

# High Desert School

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Grades 5-8 ▪ CDS Code 19-75309-6107494

*Hawks SOAR*



## Acton-Agua Dulce Unified School District

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## Principal's Message

At High Desert School, as a National School to Watch 2025, all scholars are valued and challenged to reach their academic, social, and physical potential while supported by a safe, positive circle of learning, and fortified to become responsible and productive citizens of the global community. We believe in our vision of "Engaging and Empowering Students to SOAR toward Excellence." High Desert School is a safe place where we recognize the importance of physical, social, emotional, and intellectual safety.

### Academic Excellence

High Desert is working diligently to provide opportunities for students to have the materials, time, and support to be successful. Scholarly behaviors and practices are taught, modeled, and reinforced as students progress through each school year. Some of the unique programs that enhance learning at High Desert include the Medal of Honor Character Development Program, Outdoor Science School, Science Olympiad, Dance Force, Spelling Bee, the 100-Mile Club, Spring Florida Trip, Walk Through the American Revolution, Arts Exploration Day and Career Day. Athletics opportunities are strong at High Desert with an expanding selection of after-school sports, such as volleyball, basketball, soccer, track and field, flag football, spirit squad, and cross country. High Desert School offers a diverse range of opportunities for students to explore their interests and develop new skills. Students benefit from HDSTV, our daily morning announcements, as well as participation in the Associated Student Body (ASB) and Yearbook programs. Seventh and eighth-grade students can choose from various STEAM-focused electives, including Video Production, App Creator, Digital Design, Career and Technical Education (CTE) Lab, Intro to Visual and Performing Arts (VAPA), Life Skills, Music Appreciation, ASB, and Yearbook. Fifth and sixth-grade students participate in an exploratory rotation that includes Science Exploration, Cursive Writing, Digital Design, Life Skills, Art History, Music, and Visual Arts, providing a well-rounded introduction to various disciplines.

High Desert is proud to be an Advancement Via Individual Determination (AVID) school. All students participate in an AVID Advisory focused on building college and career readiness and fostering organizational and study skills. Our after-school enrichment programs, such as Handbells and Science Olympiad, further enhance students' learning experiences. Our award-winning school and staff have earned numerous recognitions for academics, athletics, and music, including Schools to Watch, VFW Patriot's Pen, LA County Teacher of the Year Semi-Finalist and the Teacher of the Year Equitable Innovation Grant.

### Developmental Responsiveness

High Desert is unique in serving students in grades 5-8. Students in grades five and six are assigned to one multiple-subject teacher for the year and follow a flexible block schedule. This provides fifth graders with extra support while they transition to the new school and allows sixth graders an opportunity to develop the organizational skills they will need for the upper grades. Seventh and eighth-grade students are on a block schedule, including four core subjects, a PE period, and an elective period of their choice. The Acton-Agua Dulce School District takes pride in developing a community with students of strong character through the Medal of Honor (MOH) program. Students are taught six core values: courage, commitment, integrity, sacrifice, citizenship, and patriotism. In addition, an annual Career Day is a collaborative event in which students are able to make connections with the community and gain insight into real-world applications for what they are learning. This year, we enhanced our arts curriculum and STEAM program with the addition of an Arts Exploration Day, where students participated in hands-on activities including acrylic painting, watercolor, dance, photography, music production, and robotics. High Desert continues to be developmentally responsive to students, parents, and the community as a whole. Students are involved in many leadership opportunities and are able to share their voices by participating in the Associated Student Body elective (ASB), the School Site Council (SSC), the Positive Behavioral Interventions and Supports (PBIS) committee, and the Superintendent's Student Advisory Council.

### Social Equity

Being a small, rural school has pushed the entire staff to be more creative with schedules and work to create personalized, creative, social learning environments to increase grade-level proficiency in core content areas and to master state standards. We aim to teach the whole child and challenge our students to be healthy, creative, collaborative, problem solvers, and critical thinkers. All High Desert classrooms are 1:1 Chromebooks for students. Scholars are offered multiple ways to demonstrate their mastery of the curriculum through hands-on learning, demonstrations, discussions, essays, and assessments. Many of the High Desert staff live within the district boundaries and have had their own children go from kindergarten through high school knowing the teachers, support staff, administrators, and families very well. All staff on campus know the names of the scholars, get to know their interests, and are able to make connections beyond the classroom. Every student has an AVID advisory teacher who is their adult advocate on campus. The SOAR behavior matrix is posted throughout the school as reminders of how scholars can "Strive to do their best," "Own their actions," "Accept responsibility," and "Respect all."

