

Desert Junior-Senior High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	Kevin Cordes
E-mail Address	kcordes@muroc.k12.ca.us
Web Site	www.muroc.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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.

VISION

Desert's Vision is two-fold: To create an encompassing, progressive learning environment by integrating a rigorous academic program, student engagement and teacher dedication with family and community involvement. To guide and support students in achieving personal excellence in academic, social and emotional growth.

Mission

All Desert Junior-Senior High School students will become articulate, and productive citizens: life-long learners who are creative, critical thinkers.

School-wide Learner Outcomes

Feel the STING!

S Desert Scorpions will be Self-disciplined by

- Being self-motivated to succeed
- Keeping a mindset of continuous improvement

T Desert Scorpions will be Critical Thinkers

- Being problem solvers
- By researching, interpreting, and evaluating information

I Desert Scorpions will be Involved in school, community, and society by

- Displaying leadership across campus
- Making positive contributions to school and society

N Desert Scorpions display Ingenuity by

- Working independently and collaboratively to complete a task
- Exhibiting creativity and originality

G Desert Scorpions will be Goal Oriented by

- Setting and achieving realistic goals
- Preparing to enter the job market, trade school, college, or military service

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	106
Grade 8	88
Grade 9	98
Grade 10	109
Grade 11	77
Grade 12	89
Total Enrollment	567

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.4
Asian	1.6
Filipino	6.2
Hispanic or Latino	23.3
Native Hawaiian or Pacific Islander	0.9
White	46.2
Two or More Races	13.8
Socioeconomically Disadvantaged	11.6
English Learners	1.1
Students with Disabilities	7.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	27	26	
Without Full Credential	3	3	2	
Teaching Outside Subject Area of Competence (with full credential)	4	1	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	2	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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	California Collections - Adopted 2017	Yes	0
Mathematics	7th and 8th grade math Go Math! c.2014, Algebra 1 c.2014, Geometry c.2014, Algebra 2 c.2014, Pre-Calculus c.2014, Calculus c. 2012 - Adopted 2015	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 design phase in relation to funding through the Office of Economic Adjustment for needed facility repairs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Fume hood needs venting room 15
Interior: Interior Surfaces			X	Floor buckling room 24 Floor buckling room 25 Hole in wall room 31 Holes in wall room 33 White board hanging loose room 33 Holes in wall Boys locker room Missing floor tile at door Girls Gym Restroom Curtains room 13 Missing ceiling tiles room 14 Floor tile lifting room 14 Broken paper towel dispenser Boys restroom near room 15 Tiles at eye wash bad, missing floor tiles room 10 Holes in wall room 5 Holes in wall room 7 Wall board off room 8 Curtains bad room 3 Holes in carpet room 1
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			mice droppings main office Mice droppings room 33 Mice droppings room 15 Mice droppings Girls restroom near room 12 Mice droppings room 8 Mice droppings room 9
Electrical: Electrical	X			Missing outlet cover room 24 Missing outlet room 16 Conduit needs a strap room 11
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Loose faucet room 26 Loose faucet room 32 Faucet in-operable room 31 Urinal in-operable Boys locker room Drinking fountain needs adjustment Girls locker room Boys Gym Restroom out of order Missing sink Boys restroom near room 15 Toilet in-operable Girls restroom near room 12
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/20/2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	51	50	46	46	48	48
Mathematics (grades 3-8 and 11)	33	33	34	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	263	98.5	50.19
Male	132	130	98.48	42.31
Female	135	133	98.52	57.89
Black or African American	26	26	100	26.92
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	61	60	98.36	43.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	117	97.5	54.7
Two or More Races	35	35	100	57.14
Socioeconomically Disadvantaged	33	32	96.97	37.5
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45	9.52

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	263	98.5	32.82
Male	132	130	98.48	34.88
Female	135	133	98.52	30.83
Black or African American	26	26	100	23.08
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	38.89
Hispanic or Latino	61	60	98.36	25
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	117	97.5	34.19
Two or More Races	35	35	100	44.12
Socioeconomically Disadvantaged	33	32	96.97	25
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45	10

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68	64	60	61	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Desert High School has two pathways, Graphic Design and Web Design. These classes are open to all students with a path to complete three years of training. Students in Web Design not only learn to design their own websites but also maintain the schools website. Students in Graphic Design have design and created posters, book marks and other items for the school and different classes. They are looking to expand these services to the district and community.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	25
% 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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	71.71
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	47.19

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.1	23.1	42.3
9	18.4	25.3	49.4

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 State priority: Parental Involvement (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 2017-18)

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. District and school administration meet monthly with the base leadership in our Base Partnership meetings. During these meetings we discuss community services and how the base can assist the school. 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1	1.1	1.1	3	2.2	2.3	11.5	10.7	9.7
Graduation Rate	97.96	98.91	98.91	95.45	96.35	96.88	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.74	95.35	87.11
Black or African American	90	83.33	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.12	90.63	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	97.37	98.21	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	80	63.9
English Learners	0	100	55.44
Students with Disabilities	80	85.19	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.6	5.2	6.5	2.5	4.6	5.4	3.8	3.7	3.6
Expulsions	0.0	0.6	0.2	0.0	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. The safety plan is discussed at the opening staff meeting each August and reviewed once a semester or as needed.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	19	13	5	9	16	17	6	7	18	14	6	5
Mathematics	21	15	10	2	17	19	12	1	17	18	11	2
Science	23	5	18	1	19	14	10	3	22	10	9	4
Social Science	22	7	14	4	14	25	10	2	20	12	10	3

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	250
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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4093	314	3779	65816
District	N/A	N/A	3677	\$64,747
Percent Difference: School Site and District	N/A	N/A	2.8	2.6
State	N/A	N/A	\$6,574	\$69,649
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 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,546	\$44,144
Mid-Range Teacher Salary	\$65,504	\$69,119
Highest Teacher Salary	\$86,159	\$86,005
Average Principal Salary (Elementary)	\$89,392	\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)	\$102,134	\$121,395
Superintendent Salary	\$147,000	\$178,104
Percent of Budget for Teacher Salaries	33%	34%
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 2016-17)

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	2	N/A
Social Science	2	N/A
All courses	7	21.7

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 recieved professional development in explicit instrutlional techniques.