Desert Winds Continuation High
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Desert Winds Continuation High
Street	415 E. Kettering St.
City, State, Zip	Lancaster, CA 93535
Phone Number	(661) 948-7555
Principal	Kristen Tepper
Email Address	ktepper@avhsd.org
School Website	https://www.desertwindshs.org
County-District-School (CDS) Code	19 64246 1931732

2022-23 District Contact Information

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

2022-23 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 four comprehensive high schools. Since Desert Winds High School was opened in 1975 the district has expanded from its original three comprehensive sites to eight and Desert Winds High School 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 High School.

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 High School 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 High School is presented to students through a variety of instructional strategies. Students are regularly assessed at Desert Winds High School 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	5
Grade 11	279
Grade 12	425
Total Enrollment	714

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.3
Male	62.7
American Indian or Alaska Native	0.3
Asian	0.4
Black or African American	29.0
Filipino	0.8
Hispanic or Latino	57.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.5
White	7.7
English Learners	12.7
Foster Youth	2.1
Homeless	0.8
Migrant	0.4
Socioeconomically Disadvantaged	84.6
Students with Disabilities	7.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	64.07	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.30	34.46	76.10	7.63	12115.80	4.41
Unknown	0.40	1.44	57.30	5.74	18854.30	6.86
Total Teaching Positions	29.80	100.00	997.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	10.30	
Total Out-of-Field Teachers	10.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	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%
Science	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022	Yes	0%
History-Social Science	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021 IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY14/2021	Yes	0%
Foreign Language	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	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%
Science Laboratory Equipment (grades 9-12)	All labs are fully equipped with the appropriate materials		0%

School Facility Conditions and Planned Improvements

Desert Winds High School has 13 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.

Year and month of the most recent FIT report	12/2/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		rm14: ceiling tile, ballast out, floors dirty rm18: floors are dirty, classroom generally not clean rm7: ceiling tiles Repairs to be rectified.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: boys student rr: floors are dirty girls student rr: floors are dirty rm14: ceiling tile, ballast out, floors dirty rm8/security office: windows need cleaning Repairs to be rectified.
Electrical	X			rm1: ballast out rm14: ceiling tile, ballast out, floors dirty Repairs to be rectified.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements				
Structural: Structural Damage, Roofs	X			
External: 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).
4. **College and Career Ready**
   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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	1	N/A	8	N/A	33

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	321	88.92	11.08	12.15
Female	149	125	83.89	16.11	13.60
Male	212	196	92.45	7.55	11.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	120	106	88.33	11.67	7.55
Filipino	--	--	--	--	--
Hispanic or Latino	190	171	90.00	10.00	12.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	25.00
White	26	22	84.62	15.38	27.27
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	321	288	89.72	10.28	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	13	72.22	27.78	0.00

2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	319	88.12	11.88	1.25
Female	149	124	83.22	16.78	0.81
Male	213	195	91.55	8.45	1.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	121	106	87.60	12.40	0.94
Filipino	--	--	--	--	--
Hispanic or Latino	190	169	88.95	11.05	0.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	6.25
White	26	22	84.62	15.38	4.55
English Learners	40	38	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	321	287	89.41	10.59	1.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	13	68.42	31.58	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	3.66	NT	12.35	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	191	88.43	11.57	3.66
Female	80	70	87.5	12.5	2.86
Male	136	121	88.97	11.03	4.13
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	70	62	88.57	11.43	1.61
Filipino	--	--	--	--	--
Hispanic or Latino	122	109	89.34	10.66	3.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100	0	16.67
English Learners	26	23	88.46	11.54	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	176	88.44	11.56	3.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	0

2021-22 Career Technical Education Programs

Students are prepared to enter the workforce/or continue at the community college by enrolling in our auto technology courses: Auto Technology 1 & Automotive General Service Technician. These courses offer four specific training modules that can lead to certifications (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.

Each industry sector has an advisory committee that includes members representing the local/regional workforce, and K-16 partners specific to the content area.

Additionally, students can enroll in Work Experience to assist them in developing employability preparational workplace skills and behaviors.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	271
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	(--)	(--)	(--)	(--)	(--)

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	40.8	74.7	32.1	9.7	18.3	9.8	8.9	9.4	7.8
Graduation Rate	14.3	17.2	42.3	76.4	71.9	80.6	84.2	83.6	87.0

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	196	83	42.3
Female	62	29	46.8
Male	134	54	40.3
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	66	31	47.0
Filipino	--	--	--
Hispanic or Latino	102	38	37.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	17	8	47.1
English Learners	27	12	44.4
Foster Youth	11	3	27.3
Homeless	23	8	34.8
Socioeconomically Disadvantaged	186	78	41.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	6	27.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1204	1008	741	73.5
Female	480	394	305	77.4
Male	724	614	436	71.0
American Indian or Alaska Native	4	3	1	33.3
Asian	4	4	3	75.0
Black or African American	357	306	242	79.1
Filipino	7	6	4	66.7
Hispanic or Latino	676	576	421	73.1
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	47	36	25	69.4
White	95	70	42	60.0
English Learners	141	122	83	68.0
Foster Youth	55	37	29	78.4
Homeless	12	11	10	90.9
Socioeconomically Disadvantaged	1062	908	676	74.4
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	119	87	75	86.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.59	5.43	2.45
Expulsions	0.00	0.12	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	6.64	0.07	7.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.64	0.00
Female	5.00	0.00
Male	7.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.20	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.77	0.00
White	1.05	0.00
English Learners	7.80	0.00
Foster Youth	18.18	0.00
Homeless	41.67	0.00
Socioeconomically Disadvantaged	6.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.17	0.00

2022-23 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.

Each year we conduct safety reviews of our campus which result 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	9	
Mathematics	10	37	8	
Science	7	28	4	
Social Science	8	69	11	

2021-22 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	714

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$3,097.86	$1,054.19	$2,043.67	$97,715.76
District	N/A	N/A	$2,490.03	$82,765
Percent Difference - School Site and District	N/A	N/A	-19.7	16.6
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	-105.4	3.7

2021-22 Types of Services Funded

Categorical funds (Title I, Title III) are utilized as set forth in the the Desert Winds High School 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$55,947
Mid-Range Teacher Salary	$75,853	$90,080
Highest Teacher Salary	$111,782	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$143,196	$164,633
Superintendent Salary	$308,342	$261,984
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Total AP Courses Offered Where there are student course enrollments of at least one student.	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 understand the MTSS framework and 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, MTSS frameworks, departmental needs, and school events.

Certificated staff participate in monthly faculty meetings designed to review key data pertinent to student success and support systems. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3		