

Desert Junior-Senior High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Desert Junior-Senior High School
Street	1575 Payne Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	760-306-4964 ext. 4510
Principal	John Siercks
Email Address	jsiercks@muroc.k12.ca.us
School Website	http://murocde.ss19.sharpschool.com/
Grade Span	7-12
County-District-School (CDS) Code	15636851531987

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Desert Junior-Senior High School ("Desert" or "DJSHS") is a traditional grades 7-12 public school located on Edwards Air Force Base (EAFB) in Kern County, California. DJSHS is part of the Muroc Joint Unified School District (MJUSD). Desert now includes an on-site Alternative Education Program that is designed to serve students who may need to make up credits or are best served by non-traditional methods off access to instruction. Desert is fed by one on-base elementary school (Branch Elementary). In addition to Desert and Branch, the MJUSD includes a third school on EAFB, Bailey Elementary, and two schools in Boron California j(Boron Junior-Senior High School and West Boron Elementary).. The student population of DJSHS is comprised of students who live either on Base or off base. Any student who lives on the base is automatically eligible to attend DJSHS. For those that live off base but are military dependents, they can attend along with those students who are dependents of military contractors who currently work on the base. Therefore students can attend based on either residency or employment.

VISION

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

Mission

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

School-wide Learner Outcomes

Feel the STING!

S Desert Scorpions will be Self-disciplined by

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

T Desert Scorpions will be Critical Thinkers

- Being problem solvers

2025-26 School Description and Mission Statement

- By researching, interpreting, and evaluating information
- I Desert Scorpions will be Involved in school, community, and society by
- Displaying leadership across campus
 - Making positive contributions to school and society
- N Desert Scorpions display Ingenuity by
- Working independently and collaboratively to complete a task
 - Exhibiting creativity and originality
- G Desert Scorpions will be Goal Oriented by
- Setting and achieving realistic goals
 - Preparing to enter the job market, trade school, college, or military service

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	102
Grade 8	95
Grade 9	100
Grade 10	75
Grade 11	62
Grade 12	63
Total Enrollment	497

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.3
Non-Binary	0.4
Asian	1
Black or African American	5.4
Filipino	4.2
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.2
Two or More Races	13.3
White	36.4
English Learners	0.2
Foster Youth	0.2
Homeless	1.6
Socioeconomically Disadvantaged	13.3
Students with Disabilities	14.5

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.

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)	24.7	88.78	73.3	79.81	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	3.26	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	11.22	15.5	16.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0.01	15831.9	5.67
Total Teaching Positions	27.8	100	91.8	100	279044.8	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.

2022-23 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)	23.3	86.62	71.3	78.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	13.38	19	20.91	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.95	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	26.9	100	91.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.4	79.06	74.3	75.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.1	20.64	24.1	24.49	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0.27	0.2	0.25	13705.8	4.91
Total Teaching Positions	29.7	100	98.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.9	1.1
Misassignments	3.10	2.6	4.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	3.6	6.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	41.1	66.6
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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2023
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections - Adopted 2017	0
Mathematics	7th and 8th grade math Go Math! c.2014, Algebra 1 c.2014, Geometry c.2014, Algebra 2 c.2014, Pre-Calculus c.2014, Calculus c. 2012 - Adopted 2015	0
Science	Science Voyages c.2001, Modern Chemistry c.1999, Physics c.2002, Biology c.1998, Physical Science c.2006, BSCS Biology c.2002, Essentials of Human Anatomy and Physiology c.2003 – Adopted 2004	0
History-Social Science	World History c.2006, US History c.2006, Geography c.2008, World Studies c.2006, American Government c.2007, Economics c.2007, Psychology c.2007, Student Law c.2005 – Adopted 2007	0
Foreign Language	Spanish-Descubre c.2017 – Adopted 2016	0
Health	Lifetime Health c.2004 – Adopted 2007	0
Visual and Performing Arts	Literature: Timeless Voices, Timeless Themes c.2005, The Language of Literature c.2002, Writer's Choice c.2005 – Adopted 2005	0
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory equipment is available to students enrolled in laboratory science courses	0

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

School Facility Conditions and Planned Improvements

At the time of inspection, DHS was found to be in good condition. The school is older and in need of significant upgrades and has received modernization through a state program. Electrical repairs are needed and exterior surfaces need to be refinished. As funds become available, work will be scheduled to repair the exterior. Desert is in the process of design phase in relation to funding through the Office of Economic Adjustment for needed facility repairs. The plan is to relocate to the refurbished site at the onset of the 2022-23 school year.

Year and month of the most recent FIT report

2/16/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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).

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	45	30	36	47	48
Mathematics (grades 3-8 and 11)	18	15	20	22	35	37

2024-25 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
All Students	259	253	97.68	2.32	44.84
Female	133	127	95.49	4.51	51.97
Male	125	125	100.00	0.00	37.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	41.18
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	91	88	96.70	3.30	37.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	39	97.50	2.50	51.28
White	94	93	98.94	1.06	45.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	62	60	96.77	3.23	50.00
Socioeconomically Disadvantaged	39	39	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	15.79

2024-25 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
All Students	259	250	96.53	3.47	15.20
Female	133	125	93.98	6.02	12.80
Male	125	124	99.20	0.80	17.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	17.65
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	91	88	96.70	3.30	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	37	92.50	7.50	18.92
White	94	92	97.87	2.13	17.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	62	59	95.16	4.84	22.03
Socioeconomically Disadvantaged	39	38	97.44	2.56	7.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	5.26

