

Desert Junior-Senior High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Desert Junior-Senior High |
| Street | 1575 Payne Ave. |
| City, State, Zip | Edwards, CA 93523 |
| Phone Number | 7602750031 |
| Principal | Dr. David Ellms |
| E-mail Address | dellms@muroc.k12.ca.us |
| Web Site | http://www.muroc.k12.ca.us/Desert/ |
| CDS Code | 15636851531987 |

| District Contact Information | |
|-------------------------------------|------------------------|
| District Name | Muroc Joint Unified |
| Phone Number | (760) 769-4821 |
| Superintendent | Mike McCoy Ph.D. |
| E-mail Address | mmccoy@muroc.k12.ca.us |
| Web Site | www.muroc.k12.ca.us |

School Description and Mission Statement (School Year 2016-17)

Desert Junior-Senior High School ("Desert" or "DJSHS") is a traditional grades 7-12 public school located on Edwards Air Force Base in Kern County, California. DJSHS is part of the Muroc Joint Unified School District (MJUSD). Desert now includes an on-site Alternative Education Program that utilizes on-line courses to better serve students who may need to make up credits or are best served by non-traditional methods of instruction. Desert is fed by one on-base elementary school (Branch). In addition to these schools, MJUSD also includes a combined junior/senior high school (Boron Junior-Senior High School) and elementary school (West Boron) in the adjacent off-base community of Boron. Of the students attending Desert, 25% are military dependents living on Edwards Air Force Base. 75% of the students who attend Desert live off base and provide their own transportation to and from school. Most of these students have parents who are either in the military living off base or are civilian contractors working on the base.

Through a school-family-community partnership, all Desert Junior-Senior High School students will learn to become articulate, informed, productive citizens. In a safe environment, all students will be challenged to become life-long learners and to achieve their highest academic, social, and emotional growth. The singular goal of Desert Junior-Senior High School is to provide young minds with the fundamental tools necessary to meet the uncertain challenges of the 21st century

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 7 | 87 |
| Grade 8 | 99 |
| Grade 9 | 112 |
| Grade 10 | 84 |
| Grade 11 | 105 |
| Grade 12 | 92 |
| Total Enrollment | 579 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.2 |
| Filipino | 6.4 |
| Hispanic or Latino | 24 |
| Native Hawaiian or Pacific Islander | 0.9 |
| White | 45.9 |
| Two or More Races | 13.8 |
| Socioeconomically Disadvantaged | 13.1 |
| English Learners | 0.2 |
| Students with Disabilities | 5.7 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 29 | 26 | 27 | 87 |
| Without Full Credential | 1 | 3 | 3 | 9 |
| Teaching Outside Subject Area of Competence (with full credential) | 4 | 4 | 1 | 5 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 2 |

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 94.4 | 5.6 |
| All Schools in District | 91.7 | 8.3 |
| High-Poverty Schools in District | 88.4 | 11.6 |
| Low-Poverty Schools in District | 93.8 | 6.2 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2015

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------|---|
| Reading/Language Arts | Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer’s Choice c.2005 – Adopted 2005 | Yes | 0 |
| Mathematics | 7th and 8th grade math Go Math! c.2014, Algebra 1 c.2014, Geometry c.2014, Algebra 2 c.2014, PreCalculus c.2014, Calculus c. 2012 | Yes | 0 |
| Science | Science Voyages c.2001, Modern Chemistry c.1999, Physics c.2002, Biology c.1998, Physical Science c.2006, BSCS Biology c.2002, Essentials of Human Anatomy and Physiology c.2003 – Adopted 2004 | Yes | 0 |
| History-Social Science | World History c.2006, US History c.2006, Geography c.2008, World Studies c.2006, American Government c.2007, Economics c.2007, Psychology c.2007, Student Law c.2005 – Adopted 2007 | Yes | 0 |
| Foreign Language | Spanish-En Espanol c.2000 – Adopted 2002 | Yes | 0 |
| Health | Lifetime Health c.2004 – Adopted 2007 | Yes | 0 |
| Visual and Performing Arts | Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer’s Choice c.2005 – Adopted 2005 | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | Sufficient laboratory equipment is available to students enrolled in laboratory science courses | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

