

Desert Junior-Senior High

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Desert Junior-Senior High
Street	1595 Bailey Avenue
City, State, Zip	Edwards, CA 93523
Phone Number	661-258-4411 ext. 4510
Principal	Ed Campbell
Email Address	ecampbell@muroc.k12.ca.us
School Website	http://murocde.ss19.sharpschool.com/
County-District-School (CDS) Code	15636851531987

2021-22 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 Address	www.muroc.k12.ca.us

2021-22 School Overview

Desert Junior-Senior High School (“Desert” or “DJSHS”) is a traditional grades 7-12 public school located on Edwards Air Force Base 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 utilizes on-line courses to better serve students who may need to make up credits or are best served by non-traditional methods of instruction. Desert is fed by one on-base elementary school (Branch). In addition to these schools, MJUSD also includes a combined junior/senior high school (Boron Junior-Senior High School) and elementary school (West Boron) in the adjacent off-base community of Boron. The student population of DJSHS is comprised of students who live on Base and 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 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

2021-22 School Overview

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
- 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	91
Grade 8	97
Grade 9	87
Grade 10	69
Grade 11	85
Grade 12	66
Total Enrollment	495

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	8.1
Filipino	3.2
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	1.2
Two or More Races	15.6
White	43.6
English Learners	0.4
Foster Youth	0.4
Socioeconomically Disadvantaged	11.7
Students with Disabilities	13.1

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

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

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections - Adopted 2017	Yes	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	Yes	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	Yes	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	Yes	0
Foreign Language	Spanish-Descubre c.2017 – Adopted 2016	Yes	0
Health	Lifetime Health c.2004 – Adopted 2007	Yes	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	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory equipment is available to students enrolled in laboratory science courses	Yes	0

School Facility Conditions and Planned Improvements

At the time of inspection the school was found to be in good condition and well groomed. 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.

Year and month of the most recent FIT report

2/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Missing tiles at door Missing ceiling tiles West wall damage rm 7 rm11 holes in wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Outlet West support wall pulls out library Paper cutter plug needs repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			by rm 12 outside fountain in-operable rm 21 leak under sink
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).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	227	82.85	17.15	54.67
Female	143	122	85.31	14.69	59.84
Male	131	105	80.15	19.85	48.54
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	22	81.48	18.52	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	71	60	84.51	15.49	55.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	39	79.59	20.41	53.85
White	116	98	84.48	15.52	55.1
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	44	40	90.91	9.09	52.5
Socioeconomically Disadvantaged	12	8	66.67	33.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	28	80	20	10.71

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	218	79.56	20.44	24.77
Female	143	120	83.92	16.08	25.00
Male	131	98	74.81	25.19	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	22	81.48	18.52	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	71	56	78.87	21.13	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	38	77.55	22.45	31.58
White	116	94	81.03	18.97	27.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	44	38	86.36	13.64	21.05
Socioeconomically Disadvantaged	12	8	66.67	33.33	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	28	80.00	20.00	10.71

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

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

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	30.88	N/A	25.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	137	84.05	15.95	30.88
Female	92	79	85.87	14.13	31.65
Male	71	58	81.69	18.31	29.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	11	68.75	31.25	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	44	38	86.36	13.64	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	19	79.17	20.83	31.58
White	70	61	87.14	12.86	31.67
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	32	30	93.75	6.25	30.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	10	76.92	23.08	--

2020-21 Career Technical Education Programs

Desert High School, starting in the 2021-22 school year, has switched up its CTE Program to an Air Frame and Power Plant offering. 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	80
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	44.12

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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. We believe there is no substitute for parent and community involvement in the establishment of a healthy and safe educational atmosphere.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	8.1	4.7	31.8	34.0	7.4	9.0	8.9	9.4
Graduation Rate	100.0	91.9	95.3	65.9	66.0	89.5	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	64	61	95.3
Female	31	30	96.8
Male	33	31	93.9
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	22	21	95.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	25	24	96.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	11	84.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	513	17	3.3
Female	276	264	9	3.4
Male	263	249	8	3.2
American Indian or Alaska Native	1	1	0	0.0
Asian	4	3	0	0.0
Black or African American	43	42	3	7.1
Filipino	17	16	1	6.3
Hispanic or Latino	150	141	4	2.8
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	83	81	4	4.9
White	234	222	5	2.3
English Learners	2	2	0	0.0
Foster Youth	4	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	68	62	2	3.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	71	3	4.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.04	0.00	5.41	0.11	3.47	0.20
Expulsions	0.56	0.00	0.15	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.39	1.58	2.45
Expulsions	0.18	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

A disaster preparedness plan is in place with disaster and evacuation drills held monthly. 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. We also adhere to the District Safety Plan.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	20	6	2
Mathematics	18	16	10	
Science	17	18	8	
Social Science	17	13	10	2

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	21	10	2
Mathematics	14	22	9	3
Science	13	26	7	
Social Science	14	23	8	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	26	9	2
Mathematics	11	33	9	
Science	10	39	3	
Social Science	10	29	10	2

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	247.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	65455
Percent Difference - School Site and District	N/A	N/A	120.7	-0.4
State			12600	82746
Percent Difference - School Site and State	N/A	N/A	-67.7	-23.8

2020-21 Types of Services Funded

The MJUSD funds the following items: Textbooks, instructional materials, school materials, field trips, technology, maintenance, custodial, transportation, special education, salaries and benefits, and capital expenses.

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,968	\$48,119
Mid-Range Teacher Salary	\$69,364	\$74,665
Highest Teacher Salary	\$91,776	\$98,160
Average Principal Salary (Elementary)	\$97,489	\$118,542
Average Principal Salary (Middle)	\$0	\$125,068
Average Principal Salary (High)	\$107,747	\$133,516
Superintendent Salary	\$150,000	\$194,199
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.7
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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	1
Fine and Performing Arts	1
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered	4

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 development is researched-based and is in harmony with the goals of the school.

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.

During the 2021-22 school year there was a district-wide commitment to offer PD to all sites through the use of an outside vendor that focused on struggles from John Hattie's research on "Visible Learning" and Universal Design Learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	8

Muroc Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	946	750	79.28	20.72	39.41
Female	456	365	80.04	19.96	45.18
Male	490	385	78.57	21.43	33.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	64	83.12	16.88	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	298	238	79.87	20.13	34.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	110	80.29	19.71	41.82
White	401	309	77.06	22.94	41.10
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	214	198	92.52	7.48	47.98
Socioeconomically Disadvantaged	232	162	69.83	30.17	18.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	103	78.03	21.97	5.83

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	946	733	77.48	22.52	21.61
Female	456	359	78.73	21.27	18.77
Male	490	374	76.33	23.67	24.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	77	63	81.82	18.18	8.06
Filipino	--	--	--	--	--
Hispanic or Latino	298	232	77.85	22.15	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	137	107	78.10	21.90	24.30
White	401	301	75.06		27.91
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	214	196	91.59	8.41	24.49
Socioeconomically Disadvantaged	232	156	67.24	32.76	9.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	101	76.52	23.48	3.96