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.14	25.81	19.01	20	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	217	96.88	3.12	25.81
Female	119	113	94.96	5.04	29.20
Male	104	103	99.04	0.96	22.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	73	70	95.89	4.11	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	36	94.74	5.26	33.33
White	85	84	98.82	1.18	30.95
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	52	50	96.15	3.85	32.00
Socioeconomically Disadvantaged	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	9.68

2024-25 Career Technical Education Programs

Beginning in the 2021-22 school year, DHS provided a CTE Program that features an Air Frame and Power Plant pathway. The program has already lead to a job shadowing program and a partnership with Edwards Air Force Base. These classes are open to all students with a path to complete three years of training. Other programs are being discussed and reviewed to be the next to be onboarded but the far reaching prospects of the A&P program will make it the flagship. The desire to seek continued support from the Air Force will be helpful moving forward.

In addition to the Airframe and Power Plant program, DHS has created pathways in Professional Theatre and Stagecraft starting in the 2022-23 school year. Starting in the 2025-2026 school year, 3 programs were added, Child Development, Health Assistant, and Culinary Arts.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	121
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	39.06

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.

2024-25 California Physical Fitness Test Participation Rates					
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

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.

2025-26 Opportunities for Parental Involvement
Desert High enjoys increased involvement from adults within our community. Base personnel, including the staffs of the Base Commander, hospital, and Security Forces assist the administration as needed. District and school administration meet monthly with the base leadership in our Base Partnership meetings. During these meetings we discuss community services and how the base can assist the school. Parents serve as the backbone of our volunteer corps. They provide assistance through our School Site Council, Coffee with the Principal and daily interactions. Invaluable support, both financial and

2025-26 Opportunities for Parental Involvement

physical, is offered to specific interest groups through Athletic and Band Booster Organizations. Additionally, clubs and organizations on the base make significant contributions to the school. Desert continues to encourage community support and input through all avenues. The school invites any new opportunities for interaction that members of the community might suggest. Our overall goal is to work with our stakeholders (external and internal) to provide a safe and secure learning environment.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	4.7	4.6	0	6.5	8.3	2.8	8.2	8.9	8
Graduation Rate	95.3	95.4	100	92.6	85.3	97.2	86.2	86.4	87.5

2024-25 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	64	64	100.0
Female	36	36	100.0
Male	28	28	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	20	20	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	27	27	100.0
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	12	12	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	11	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	522	161	30.8
Female	266	259	93	35.9
Male	266	261	67	25.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	33	32	8	25.0
Filipino	21	21	4	19.0
Hispanic or Latino	190	190	64	33.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	66	25	37.9
White	190	185	55	29.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	11	5	45.5
Socioeconomically Disadvantaged	81	81	33	40.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	82	34	41.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.03	2.53	1.5	5.81	5.39	2.93	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.19	0	0.05	0.25	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.50	0.00
Female	0.75	0.00
Male	1.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.76	0.00
Hispanic or Latino	1.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.58	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	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.

2025-26 School Safety Plan

A disaster preparedness plan is in place with disaster and evacuation drills held monthly within the school year. Emergency preparedness kits are in place in every classroom. Each “wing” has a first-aid kit. Strict adherence to proper procedures for the storage and use of chemicals and toxins is maintained. The safety plan is discussed at the opening staff meeting each August and reviewed once a semester or as needed. The District Safety Plan is reviewed and reaffirmed, with suggested changes, by the SSC on a yearly basis in September.

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	11	31	8	0
Mathematics	13	23	6	0
Science	14	19	6	0
Social Science	13	20	11	0

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	17	18	8	
Mathematics	19	13	8	
Science	14	21	4	1
Social Science	20	14	6	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	15	27	8	2
Mathematics	15	26	11	1
Science	16	16	10	
Social Science	15	23	6	1

2024-25 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	458

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	7561	1331	6230	65179
District	N/A	N/A	1541	\$76,165
Percent Difference - School Site and District	N/A	N/A	120.7	-13.8
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-53.4	-18.8

Fiscal Year 2024-25 Types of Services Funded

The MJUSD funds the following items: Textbooks, instructional materials, school materials, DTE Programs (Air Frame and Power Plant, Stagecraft and Theatre Performance) field trips, technology, maintenance, custodial, transportation, special education, salaries and benefits, and capital expenses.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,510	\$57,978
Mid-Range Teacher Salary	\$80,906	\$89,612
Highest Teacher Salary	\$106,936	\$117,194
Average Principal Salary (Elementary)	\$117,846	\$143,632
Average Principal Salary (Middle)		\$149,447
Average Principal Salary (High)	\$124,480	\$162,334
Superintendent Salary	\$175,667	\$234,076
Percent of Budget for Teacher Salaries	31.15%	27.81%
Percent of Budget for Administrative Salaries	5.19%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.3
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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	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	2
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

Through District Administrative Council meetings, site Leadership Team meetings, department meetings, and staff meetings, and weekly collaboration meetings, the needs for professional development are determined. Administrator walkthroughs and observations are also a means of determining professional development. Staff reviews all performance data to identify weaknesses and strengths. Staff collaboration yields potential development opportunities. Professional development requests must be approved by the School Site Council, site and district administration. This process ensures that the requested

Professional Development

development is researched-based and is in harmony with the goals of the school. There is the potential expansion of the PD offerings for Certificated and Classified Staff.

Mathematics and ELA are the primary areas of focus due to the need to meet AYP/API guidelines and implementation of Common Core State Standards.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30