At the time of inspection the school was found to be in good condition and well groomed. The school is older and in need of significant upgrades and has received modernization through a state program. Electrical repairs are needed and exterior surfaces need to be refinished. As funds become available, work will be scheduled to repair the exterior. Desert is in the process of of design phase in relation to funding through the Office of Economic Adjustment for needed facility repairs.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 7/7/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Cracked floor Room 26 Torn carpet Room 33 Holes in wall Boys Gym Locker Room Holes in wall Girls Gym Locker Room Floor tiles lifting Room 13 Wall needs paint Room 14 Wall repair Room 15 Paint walls Room 12 Missing floor tiles Room 10 Holes in wall Room 5 Holes in wall Room 7 Tiles missing around door Room 3 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | Mice problem Room 8 |
| Electrical: Electrical | X | | | Conduit disconnected Girls Gym Locker Room Outlet off wall, conduit loose Room 11 Broken light switch Room 8 Tech wires hanging Room 9 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Sink doesn't drain, no water Room 25 Loose faucet Room 26 Loose faucet Room 32 Fountain plugged Girls Gym Locker Room Missing sink Boys Restroom by Room 15 Fountain Inoperable Building 1-4 |
| Safety: Fire Safety, Hazardous Materials | X | | | Asbestos tiles in storage room Room 14 |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Door adjust Room 25 |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 7/7/2016 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 53 | 51 | 41 | 46 | 44 | 48 |
| Mathematics | 32 | 33 | 30 | 34 | 34 | 36 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 89 | 85 | 95.5 | 45.8 |
| | 8 | 100 | 96 | 96.0 | 53.2 |
| | 11 | 101 | 97 | 96.0 | 53.1 |
| Male | 7 | 47 | 46 | 97.9 | 38.6 |
| | 8 | 42 | 41 | 97.6 | 57.5 |
| | 11 | 56 | 54 | 96.4 | 44.4 |
| Female | 7 | 42 | 39 | 92.9 | 53.9 |
| | 8 | 58 | 55 | 94.8 | 50.0 |
| | 11 | 45 | 43 | 95.6 | 64.3 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Asian | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Hispanic or Latino | 7 | 28 | 26 | 92.9 | 30.8 |
| | 8 | 23 | 21 | 91.3 | 40.0 |
| | 11 | 23 | 23 | 100.0 | 39.1 |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| White | 7 | 36 | 36 | 100.0 | 60.0 |
| | 8 | 55 | 53 | 96.4 | 59.6 |
| | 11 | 50 | 46 | 92.0 | 58.7 |
| Two or More Races | 7 | 14 | 12 | 85.7 | 33.3 |
| | 8 | -- | -- | -- | -- |
| | 11 | 17 | 17 | 100.0 | 56.3 |
| Socioeconomically Disadvantaged | 7 | 13 | 11 | 84.6 | 45.5 |
| | 8 | 16 | 14 | 87.5 | 42.9 |
| | 11 | 13 | 13 | 100.0 | 61.5 |
| Students with Disabilities | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 89 | 85 | 95.5 | 39.0 |
| | 8 | 100 | 96 | 96.0 | 28.9 |
| | 11 | 101 | 97 | 96.0 | 30.0 |
| Male | 7 | 47 | 46 | 97.9 | 39.0 |
| | 8 | 42 | 41 | 97.6 | 37.1 |
| | 11 | 56 | 54 | 96.4 | 29.6 |
| Female | 7 | 42 | 39 | 92.9 | 38.9 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 58 | 55 | 94.8 | 22.9 |
| | 11 | 45 | 43 | 95.6 | 30.6 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Asian | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | 28 | 26 | 92.9 | 30.4 |
| | 8 | 23 | 21 | 91.3 | 21.1 |
| | 11 | 23 | 22 | 95.7 | 26.3 |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| White | 7 | 36 | 36 | 100.0 | 41.2 |
| | 8 | 55 | 53 | 96.4 | 34.8 |
| | 11 | 50 | 47 | 94.0 | 35.1 |
| Two or More Races | 7 | 14 | 12 | 85.7 | 50.0 |
| | 8 | -- | -- | -- | -- |
| | 11 | 17 | 17 | 100.0 | 33.3 |
| Socioeconomically Disadvantaged | 7 | 13 | 11 | 84.6 | 9.1 |
| | 8 | 16 | 14 | 87.5 | 37.5 |
| | 11 | 13 | 13 | 100.0 | 16.7 |
| Students with Disabilities | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 67 | 68 | 64 | 64 | 60 | 61 | 60 | 56 | 54 |

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

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 181 | 176 | 97.2 | 63.6 |
| Male | 78 | 77 | 98.7 | 68.8 |
| Female | 103 | 99 | 96.1 | 59.6 |
| Black or African American | 12 | 12 | 100.0 | 33.3 |
| Filipino | 15 | 15 | 100.0 | 60.0 |
| Hispanic or Latino | 39 | 37 | 94.9 | 54.1 |
| White | 94 | 91 | 96.8 | 71.4 |
| Two or More Races | 15 | 15 | 100.0 | 60.0 |
| Socioeconomically Disadvantaged | 25 | 23 | 92.0 | 43.5 |
| Students with Disabilities | 12 | 11 | 91.7 | 18.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

N/A

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | N/A |
| % of pupils completing a CTE program and earning a high school diploma | N/A |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 65.07 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 45.7 |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 25 | 23.8 | 42.9 |
| 9 | 18.8 | 11.5 | 60.4 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Desert High enjoys increased involvement from adults within our community. Base personnel including the staffs of the Base Commander, hospital, and Security Police assist the administration as needed. Parents are the backbone of our volunteer corps. They provide assistance through the Parent Teacher Organization (PTO), and the School Site Council (SSC). Invaluable support, both financial and physical, is offered to specific interest groups through Athletic and Band Booster Organizations. Additionally, clubs and organizations on the base make significant contributions to the school.

