Acton-Agua Dulce Unified School District

SARC

2022-23

School Accountability Report Card
Published in 2023-24
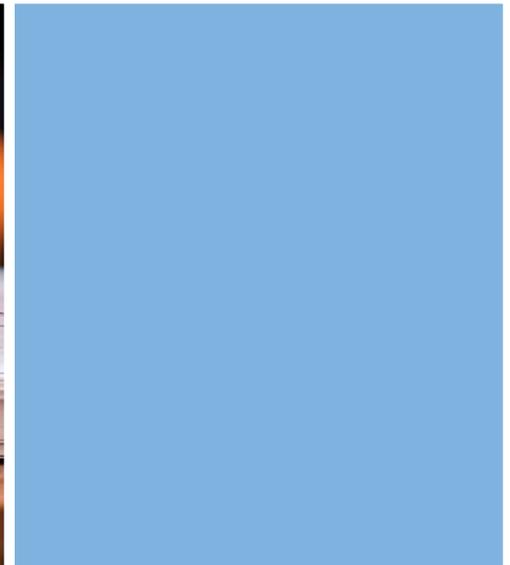
High Desert School

Grades 5-8
CDS Code 19-75309-6107494

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 Behavioral 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!
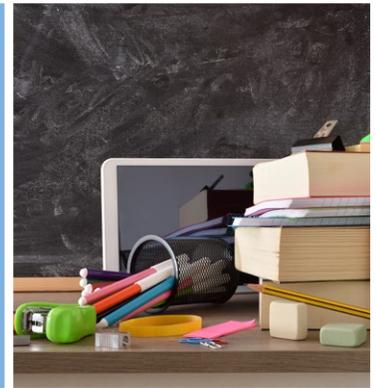
School Accountability Report Card

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 Mission 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

Brianna Taksony, President

Ken Pfalzgraf, Vice President

Lester Mascon, Clerk

Tom Costan, Member

Jorge De Jesus, Member

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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions									Three-Year Data
	High Desert School			AADUSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.40%	11.50%	5.10%	0.00%	0.40%	0.30%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	5.10%	0.00%
Female	4.00%	0.00%
Male	6.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.80%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.90%	0.00%
English Learners	5.80%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	6.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.50%	0.00%

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!

## Professional Development

| Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	4

Enrollment by Student Group

The total enrollment at the school was 306 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2022-23 School Year

White 41.5%

Two or More Races 3.3%

Black or African-American 2.6%

Asian 0.7%

Filipino 0.3%

Hispanic or Latino 51.6%
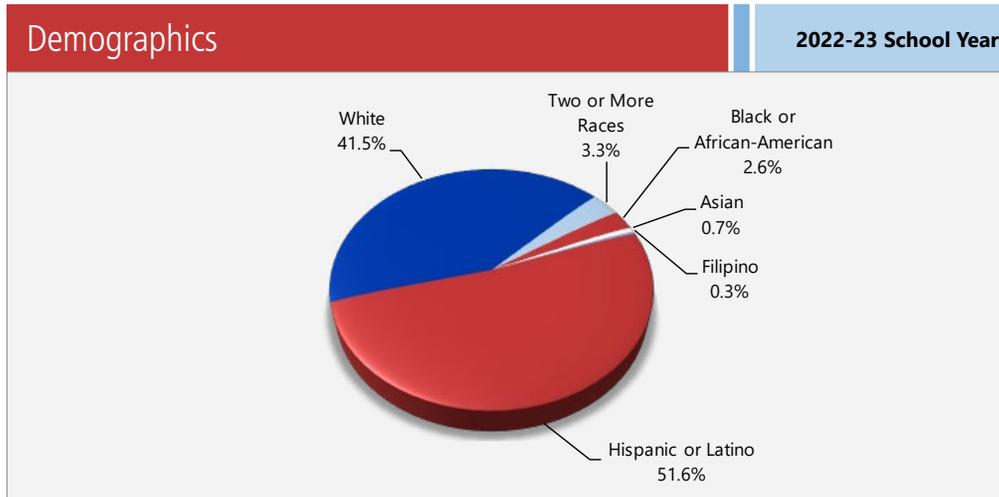
Class Size Distribution

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

Legend: 20-21, 21-22, 22-23

	20-21	21-22	22-23
5	26	32	31
6	30	32	33
English language arts	22	29	22
Mathematics	22	33	17
Science	22	33	26
History/ social science	22	35	26

