

# Desert Winds Continuation High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Desert Winds Continuation High School
<b>Street</b>	415 East Kettering Street
<b>City, State, Zip</b>	Lancaster, CA 93534
<b>Phone Number</b>	661-948-7555
<b>Principal</b>	Kristen Tepper
<b>Email Address</b>	ktepper@avhsd.org
<b>School Website</b>	<a href="https://www.desertwindshs.org">https://www.desertwindshs.org</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	19 64246 1995398

### 2024-25 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</b>	www.avdistrict.org

### 2024-25 School Description and Mission Statement

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.

## 2024-25 School Description and Mission Statement

Desert Winds High School provides an alternative program for young people to continue their high school education in an accelerated pace to earn credits. 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. By combining an accelerated credit system, individual instruction, technology, a Common Core State Standards-based curriculum, and a Positive Behavior Intervention and Support program, the faculty and staff are dedicated to promoting student success, not only in academics, but also in their personal and social lives. The teaching faculty uses the Core Instructional Model which is a strategic teaching approach that guides intervention through systematic instruction that gradually releases responsibility to students, aimed at providing support for struggling learners across different subject areas. They also incorporate the "What, Why, How2" framework brought to the school by Principal, Kristen Tepper. This framework provides students with a structured understanding of what they will be learning, why they are learning it, how they will learn it, and how will they know they have learned it.

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

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	19
Grade 11	194
Grade 12	405
Total Enrollment	621

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.2
Black or African American	30.1
Filipino	0.5
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.4
White	5.5
English Learners	13
Foster Youth	4.2
Homeless	2.9
Migrant	0.2
Socioeconomically Disadvantaged	83.1
Students with Disabilities	12.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.10	64.07	767.70	76.98	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.90	1.30	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	83.20	8.35	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	10.30	34.46	76.10	7.63	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.40	1.44	57.30	5.74	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.20	63.99	758.20	76.16	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	21.10	2.12	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.51	76.60	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.30	29.21	73.00	7.34	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.90	3.26	66.40	6.68	15831.90	5.67
<b>Total Teaching Positions</b>	28.50	100.00	995.50	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.70	59.67	697.20	73.82	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	24.20	2.57	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.57	93.00	9.85	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.90	32.05	76.20	8.08	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.10	7.64	53.60	5.68	14303.80	5.15
<b>Total Teaching Positions</b>	28.00	100.00	944.50	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	1.00	0.1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	1.00	0.1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0.1
<b>Local Assignment Options</b>	10.30	8.30	8.8
<b>Total Out-of-Field Teachers</b>	10.30	8.30	8.9

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	3.6	0
<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)	0.00	0	0

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

## 2024-25 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
<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>	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022	Yes	0%

	CA Experience Physics 2022 Adopted 5/26/2022		
<b>History-Social Science</b>	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021	Yes	0%
<b>Foreign Language</b>	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%
<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>	N/A	N/A	0%

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



## 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 Promethean Boards and TVs in order to help promote the use of technology within the classroom. An outdoor message and announcement system consisting of multiple large-screen TVs was installed this year, including one near the front office for parents to obtain information related to school activities and announcements.

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**

11/14/2023

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			admin: light diffuser broken, excess clutter
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			rm11: ballast rm3: ballast
<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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	12	8	34	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	1	10	11	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	323	293	90.71	9.29	7.59
<b>Female</b>	158	146	92.41	7.59	8.39
<b>Male</b>	165	147	89.09	10.91	6.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	83	74	89.16	10.84	6.85
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	198	181	91.41	8.59	8.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	5.88
<b>White</b>	19	16	84.21	15.79	6.25
<b>English Learners</b>	36	33	91.67	8.33	0.00
<b>Foster Youth</b>	16	12	75.00	25.00	18.18
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	265	92.33	7.67	8.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	21	77.78	22.22	0.00

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	320	287	89.69	10.31	0.70
<b>Female</b>	158	141	89.24	10.76	0.71
<b>Male</b>	162	146	90.12	9.88	0.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	83	71	85.54	14.46	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	196	178	90.82	9.18	0.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	18	94.74	5.26	0.00
<b>White</b>	18	16	88.89	11.11	6.25
<b>English Learners</b>	36	33	91.67	8.33	0.00
<b>Foster Youth</b>	16	11	68.75	31.25	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	285	259	90.88	9.12	0.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	20	74.07	25.93	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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	4.41	1.96	12.35	13.23	30.29	30.73

## 2023-24 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
<b>All Students</b>	158	153	96.84	3.16	1.96
<b>Female</b>	73	71	97.26	2.74	2.82
<b>Male</b>	85	82	96.47	3.53	1.22
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	54	52	96.30	3.70	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	85	83	97.65	2.35	2.41
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	17	94.44	5.56	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	139	135	97.12	2.88	2.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	26	100.00	0.00	0.00

## 2023-24 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). They also provide 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.

Our teachers attend regular professional development at the site, district, state, and national levels to ensure they meet the indicators of a high-quality CTE program. This includes having a consistent connection to regional industry partners and aligning this instruction and curriculum to current content and career prep standards. Our site receives support and works collaboratively with the Career Technical Education office to provide CTE opportunities for our DWHS students, such as field trips to industry and universities, real-world projects, instruction, and tutoring.