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## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

Empowering Minds, Building Futures: Our Small District, Infinite Possibilities.

## District Vision Statement

The Acton-Agua Dulce Unified School District is committed to pursuing and maintaining educational excellence in order to achieve academic distinction at all campuses. We are committed to a vision of developing our youth into productive and creative individuals who can achieve their highest degree of potential and who will responsibly shape the future.

## Board of Trustees

Lester Mascon, President

Brianna Taksony, Vice President

Jorge De Jesus, Ed.D., Clerk

William Mayes, Member

Ken Pfalzgraf, Member



## Principal's Message

*Continued from page 2*

### **Organizational Structures and Processes**

High Desert School works diligently to implement the shared vision of collaboration, inspired leadership, and continuous improvement for students and staff members. Teachers, staff members, and students are encouraged to rethink and reimagine learning and academic support structures. High Desert teachers are at the forefront of participation in professional development. Timeliness, an engaging curriculum and a safe environment for scholars and staff afford teachers the opportunity to utilize the experiential learning cycle of conceptualizing, applying, acting, and reflecting to create engaging lessons. Acton-Agua Dulce Unified School District supports High Desert staff with mentors, induction programs, and professional development opportunities both on campus and in the broader community. High Desert hosts a roadshow for fourth graders to come to the campus, take a tour, meet student mentors, and participate in a lunch activity with fifth and sixth graders. The goal is to support students' transition from elementary school into middle school by building connections among students. The high school also has a roadshow for the eighth-grade students moving up to their campus to support our scholars with the transition to high school. Student and staff development and support provide the foundation for success at High Desert School.

High Desert School is a School to Watch supporting our scholars as they SOAR toward excellence and reach their full potential in an engaging, supportive learning environment. Go Hawks!

## Parental Involvement

High Desert School actively welcomes the participation of parents and community members, striving to encourage meaningful engagement through a variety of campus events and initiatives. Parent participation programs provide opportunities for families to support the school in promoting academic achievement for all students. Community engagement events have grown to include Family Game Night, Families and Staff vs. Students Athletic Competitions, STEAM Night, and an end-of-year Scholar Showcase, all of which celebrate collaboration and connectedness within our small rural community.

Parents play an essential role in school and district teams, offering valuable input on programs that support both academic and behavioral growth. Students also participate in numerous activities throughout the year designed to give back to the community, building strong connections and instilling a sense of civic responsibility.

Strong parent and community involvement remain one of High Desert School's greatest strengths. Parents are encouraged to actively participate in their children's educational journey through various activities, events, and access to information that strengthens the home-school partnership.

- Back-to-school night in fall
- Coffee with the Counselor Parent Sessions to support social-emotional development
- Pastries with the Principal Parent Meetings to assist parents with providing academic support for students
- Student Showcase Open House in spring
- Quarterly Medal of Honor Character Awards
- Semesterly Academic, Attendance, and Athletic Awards
- Online grading system
- Online homework website
- Weekly parent newsletters
- Student Study Team (SST) meetings
- Principal's phone call and email to parents
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Booster Club
- Principal's open-door policy
- All school family-activity events—Family Game Night and STEAM Night
- Parent-teacher conferences
- After-school enrichment opportunities
- Board of Trustees meetings

Meetings for the SSC, ELAC, and Booster Club, along with details about parent meetings and community events, are shared through multiple channels to ensure accessibility. These include postings on the school marquee, our school's website, the principal's phone calls and emails to parents, and announcements at both the District English Learner Advisory Committee (DELAC) and AADUSD School Board meetings. All parents are warmly encouraged to attend and actively participate.

For more information on becoming involved at the school, please contact Corrin Bailey, Booster Club President, at (661) 269-0310.



