

# Desert Winds Continuation High

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Desert Winds Continuation High
<b>Street</b>	415 E. Kettering St.
<b>City, State, Zip</b>	Lancaster, CA 93535
<b>Phone Number</b>	(661) 948-7555
<b>Principal</b>	Laura Tweedy-Ferguson
<b>Email Address</b>	ltweedy-ferguson@avhsd.org
<b>School Website</b>	<a href="https://www.desertwindshs.org">https://www.desertwindshs.org</a>
<b>County-District-School (CDS) Code</b>	19 64246 1931732

## 2021-22 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2021-22 School Overview

Desert Winds High School is a continuation high school in the Antelope Valley that is designed to serve the needs of a diverse student population in an alternative education environment. It is located in the northern portion of Los Angeles County and was established in 1975 by the Antelope Valley Union High School District in order to accommodate the needs of students attending three comprehensive high schools. Since Desert Winds was opened in 1975 the district has expanded from its original three comprehensive sites to eight and Desert Winds has expanded from one session to two sessions in order to meet the needs of those students who can benefit from the smaller class sizes and accelerated credit accrual program offered at an alternative education school such as Desert Winds.

Desert Winds High School provides an alternative program for young people to continue their high school education. An emphasis is placed on the positive aspect of each student's ability as they are assisted to develop skills, knowledge, and attributes that will enable them to be successful in their future endeavors, be it in college or their chosen career field. The academic program at Desert Winds features a multifaceted curriculum that is focused on providing instruction in academic course work that is based upon California State Common Core Standards. The curriculum offered at Desert Winds is presented to students through a variety of instructional strategies. Students are regularly assessed at Desert Winds in order to monitor their progress toward their academic goals. While there are a variety of reasons under which students attend Desert Winds High School the primary goal is the same for every student: provide each of our students with the requisite skill set to become responsible and productive citizens within a diverse society. The staff at Desert Winds High School constantly strives to develop, in each of its students, a positive self-image and a keen awareness of their unique attributes as human beings and how those individual attributes will allow for our students to be life-long learners.

Additional information may be obtained through the web site [www.desertwindshs.org](http://www.desertwindshs.org).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	11
Grade 11	272
Grade 12	404
Total Enrollment	690

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.3
Black or African American	33.8
Filipino	0.4
Hispanic or Latino	50.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.8
White	9.1
English Learners	10.9
Foster Youth	2.6
Homeless	1.7
Socioeconomically Disadvantaged	80.7
Students with Disabilities	9.3

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table 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.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	December 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
<b>Mathematics</b>	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
<b>Science</b>	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
<b>History-Social Science</b>	Economics: Principles of Economics & Principles of American Democracy/2019 Civics: Principles of American Democracy/2019 World History: Democracy/World History, Culture, & Geography: The Modern World/2019 US History: United States History & Geography: Continuity & Change/2019	Yes	0%
<b>Foreign Language</b>	French/ EntreCultures Levels 1, 2, and 3 / 2020 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All labs are fully equipped with the appropriate materials		0%

## School Facility Conditions and Planned Improvements

Desert Winds High School has 19 classrooms, a library, offices for the principal, assistant principal, counselor, school psychologist, educational social worker, school psychologist, clerical staff, security, an employee lounge, and staff and student restrooms on the main campus. The campus provides adequate parking spaces for both staff and visitors, and accommodates approximately 450 students.

All of the campus classrooms are equipped with smart boards in order to help promote the use of technology within the classroom as the transition and implementation to California Common Core State Standards continues,

The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an educational environment that exceeds adequacy standards established by the state, and as set forth as a result of court rulings in *Williams vs. State of California* and *Valenzuela*.

Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthful condition that would impact a student's ability to learn.

The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus.