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

## 2023-24 Career Technical Education Programs

The district's CTE division supports DWHS in developing and implementing high-quality career pathways that address regional labor market needs. They work with school sites, industry, and community colleges to ensure students in the CTE program can transition successfully after graduation to post-secondary and the workforce.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for DWHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data coordinated with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, attendance, and post-graduation follow-up.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	243
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	92.59
2022-23 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.

## 2023-24 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. The administration of the PFT requires only participation results 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.

#### 2024-25 Opportunities for Parental Involvement

Parental involvement opportunities include: serving as part of our Volunteer Program, School Site Council, Title I Committee, English Learner Advisory Committee, District English Learner Advisory Committee and the PBIS team. In addition parents are invited to attend Parent/Teacher conferences, participate in the PIQE program (twice per year) and our district LCAP community meetings. Our parent-teacher conferences are held on a quarterly basis and staff engage parents regarding attendance and student performance through phone calls home. Parents are invited to provide feedback on our SPSA and district LCAP program through LPAC Community Engagement events and through a number of surveys including the Fall and Spring Climate Survey. Parents are also invited to attend Back to School Night twice a school year and other outreach activities.



## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	32.1	42.6	74.6	9.8	13.8	17.4	7.8	8.2	8.9
<b>Graduation Rate</b>	42.3	29.6	24.6	80.6	75.9	78.5	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
<b>All Students</b>	264	65	24.6
<b>Female</b>	120	37	30.8
<b>Male</b>	144	28	19.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	84	21	25.0
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	152	36	23.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	12	5	41.7
<b>White</b>	14	3	21.4
<b>English Learners</b>	39	8	20.5
<b>Foster Youth</b>	18	3	16.7
<b>Homeless</b>	18	3	16.7
<b>Socioeconomically Disadvantaged</b>	259	62	23.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	51	8	15.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1201	978	749	76.6
Female	555	452	369	81.6
Male	646	526	380	72.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	328	294	244	83.0
Filipino	--	--	--	--
Hispanic or Latino	717	563	410	72.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	58	49	84.5
White	76	54	39	72.2
English Learners	155	125	89	71.2
Foster Youth	80	52	39	75.0
Homeless	42	36	33	91.7
Socioeconomically Disadvantaged	1036	852	657	77.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	153	134	118	88.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.64	8.66	8.41	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.00	0.50	0.08	0.17	0.21	0.17	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.41	0.08
Female	7.75	0.18
Male	8.98	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.38	0.30
Filipino	0.00	0.00
Hispanic or Latino	5.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	3.95	0.00
English Learners	6.45	0.00
Foster Youth	26.25	0.00
Homeless	21.43	0.00
Socioeconomically Disadvantaged	9.27	0.10
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	28.10	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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.

## 2024-25 School Safety Plan

The plan was reviewed in December 2023/January 2024 and was approved by the School Site Council in February 2024. The plan was board approved in March 2024 and posted on the website.

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. Updated door hardware was installed in 2024 for ease in quickly locking classroom doors from the inside of the classroom. A remote video entrance system was also installed to limit access to the main building.

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.

## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	75	11	
Mathematics	8	39	5	
Science	8	33	4	
Social Science	6	77	4	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	64	8	
Mathematics	9	49	3	
Science	7	34	2	
Social Science	8	66	6	

## 2023-24 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	621

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$7,453.73	\$1,299.67	\$6,154.06	\$131,919.91
<b>District</b>	N/A	N/A	\$7,504.94	\$91,448
<b>Percent Difference - School Site and District</b>	N/A	N/A	-19.8	36.2
<b>State</b>	N/A	N/A	\$10,771	\$105,265
<b>Percent Difference - School Site and State</b>	N/A	N/A	-54.6	22.5

## Fiscal Year 2023-24 Types of Services Funded

The school has developed a Student Support Center that is the hub where students can receive and learn about interventions and resources that are available to them under the MTSS umbrella, along with a Guidance office which houses several support personnel. Individual and small group interventions include but are not limited to Academic, Behavioral, Attendance, and Social Emotional interventions. Literacy is funded through Title I funds, as well as tutoring services, and software programs. English Learners are supported by a Bilingual Instructional Aide. With the Equity Multiplier Grant the school was rewarded, English and Math tutors were hired to support students in the classroom. In addition, through Prop 28 funding, the school has hired a Site Arts Lead Teacher (SALT).

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$47,998	\$62,635
<b>Mid-Range Teacher Salary</b>	\$84,003	\$101,698
<b>Highest Teacher Salary</b>	\$123,793	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$162,013
<b>Average Principal Salary (High)</b>	\$167,168	\$182,697
<b>Superintendent Salary</b>	\$280,000	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	28%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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> 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 is available once a proposal is submitted and if it meets the needs outlined in the SPSA. Topics include implementation of programs, reviewing student progress, our district's MTSS framework, and departmental needs.

Certificated staff participate in monthly faculty meetings designed for professional development and 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 three Certificated Instructional Partners, who assist their peers with classroom needs, instructional strategies and student engagement. The Instructional Partners meet regularly with administration and with the Instructional Partners at our sister site, R Rex Parris High School.

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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3