Number of Classrooms by Size — Three-Year Data
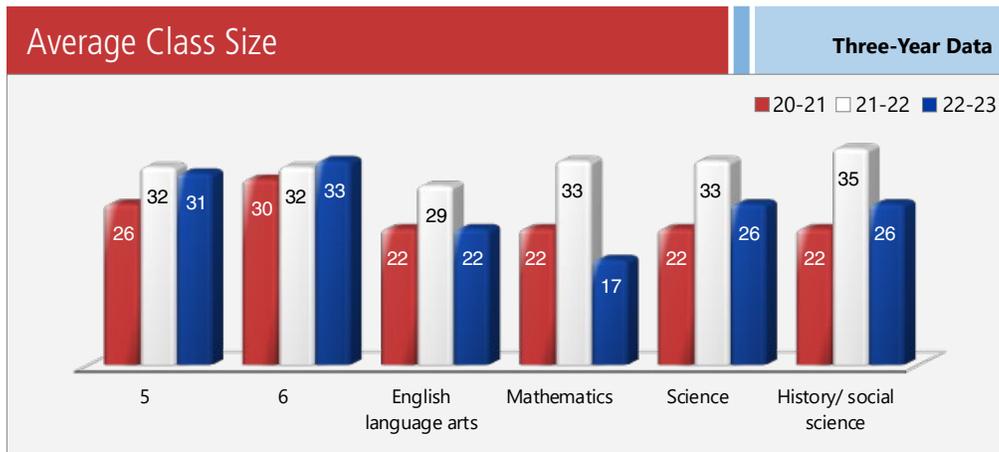
Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		2			3			1	
6		2			2			1	1

Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		1			1		4	5	
Mathematics		1			1		4	5	
Science		1			1		1	4	1
History/social science		1			1		1	5	1

Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	51.60%
Male	48.40%
Non-Binary	0.00%
English learners	14.70%
Foster youth	1.60%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disadvantaged	64.40%
Students with Disabilities	19.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

Grade	Enrollment
5	72
6	69
7	79
8	85
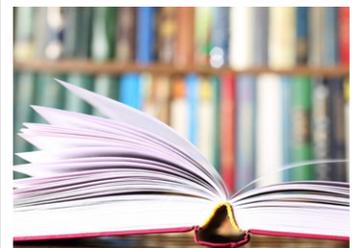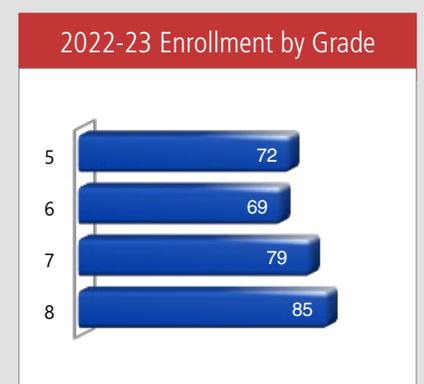
California Physical Fitness Test

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 and 2022-23 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				2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components				
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	336	328	149	45.40%
Female	177	172	74	43.00%
Male	159	156	75	48.10%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	3	2	0	0.00%
Black or African American	7	7	4	57.10%
Filipino	1	1	0	0.00%
Hispanic or Latino	172	169	82	48.50%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	10	10	5	50.00%
White	143	139	58	41.70%
English Learners	52	50	26	52.00%
Foster Youth	9	9	6	66.70%
Homeless	10	10	7	70.00%
Socioeconomically Disadvantaged	221	214	111	51.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	65	63	37	58.70%

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
- 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

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.

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 10, 11 or 12).
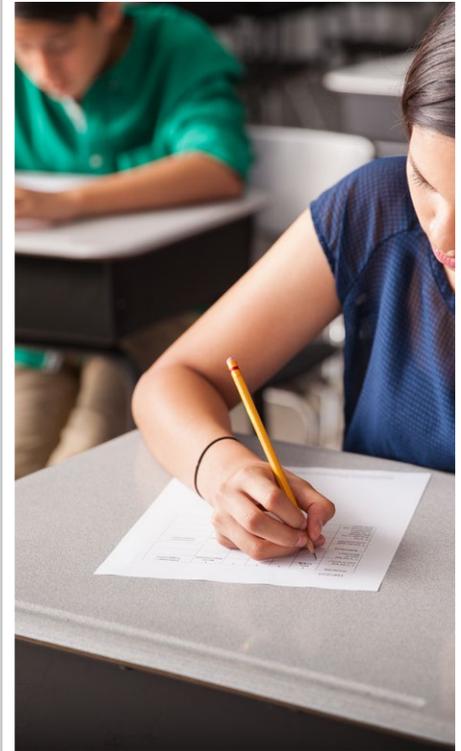
CAASPP Test Results in Science for All Students

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	21-22	22-23	21-22	22-23	21-22	22-23
Science	17.74%	16.67%	17.23%	19.47%	29.47%	30.29%

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	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	29%	27%	40%	39%	47%	46%
Mathematics	22%	14%	21%	21%	33%	34%

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 Standard					2022-23 School Year
Science					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	158	150	94.94%	5.06%	16.67%
Female	80	73	91.25%	8.75%	16.44%
Male	78	77	98.72%	1.28%	16.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	84	80	95.24%	4.76%	12.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	60	57	95.00%	5.00%	21.05%
English Learners	25	23	92.00%	8.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	93	86	92.47%	7.53%	13.95%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	25	24	96.00%	4.00%	12.50%