In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

<b>Year and month of the most recent FIT report</b>	11/10/2021
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## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Administration: ceiling tiles Room 10: ceiling tile Room 13: Ceiling tile Room 18: carpet is old and stained, cabinet top Room 19: wall torn Room 3: ceiling tiles Room 7: ceiling tiles Room 9: ceiling tiles Room 8: ceiling tiles Repairs to be rectified.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Principals Office: bad carpet, clutter Repairs to be rectified.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	382	NT	NT	NT	NT
<b>Female</b>	151	NT	NT	NT	NT
<b>Male</b>	231	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	127	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	195	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	22	NT	NT	NT	NT
<b>White</b>	33	NT	NT	NT	NT
<b>English Learners</b>	42	NT	NT	NT	NT
<b>Foster Youth</b>	15	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	323	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	17	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	382	NT	NT	NT	NT
Female	151	NT	NT	NT	NT
Male	231	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	127	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	195	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	15	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	323	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Math Student Groups	NWEA MAP Math Total Enrollment	NWEA MAP Math Number Tested	NWEA MAP Math Percent Tested	NWEA MAP Math Percent Not Tested	NWEA MAP Math Percent At or Above Grade Level
All Students	331	24	7%	93%	50%
Female	134	5	4%	96%	60%
Male	197	19	10%	90%	47%
American Indian or Alaska Native	0	0	NA	NA	NA

<b>Asian</b>	2	0	0%	100%	NA
<b>Black or African American</b>	119	6	5%	95%	50%
<b>Filipino</b>	1	0	0%	100%	NA
<b>Hispanic or Latino</b>	141	11	8%	92%	55%
<b>Native Hawaiian or Pacific Islander</b>	1	0	0%	100%	NA
<b>Two or More Races</b>	38	4	11%	89%	50%
<b>White</b>	29	3	10%	90%	33%
<b>English Learners</b>	35	3	9%	91%	0%
<b>Foster Youth</b>	8	0	0%	100%	NA
<b>Homeless</b>	13	0	0%	100%	NA
<b>Military</b>	5	0	0%	100%	NA
<b>Socioeconomically Disadvantaged</b>	285	22	8%	92%	45%
<b>Students Receiving Migrant Education Services</b>	1	0	0%	100%	NA
<b>Students with Disabilities</b>	2	1	50%	50%	100%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Math Student Groups</b>	<b>NWEA MAP Math Total Enrollment</b>	<b>NWEA MAP Math Number Tested</b>	<b>NWEA MAP Math Percent Tested</b>	<b>NWEA MAP Math Percent Not Tested</b>	<b>NWEA MAP Math Percent At or Above Grade Level</b>
<b>All Students</b>	331	69	21%	79%	20%
<b>Female</b>	134	24	18%	82%	8%
<b>Male</b>	197	45	23%	77%	27%
<b>American Indian or Alaska Native</b>	0	0	NA	NA	NA
<b>Asian</b>	2	0	0%	100%	NA
<b>Black or African American</b>	119	21	18%	82%	5%
<b>Filipino</b>	1	0	0%	100%	NA
<b>Hispanic or Latino</b>	141	33	23%	77%	27%
<b>Native Hawaiian or Pacific Islander</b>	1	0	0%	100%	NA
<b>Two or More Races</b>	38	9	24%	76%	11%
<b>White</b>	29	6	21%	79%	50%
<b>English Learners</b>	35	5	14%	86%	20%
<b>Foster Youth</b>	8	1	13%	88%	0%
<b>Homeless</b>	13	2	15%	85%	50%
<b>Military</b>	5	1	20%	80%	0%
<b>Socioeconomically Disadvantaged</b>	285	63	22%	78%	19%

<b>Students Receiving Migrant Education Services</b>	1	0	0%	100%	NA
<b>Students with Disabilities</b>	2	0	0%	100%	NA

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	63	NT	NT	NT	NT
<b>Female</b>	31	NT	NT		
<b>Male</b>	32	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	25	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	32	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	53	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

Students are prepared to enter the workforce/or continue at the community college by enrolling in our state-honored auto technology courses. These courses offer four specific training modules that can lead to certifications in brakes, lubrication, tire service, and parts specialist and provide our students with the knowledge and experience they need to secure jobs in the automotive industry.