## School Mission Statement

At High Desert School, we encourage students to excel in all areas of the curriculum. Our school vision, "Engaging and Empowering Students to SOAR Toward Excellence", reflects the commitment of faculty to help students reach their goals. The mission of High Desert School is for every scholar to be valued and challenged to reach their academic, social, and physical potential while supported by a safe, positive circle of learning, and fortified to become a responsible and productive citizen of the global community. As a School to Watch, we are committed to:

- Academic Excellence
- Developmental Responsiveness
- Social Equity
- Organizational Structures and Processes

High Desert School was originally designated as a School to Watch in 2012 and has earned Re-designated four additional times in 2015, 2018 2022 and 2024. We have created a school that supports each scholar and allows them to reach their fullest potential.

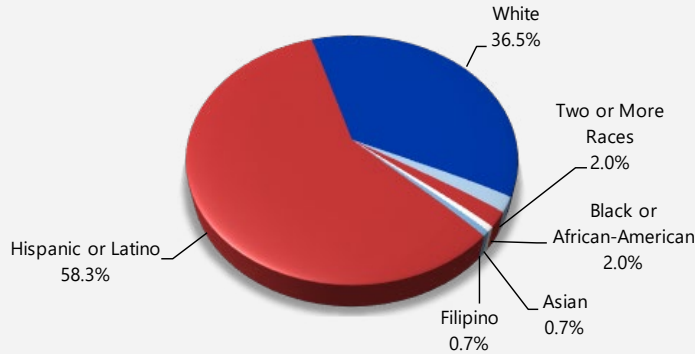
## School Vision Statement

Engaging and Empowering Students to SOAR toward Excellence.

### Enrollment by Student Group

The total enrollment at the school was 307 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

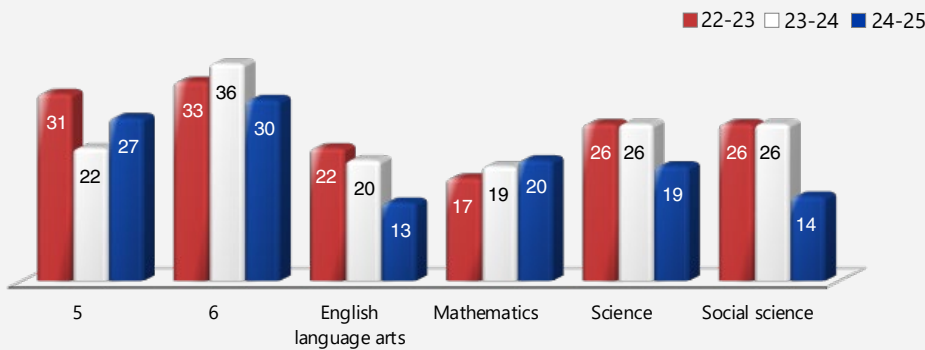
#### Demographics (2024-25 School Year)



### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Average Class Size (Three-Year Data)



#### Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		1			2			3	
6		1	1	1	1			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	5		2	1	2	6	2	
Mathematics	4	5		1	3	1	5	2	
Science	1	4	1		4	1	2	8	
Social science	1	5	1	1	2	1	2	4	

### Enrollment by Student Group

#### Demographics

##### 2024-25 School Year

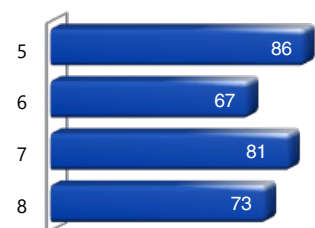
Female	49.50%
Male	50.50%
Non-Binary	0.00%
English Learners	12.40%
Foster Youth	1.00%
Homeless	4.20%
Migrant	0.00%
Socioeconomically Disadvantaged	72.60%
Students with Disabilities	12.40%



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

#### Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	High Desert School			AADUSD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	5.10%	6.70%	3.00%	0.30%	0.40%	0.30%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