Desert continues to encourage community support and input through all avenues. The school invites any new opportunities for interaction that members of the community might suggest. We believe there is no substitute for parent and community involvement in the establishment of a healthy and safe educational atmosphere.

State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 2.40 | 1.00 | 1.10 | 4.60 | 3.00 | 2.20 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 97.56 | 97.96 | 98.91 | 93.89 | 95.45 | 96.35 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 97 | 98 | 86 |
| Black or African American | 91 | 85 | 78 |
| American Indian or Alaska Native | 100 | 100 | 78 |
| Asian | 100 | 100 | 93 |
| Filipino | 100 | 100 | 93 |
| Hispanic or Latino | 100 | 100 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 85 |
| White | 95 | 97 | 91 |
| Two or More Races | 100 | 100 | 89 |
| Socioeconomically Disadvantaged | 86 | 88 | 66 |
| English Learners | 0 | 25 | 54 |
| Students with Disabilities | 100 | 100 | 78 |

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 2.9 | 2.6 | 5.2 | 3.0 | 2.5 | 4.6 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.2 | 0.0 | 0.7 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

A disaster preparedness plan is in place with disaster and evacuation drills held monthly. Emergency preparedness kits are in place in every classroom. Each “wing” has a first-aid kit. Strict adherence to proper procedures for the storage and use of chemicals and toxins is maintained.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2012-2013 |
| Year in Program Improvement* | | Year 2 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 50.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 22 | 8 | 12 | 4 | 19 | 13 | 5 | 9 | 19 | 13 | 5 | 9 |
| Mathematics | 18 | 21 | 11 | 7 | 21 | 15 | 10 | 2 | 21 | 15 | 10 | 2 |
| Science | 20 | 13 | 11 | 5 | 23 | 5 | 18 | 1 | 23 | 5 | 18 | 1 |
| Social Science | 20 | 14 | 7 | 7 | 22 | 7 | 14 | 4 | 22 | 7 | 14 | 4 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2 | 313 |
| Counselor (Social/Behavioral or Career Development) | .5 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .25 | N/A |
| Speech/Language/Hearing Specialist | .5 | N/A |
| Resource Specialist | 0 | N/A |
| Other | 0 | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 4093 | 314 | 3779 | 65816 |
| District | N/A | N/A | 3677 | \$64,138 |
| Percent Difference: School Site and District | N/A | N/A | 2.8 | 2.6 |
| State | N/A | N/A | \$5,677 | \$67,348 |
| Percent Difference: School Site and State | N/A | N/A | -33.4 | -2.3 |

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

Types of Services Funded (Fiscal Year 2015-16)

Textbooks, instructional materials, school materials, field trips, technology, maintenance, custodial, transportation, special education, salaries and benefits, and capital expenses.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$34,786 | \$42,063 |
| Mid-Range Teacher Salary | \$61,921 | \$64,823 |
| Highest Teacher Salary | \$82,075 | \$84,821 |
| Average Principal Salary (Elementary) | \$82,320 | \$101,849 |
| Average Principal Salary (Middle) | | \$107,678 |
| Average Principal Salary (High) | \$94,974 | \$115,589 |
| Superintendent Salary | \$165,302 | \$169,152 |
| Percent of Budget for Teacher Salaries | 35% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 1 | N/A |
| Science | | N/A |
| Social Science | 1 | N/A |
| All courses | 4 | 1.4 |

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Through District Administrative Council meetings, site Leadership Team meetings, department meetings, and staff meetings, and weekly collaboration meetings, the needs for professional development are determined. Administrator walkthroughs and observations are also a means of determining professional development. Staff reviews all performance data to identify weaknesses and strengths. Staff collaboration yields potential development opportunities. Professional development requests must be approved by the School Site Council, site and district administration. This process ensures that the requested development is researched-based and is in harmony with the goals of the school.

Mathematics and ELA are the primary areas of focus due to the need to meet AYP/API guidelines and implementation of Common Core State Standards. In 2014/2015 all teachers received professional development in explicit instructional techniques.