Additionally, students can enroll in Work Experience to assist them with work-related issues, including resume writing, effective interview skills, and time management.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	226
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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.51
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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 area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are also encouraged to be active participants in their students educational journey by communicating their concerns to teachers, the school counselor and site administration through email, phone calls, and face to face meetings. Parents are also encouraged to be a member of the school site council, which meets regularly with the principal and identified staff members. In addition to the two scheduled district-wide Back-To-School night events, Desert Winds High school schedules quarterly parent-teacher conference times. This time allows parents to visit with any or all of their student's teachers. The school's website and the PowerSchool app provides parents with contact information, school events and the student's academic progress.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	42.1	40.8	74.7	11.0	9.7	18.3	9.0	8.9	9.4
Graduation Rate	22.0	14.3	17.2	78.9	76.4	71.9	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	273	47	17.2
Female	101	24	23.8
Male	172	23	13.4
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	94	18	19.1
Filipino	--	--	--

Hispanic or Latino	140	21	15.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	26	6	23.1
English Learners	35	3	8.6
Foster Youth	20	3	15.0
Homeless	17	3	17.6
Socioeconomically Disadvantaged	261	44	16.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	28	8	28.6

### 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1105	972	701	72.1
Female	435	387	258	66.7
Male	670	585	443	75.7
American Indian or Alaska Native	3	2	2	100.0
Asian	4	4	2	50.0
Black or African American	352	321	247	76.9
Filipino	4	4	4	100.0
Hispanic or Latino	576	506	354	70.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	53	50	39	78.0
White	106	83	52	62.7
English Learners	120	104	78	75.0
Foster Youth	49	35	24	68.6
Homeless	21	20	15	75.0
Socioeconomically Disadvantaged	900	805	584	72.5
Students Receiving Migrant Education Services	4	4	3	75.0
Students with Disabilities	104	85	71	83.5



## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.55	0.18	7.95	0.07	3.47	0.20
<b>Expulsions</b>	0.42	0.00	0.24	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	7.59	5.43	2.45
<b>Expulsions</b>	0.00	0.12	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0.00
Female	0.00	0.00
Male	0.30	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	0.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.89	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	2.04	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

Desert Winds High School makes every effort to provide a safe, clean, and pleasant environment for all students to learn. The Administration, faculty and staff understand the importance of a safe and secure environment for all students, staff and local community. The administration, faculty and staff of Desert Winds are committed to providing students with a safe learning environment where they can focus on their social growth and their academic goals. Numerous safety policies are in place to ensure a safe and secure campus. These policies include but are not limited to; Issuance of Photo ID cards and lanyards to all students for identification purposes as well as a requirement for checking out textbooks, library books, and for computer usage. Late passes are dated and signed by staff to encourage students to get to class on time. Student restrooms are utilized by students with a pass from their teacher, and are checked a number of times during the day for cleanliness and for appropriate supplies. Desert Winds operates as a closed campus, and once school is in session, students may only enter through the main office. Desert Winds Security and staff regularly monitor the campus and its perimeter and the campus common areas to ensure student safety.

Emergency evacuation plans and site maps are updated annually with the staff and approved by the district governing board annually. Site administration conducts various safety drills once each semester to evaluate preparedness in the event of a real disaster. Emergency supplies, including medical, first aid, food, blankets, equipment, etc., are stored in a locked storage compartment and are inventoried and updated each year. Additionally, each staff member is assigned specific duties as part of an emergency preparedness/disaster/evacuation plan. A complete copy of the School Safety Plans can be obtained in the Administration Office.

In addition to safety enhancements across the District (see below), at Desert Winds High School we utilize an electronic ID entry system. We also are focused on the social and emotional well-being of our students and provide our staff with various trainings, which teach the power of connectedness and relating to students on an individual basis.