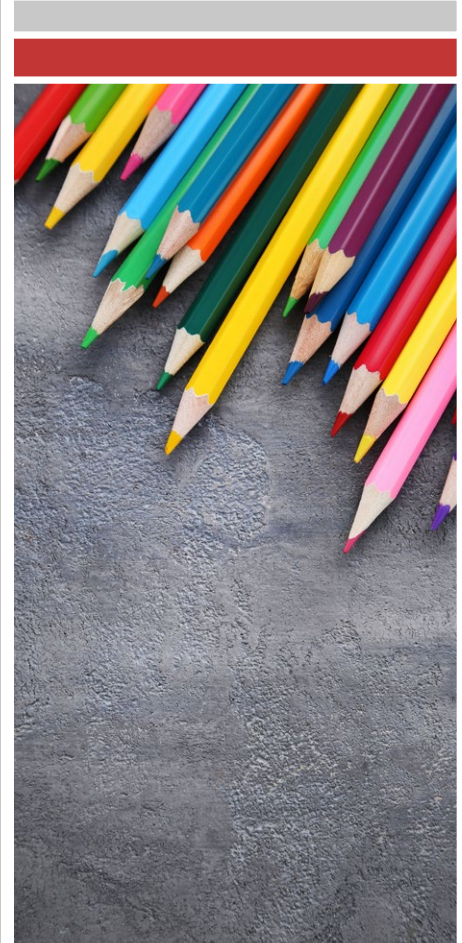
## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.00%	0.00%
<b>Female</b>	1.20%	0.00%
<b>Male</b>	4.80%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	0.00%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	4.10%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	1.70%	0.00%
<b>English Learners</b>	0.00%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	23.10%	0.00%
<b>Socioeconomically Disadvantaged</b>	3.30%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	2.20%	0.00%

## Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
<b>2023-24</b>	4
<b>2024-25</b>	3
<b>2025-26</b>	3

*"We believe in our vision of 'Engaging and Empowering Students to SOAR toward Excellence.'"*



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	100.00%	100.00%	100.00%	100.00%	100.00%
7	100.00%	100.00%	100.00%	100.00%	100.00%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	328	88	26.80%
Female	165	162	38	23.50%
Male	168	166	50	30.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	197	195	58	29.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	118	117	27	23.10%
English Learners	55	55	19	34.50%
Foster Youth	❖	❖	❖	❖
Homeless	13	13	7	53.80%
Socioeconomically Disadvantaged	243	239	70	29.30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	45	43	13	30.20%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Types of Services Funded

The district provides a number of supplemental programs and services to meet the diverse needs of all students:

- Acellus Academy
- Project Lead the Way
- AVID Program
- Paxton Patterson
- AV College Dual Enrollment
- Makerspace Innovative Lab
- LA County Arts Ed Collective
- Career Connections
- CA Cadet Corps.
- SOAR Reading Program
- Special education services include speech and language, a resource program, special day class, adaptive physical education, and other services for identified students with special needs
- English language development for English learners
- Title I reading and writing-intensive instruction for identified students in grades 1-5
- Safe and Drug-Free Schools and Communities: State Grants



## 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.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	High Desert School		AADUSD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	18.06%	17.83%	13.50%	18.36%	30.73%	32.33%

### CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	High Desert School		AADUSD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	29%	32%	39%	41%	46%	48%
Mathematics	14%	19%	22%	25%	34%	37%

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	160	157	98.13%	1.87%	17.83%
Female	78	76	97.44%	2.56%	15.79%
Male	81	80	98.77%	1.23%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	95	94	98.95%	1.05%	11.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	56	54	96.43%	3.57%	27.78%
English Learners	26	26	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	109	108	99.08%	0.92%	15.74%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	17	16	94.12%	5.88%	6.25%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: English Language Arts (grades 5-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	311	305	98.07%	1.93%	32.13%
Female	153	149	97.39%	2.61%	34.90%
Male	157	155	98.73%	1.27%	29.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	182	180	98.90%	1.10%	25.56%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	112	110	98.21%	1.79%	40.91%
English Learners	44	41	93.18%	6.82%	2.44%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	220	218	99.09%	0.91%	26.61%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	41	40	97.56%	2.44%	10.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 5-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	311	308	99.04%	0.96%	18.83%
Female	153	151	98.69%	1.31%	13.91%
Male	157	156	99.36%	0.64%	23.72%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	182	181	99.45%	0.55%	13.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	112	110	98.21%	1.79%	25.45%
English Learners	44	44	100.00%	0.00%	2.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	220	219	99.55%	0.45%	15.98%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	41	40	97.56%	2.44%	5.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

High Desert School ensures that every student has access to high-quality textbooks that support the instruction of the Common Core State Standards. These materials are available for use in class and for students to take home. Teachers at High Desert School have agreed to adopt the full range of Common Core State Standards, along with additional skills they believe will further enhance their instructional program.