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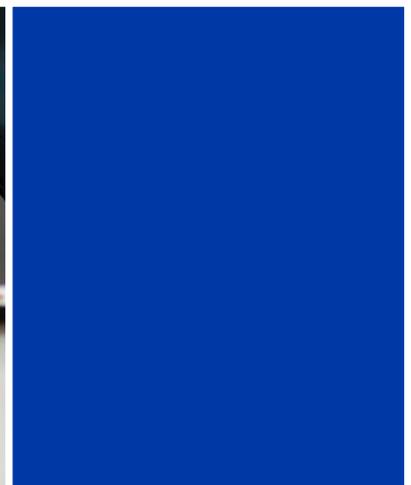
CAASPP Test Results by Student Group: English Language Arts (grades 5-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	304	291	95.72%	4.28%	27.49%
Female	156	147	94.23%	5.77%	34.01%
Male	148	144	97.30%	2.70%	20.83%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	153	148	96.73%	3.27%	18.24%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	8.33%
White	131	124	94.66%	5.34%	38.71%
English Learners	47	45	95.74%	4.26%	2.22%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	189	178	94.18%	5.82%	20.22%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	48	94.12%	5.88%	8.33%

❖ 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 Standard					2022-23 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	304	291	95.72%	4.28%	14.43%
Female	156	147	94.23%	5.77%	12.93%
Male	148	144	97.30%	2.70%	15.97%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	153	148	96.73%	3.27%	8.78%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	13	12	92.31%	7.69%	0.00%
White	131	124	94.66%	5.34%	22.58%
English Learners	47	45	95.74%	4.26%	2.22%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	189	178	94.18%	5.82%	11.80%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	51	48	94.12%	5.88%	4.17%

❖ 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.
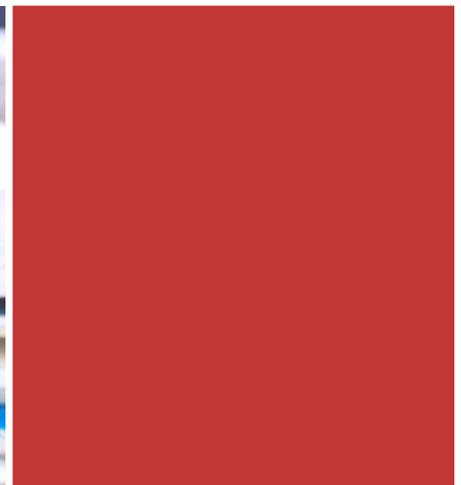
Textbooks and Instructional Materials

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		2023-24 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

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.

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.

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	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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	
2023-24 School Year	
Data collection date	10/12/2023

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

✧ Not applicable.

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	2023-24 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 FIT report	12/1/2023

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.

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 un-safe 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 2024.

School Motto:
Choosing to Soar Toward Excellence

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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)	8.5	79.4%	271.4	43.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	0.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	6.7%	19.7	3.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	318.6	50.9%	11,953.1	4.3%
Unknown	1.5	13.9%	10.9	1.7%	15,831.9	5.7%
Total Teaching Positions	10.8	100.0%	625.8	100.0%	279,044.8	100.0%

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/calpadsupdflash201.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.
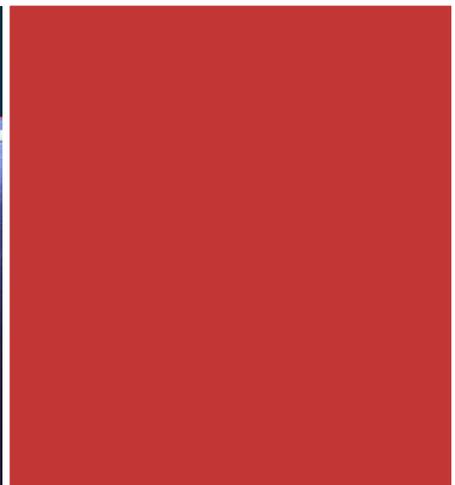
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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	0.0
Misassignments	1.8	0.7
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.8	0.7

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	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

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%	8.2%
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%	1.2%

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	143:1
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	0.50
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	2.00

Financial Data

The financial data displayed in this SARC is from the 2021-22 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		2021-22 Fiscal Year
	AADUSD	Similar Sized District
Beginning teacher salary	◇	$47,615
Midrange teacher salary	◇	$75,580
Highest teacher salary	◇	$100,485
Average elementary school principal salary	◇	$114,066
Average middle school principal salary	◇	$123,621
Average high school principal salary	◇	$125,385
Superintendent salary	◇	$157,977
Teacher salaries: percentage of budget	24.14%	27.82%
Administrative salaries: percentage of budget	6.35%	5.78%

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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
High Desert School	$5,358	$75,290
AADUSD	$12,090	$75,914
California	$7,607	$77,993
School and district: percentage difference	-55.7%	-0.8%
School and California: percentage difference	-29.6%	-3.5%

◇ Information is not available at this time.

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 2024.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	$5,384
Expenditures per pupil from restricted sources	$26
Expenditures per pupil from unrestricted sources	$5,358
Annual average teacher salary	$75,290

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.