District Statement- We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

## 2021-22 School Safety Plan

In April and June 2018, we conducted safety reviews of our campus that resulted in the continued implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	68	10	
Mathematics	8	50	3	
Science	7	35	5	
Social Science	7	77	3	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	89	4	
Mathematics	5	44		
Science	7	32	3	
Social Science	7	77	6	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	73	10	
Mathematics	8	40	7	
Science	6	36	3	
Social Science	7	88	3	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	690

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.4
Social Worker	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0
Other	0.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,237.36	\$911.63	\$5,325.73	\$153,962.36
District	N/A	N/A	\$6,327.41	\$82,536
Percent Difference - School Site and District	N/A	N/A	-17.2	60.4
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-45.3	50.2

## 2020-21 Types of Services Funded

Categorical funds (Title I, Title III) are utilized as set forth in the the Desert Winds School Plan for Student Achievement. These funds are delineated and in some cases restricted for specific uses and student groups. Any use of funds however, is tempered by focusing on how those funds will increase student support and improve academic achievement.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,341	\$54,687
Mid-Range Teacher Salary	\$78,888	\$92,222
Highest Teacher Salary	\$111,782	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$137,990	\$162,322
Superintendent Salary	\$308,342	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

Teachers attend full day professional development meetings at Desert Winds High School throughout the academic school year. Professional development topics are determined by teacher and student needs. The time is designed to allow the faculty the opportunity to analyze programs, data, student progress, curriculum and instructional strategies. Staff members and Administrators lead each session. Professional development is also available for teachers through district offerings. Site Department Chair meetings are held monthly at the end of the school day. District Department Chair meetings are also scheduled.

Collaboration time for the faculty and staff members are scheduled for one hour each week. Topics for this time are focused around programs, student progress, departmental needs, and school events.

Certificated staff participate in monthly faculty meetings designed to review key data pertinent to student success. Examples include reviewing assessment data, credit earnings, and disciplinary trends.

Desert Winds High School has two certificated Instructional Partners, who assist their peers with classroom needs, instructional strategies and student engagement. The Instructional Partners meet regularly with administration.

Desert Winds is dedicated to providing consistent and focused staff development designed to support teachers in the classroom and improve student success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	

# Antelope Valley Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Antelope Valley Union High School District
<b>Phone Number</b>	661-948-7655
<b>Superintendent</b>	Greg Nehen
<b>Email Address</b>	gnehen@avhsd.org
<b>District Website Address</b>	www.avdistrict.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5010	NT	NT	NT	NT
Female	2507	NT	NT	NT	NT
Male	2503	NT	NT	NT	NT
American Indian or Alaska Native	14	NT	NT	NT	NT
Asian	71	NT	NT	NT	NT
Black or African American	805	NT	NT	NT	NT
Filipino	80	NT	NT	NT	NT
Hispanic or Latino	3235	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	265	NT	NT	NT	NT
White	536	NT	NT	NT	NT
English Learners	398	NT	NT	NT	NT
Foster Youth	98	NT	NT	NT	NT
Homeless	68	NT	NT	NT	NT
Military	83	NT	NT	NT	NT
Socioeconomically Disadvantaged	3630	NT	NT	NT	NT
Students Receiving Migrant Education Services	28	NT	NT	NT	NT
Students with Disabilities	766	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5010	NT	NT	NT	NT
<b>Female</b>	2507	NT	NT	NT	NT
<b>Male</b>	2503	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	14	NT	NT	NT	NT
<b>Asian</b>	71	NT	NT	NT	NT
<b>Black or African American</b>	806	NT	NT	NT	NT
<b>Filipino</b>	80	NT	NT	NT	NT
<b>Hispanic or Latino</b>	3234	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	265	NT	NT	NT	NT
<b>White</b>	536	NT	NT		NT
<b>English Learners</b>	398	NT	NT	NT	NT
<b>Foster Youth</b>	97	NT	NT	NT	NT
<b>Homeless</b>	68	NT	NT	NT	NT
<b>Military</b>	83	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	3630	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	28	NT	NT	NT	NT
<b>Students with Disabilities</b>	766	NT	NT	NT	NT