When selecting a new textbook series, a committee consisting of teachers, parents, and principals carefully reviews state-adopted programs. The committee then recommends the series they believe to be the highest quality and most suitable for the district's students. The process of selecting instructional materials ensures that the textbooks align with current educational standards and meet the needs of all learners.

Using high-quality, standards-aligned instructional materials is essential for providing students with a strong foundation in key concepts and skills. These resources help to ensure consistent, effective, and rigorous instruction across subjects, supporting the academic success of all students. By adopting materials that align with both state standards and the district's instructional goals, High Desert School ensures that students receive the best possible education, preparing them for future academic challenges.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Benchmark Education (5)	2017
Reading/language arts	California Collections, Houghton-Mifflin (6-8)	2017
Mathematics	i-Ready Classroom Math, i-Ready (5-8)	2024
Mathematics	Algebra 1, McGraw-Hill (8)	2024
Science	Amplify Science, Amplify (5-8)	2022
History/social science	History Alive!	2023
History/social science	Social Studies Alive!, Teachers' Curriculum Institute (TCI) Social Studies (5)	2023
History/social science	Teachers' Curriculum Institute (TCI) Social Studies (6-8)	2023

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Public 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.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2025-26 School Year

Data collection date	8/28/2025
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## School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	10/10/2025



## School Safety

The safety and well-being of students at High Desert School are top priorities, supported by a comprehensive and organized approach to campus supervision. Supervision is provided before school, during the nutritional break, lunch, and after school to ensure a secure environment. Parents and guardians are welcome to visit the campus, with all visitors required to sign in at the school office and wear an official visitor badge while on campus. Visitors without a badge are directed to the office immediately, and students are instructed not to interact with individuals not wearing a badge. Supervision staff use handheld radios to maintain swift communication with the school office during emergencies, further enhancing campus safety. Teachers also enforce schoolwide safety procedures in their classrooms to minimize opportunities for unsafe behavior.

The school follows a detailed emergency plan outlined in its Emergency and Crisis Response Procedures Handbook. Monthly emergency drills are conducted, and students participate in an annual school bus evacuation drill. Each classroom is equipped with an emergency backpack containing essential supplies, and emergency equipment is strategically stored across the campus. Staff members also practice search-and-rescue techniques as part of the annual Great California Shakeout drill.

In addition to physical safety measures, High Desert School prioritizes social-emotional well-being through a dedicated mental health team. This team provides resources and support to students, fostering a safe and nurturing environment that promotes emotional development and resilience.

The Comprehensive School Safety Plan (CSSP) was reviewed, updated, and discussed with staff in October 2024, including input from parent and student representatives on the School Site Council (SSC). The plan will be presented to the Acton-Agua Dulce Unified School District (AADUSD) School Board for review and adoption in February 2026.

## School Facilities

High Desert School opened its doors in August 1989, designed to accommodate up to 700 students with 16 permanent classrooms, five portable classrooms, a library, a multipurpose room, and an administration building. Today, the school serves approximately 287 students in grades 5-8 and continues to provide a safe, clean, and engaging environment that supports learning and development.

The current campus features 16 permanent classrooms, including fully equipped science and CTE labs, as well as dedicated music and VAPA rooms. A newly added play area enhances student recreation with activities such as ping pong, foosball, gaga ball, pickleball, creative building, scooters, and tricycles. Students also benefit from modern physical education facilities, including hard courts and an athletic field, which provide opportunities for varied activities during PE classes, lunchtime, and after-school athletics.

