9234