

Desert Junior-Senior High

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	dellms@muroc.k12.ca.us
Website	http://www.muroc.k12.ca.us/Desert/
County-District-School (CDS) Code	15636851531987

Entity	Contact Information
District Name	Muroc Joint Unified
Phone Number	(760) 769-4821
Superintendent	Kevin Cordes
Email Address	kcordes@muroc.k12.ca.us
Website	www.muroc.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 7	94
Grade 8	82
Grade 9	96
Grade 10	67
Grade 11	79
Grade 12	84
Total Enrollment	502

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	8
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	6
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.6
White	44
Two or More Races	14.1
Socioeconomically Disadvantaged	13.1
English Learners	0.2
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	24	
Without Full Credential	2	4	5	
Teaching Outside Subject Area of Competence (with full credential)	2	2	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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 2019-20)

Year and month in which data were collected: September 2020

All textbooks are up to date with the California adopted textbook list. All students been assigned these books according to their schedule.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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-Descubre c.2017 – Adopted 2016	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

Year and month of the most recent FIT report: 01/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Missing tiles at door Missing ceiling tiles West wall damage rm 7 rm11 holes in wall

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Outlet West support wall pulls out library Paper cutter plug needs repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	by rm 12 outside fountain in-operable rm 21 leak under sink
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	58	43	48	50	50
Mathematics (grades 3-8 and 11)	31	37	34	35	38	39

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.

Note: ELA and 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	255	99.22	0.78	58.04
Male	130	128	98.46	1.54	51.56
Female	127	127	100.00	0.00	64.57
Black or African American	25	25	100.00	0.00	52.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	63	62	98.41	1.59	51.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	61.86
Two or More Races	31	31	100.00	0.00	64.52
Socioeconomically Disadvantaged	39	39	100.00	0.00	33.33
English Learners	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	26.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	257	254	98.83	1.17	37.40
Male	130	128	98.46	1.54	33.59
Female	127	126	99.21	0.79	41.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	25	25	100.00	0.00	32.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	63	61	96.83	3.17	36.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	43.22
Two or More Races	31	31	100.00	0.00	22.58
Socioeconomically Disadvantaged	39	39	100.00	0.00	20.51
English Learners	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	10.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Desert High School has one pathway, Game design. These classes are open to all students with a path to complete three years of training. They are looking to expand these services to the district and community.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	142
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	71.51
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	49.21

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	22.8	8.7	15.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Desert High enjoys increased involvement from adults within our community. Base personnel including the staffs of the Base Commander, hospital, and Security Forces 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), Parent Advisory Committee (PAC), 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.1	0	0	2.3	0.8	0	9.7	9.1	9.6
Graduation Rate	98.9	100	96.8	96.9	97.6	96.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.5	8.8	5.0	5.4	5.9	5.4	3.6	3.5	3.5
Expulsions	0.2	0.2	0.6	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	18	14	6	5	17	12	5	5	14	20	6	2
Mathematics	17	18	11	2	19	14	10	1	18	16	10	
Science	22	10	9	4	21	12	8	2	17	18	8	
Social Science	20	12	10	3	20	14	7	2	17	13	10	2

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	251.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4093	314	3779	65816
District	N/A	N/A	3677	\$63,417.00
Percent Difference - School Site and District	N/A	N/A	2.8	2.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-33.4	-2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,582	\$46,208
Mid-Range Teacher Salary	\$68,678	\$72,218
Highest Teacher Salary	\$90,881	\$92,742
Average Principal Salary (Elementary)	\$91,099	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$105,948	\$127,356
Superintendent Salary	\$153,000	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	11	20.5

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 instrutional techniques.