The school maintains a welcoming and resourceful learning environment. The modern library is open to students and classes, while the school’s commitment to technology is demonstrated by 1:1 Chromebook access for all students. Teachers implement schoolwide procedures in classrooms to minimize unsafe or inappropriate behavior while promoting positive character values through the Medal of Honor Character Development Program. The schoolwide Positive Behavioral Interventions and Supports (PBIS) program fosters a culture of safety and respect, creating an environment where students feel supported and valued. Evidence of positive student engagement is reflected in the school’s increasing attendance rates and decreasing suspension rates, demonstrating the program’s effectiveness in promoting a positive and inclusive school community.

Teachers and staff have access to large work areas between classrooms, a staff lounge with a copy machine and supplies, and a professional development room for ongoing learning. Both student and staff restrooms are cleaned and restocked daily, ensuring a hygienic environment. The campus is supported by one full-time custodian and one maintenance staff member, who work diligently to maintain clean facilities and ensure all systems function properly. Routine maintenance and repair work orders, as well as regular checks on classroom heating, cooling, and lighting, keep the campus operational and safe.

Safety remains a top priority at High Desert School. All exterior doors remain locked, except for the secure front entrance, which is equipped with a buzzer system for guest access. A campus security guard patrols the school grounds before, during, and after school, ensuring a visible and proactive presence to maintain campus safety. Additionally, staff members, custodial personnel, and maintenance teams remain vigilant, promptly addressing unusual situations or the presence of strangers on campus.

Students are encouraged to take responsibility for maintaining a clean campus, learning to pick up after themselves, and contributing to the school’s collective effort to uphold a safe and orderly learning environment. These efforts reflect the pride that staff, students, and the community share in keeping High Desert School a place where everyone can thrive.

## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

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>	8.5	79.4%	271.4	43.4%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	5.0	0.8%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.7	6.7%	19.7	3.2%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	318.6	50.9%	11,953.1	4.3%
<b>Unknown</b>	1.5	13.9%	10.9	1.7%	15,831.9	5.7%
<b>Total Teaching Positions</b>	10.8	100.0%	625.8	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

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>	9.1	74.6%	252.8	42.2%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	11.9	2.0%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.9	23.7%	29.6	4.9%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	292.2	48.7%	11,746.9	4.2%
<b>Unknown</b>	0.2	1.6%	13.2	2.2%	14,303.8	5.2%
<b>Total Teaching Positions</b>	12.2	100.0%	599.8	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

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>	4.9	36.6%	271.4	43.9%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	1.6	12.5%	11.6	1.9%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	5.2	38.5%	17.7	2.9%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.1%	295.7	47.8%	12,112.8	4.3%
<b>Unknown</b>	1.6	12.2%	21.5	3.5%	13,705.8	4.9%
<b>Total Teaching Positions</b>	13.5	100.0%	618.2	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)			
Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.7	2.9	5.2
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.7	2.9	5.2



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)			
Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.0	0.0	0.0

### Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)			
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)	8.2%	30.4%	37.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2%	8.9%	6.8%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	307:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	1.000
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.666
Social worker	1.000
Nurse	0.333
Speech/language/hearing specialist	0.666
Resource specialist (nonteaching)	2.000

## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	AADUSD	Similar Sized District
Beginning teacher salary	◇	\$54,773
Midrange teacher salary	◇	\$78,980
Highest teacher salary	◇	\$117,336
Average elementary school principal salary	◇	\$128,425
Average middle school principal salary	◇	\$137,946
Average high school principal salary	◇	\$138,809
Superintendent salary	◇	\$176,162
Teacher salaries: percentage of budget	29.46%	24.71%
Administrative salaries: percentage of budget	4.91%	5.91%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
High Desert School	\$5,236	\$79,110
AADUSD	\$10,113	\$73,649
California	\$11,146	\$86,335
School and district: percentage difference	-48.2%	+7.4%
School and California: percentage difference	-53.0%	-8.4%

◇ Information is not available at this time.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
Total expenditures per pupil	\$5,644
Expenditures per pupil from restricted sources	\$408
Expenditures per pupil from unrestricted sources	\$5,236
Annual average teacher salary	\$79,110



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.