

# Executive Summary School Accountability Report Card, 2011–12

## For Desert Winds Continuation High

<b>Address:</b>	45030 Third St. East, Lancaster, CA, 93535-2503	<b>Phone:</b>	(661) 948-7555
<b>Principal:</b>	Dr. Susan McDougal, Principal	<b>Grade Span:</b>	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Desert Winds High School is a continuation high school in the Antelope Valley serving the needs of a diverse student population in an alternative education environment. It is located in the northern portion of Los Angeles County and was established in 1975 by the Antelope Valley Union High School District to accommodate the needs of students attending three comprehensive high schools. Due to continuous growth in the district during the past 35 years, the school expanded offering double sessions at two campuses. In 2010 the Desert Winds West Valley Campus was closed, the main campus located in East Lancaster now serves as the alternative education option for students attending the four comprehensive high schools in Lancaster.

Desert Winds High School provides an alternative program for young people to continue their high school education. An emphasis is placed on the positive aspect of each student's ability as they are assisted to develop skills, knowledge, and attributes that will enable them to be successful in their future endeavors. The academic program at Desert Winds is a multi-faceted curriculum focused on core classes based upon California State Standards.

The curriculum is presented and taught to students through a variety of instructional strategies. Students are regularly assessed at Desert Winds to monitor progress toward their academic goals. There are a variety of reasons students attend Desert Winds High School and, the primary goal is to provide each of them with the necessary skills to become productive members of a diverse society. Desert Winds High School strives to develop in each student a positive self-image and an awareness of their unique attributes as human beings.

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

## Student Enrollment

Group	Enrollment
Number of students	1,198
Black or African American	26.6%
American Indian or Alaska Native	0.8%
Asian	0.3%
Filipino	0.8%
Hispanic or Latino	54.2%
Native Hawaiian or Pacific Islander	0.3%
White	16.0%
Two or More Races	0.8%
Socioeconomically Disadvantaged	42.5%
English Learners	28.8%
Students with Disabilities	2.2%

## Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	8%
Mathematics	2%
Science	8%
History-Social Science	7%

\* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	502
Statewide Rank (from 2011 Base API Report)	B
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 14
2012–13 Program Improvement Status (PI Year)	Year 5

\* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

Facility Inspection Rating – Good. This was based on the inspection on 11/19/12.

### Repairs Needed

Light Fixture diffusers missing (1 rm)  
 Graffiti on wall (1 rm)  
 Paint wall (1 rm)  
 Stained ceiling tile (1 rm)  
 Replace light bulbs (1 rm)

### Corrective Actions Taken or Planned

Repairs to be completed.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$2,528.54
District	\$3,804.22
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	76.09

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Desert Winds Continuation High	<b>District Name</b>	Antelope Valley Union High
<b>Street</b>	45030 Third St. East	<b>Phone Number</b>	(661) 948-7655
<b>City, State, Zip</b>	Lancaster, CA, 93535-2503	<b>Web Site</b>	www.avdistrict.org
<b>Phone Number</b>	(661) 948-7555	<b>Superintendent</b>	David Vierra
<b>Principal</b>	Dr. Susan McDougal, Principal	<b>E-mail Address</b>	dvierra@avhsd.org
<b>E-mail Address</b>	smcdougal@avhsd.org	<b>CDS Code</b>	19642461931732

### School Description and Mission Statement (School Year 2011–12)

Desert Winds High School is a continuation high school in the Antelope Valley serving the needs of a diverse student population in an alternative education environment. It is located in the northern portion of Los Angeles County and was established in 1975 by the Antelope Valley Union High School District to accommodate the needs of students attending three comprehensive high schools. Due to continuous growth in the district during the past 35 years, the school expanded offering double sessions at two campuses. In 2010 the Desert Winds West Valley Campus was closed, the main campus located in East Lancaster now serves as the alternative education option for students attending the four comprehensive high schools in Lancaster.

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The curriculum is presented and taught to students through a variety of instructional strategies. Students are regularly assessed at Desert Winds to monitor progress toward their academic goals. There are a variety of reasons students attend Desert Winds High School and, the primary goal is to provide each of them with the necessary skills to become productive members of a diverse society. Desert Winds High School strives to develop in each student a positive self-image and an awareness of their unique attributes as human beings.

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

### Opportunities for Parental Involvement (School Year 2011–12)

The Parent Advisory Board meets quarterly with the Principal to discuss topics such as school image, budget, student and staff expectations, school activities, discipline, fundraising, etc., and concerns or ideas from this Board are discussed with the staff during faculty meetings. All parents are invited and encouraged to attend when they receive the Principal's newsletter at the beginning of the school year.

### Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Grade 9	2
Grade 10	26
Grade 11	640
Grade 12	530
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>1,198</b>

### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	26.6%
American Indian or Alaska Native	0.8%
Asian	0.3%
Filipino	0.8%
Hispanic or Latino	54.2%
Native Hawaiian or Pacific Islander	0.3%
White	16.0%
Two or More Races	0.8%
Socioeconomically Disadvantaged	42.5%
English Learners	28.8%
Students with Disabilities	2.2%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	4	0	0	12.6	30	4	0	16.1	35	13	0
Mathematics	26	4	0	0	14.7	19	5	0	17.3	15	5	0
Science	26	4	0	0	12.8	11	2	0	19.1	6	7	0
Social Science	26	4	0	0	13.4	18	4	0	18.8	20	18	0

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

Desert Winds High School makes every effort to provide a safe, clean, and pleasant environment for all students to learn. The Administration, faculty and staff understand the importance of a safe and secure environment for all students, staff and local community. The administration, faculty and staff of Desert Winds are committed to providing students with a safe learning environment where they can focus on their social and academic goals. Numerous safety policies are in place to ensure a safe and secure campus. These policies include but are not limited to; Issuance of Photo ID cards and lanyards are issued to all students for identification purposes as well as a requirement for checking out textbooks, library books, and for computer usage. Late passes are dated and signed by the teacher to encourage students to get to class on time every day. Student restrooms are utilized by students with a pass from their teacher, and are checked a number of times during the day for cleanliness and for appropriate supplies. Desert Winds operates as a closed campus, and once school is in session, students may only enter through the main office. Desert Winds Security and staff regularly monitor the campus and its perimeter and the campus common areas to ensure student safety.

Emergency evacuation plans and site maps are updated annually with the staff, and drills are conducted once each semester to evaluate preparedness in the event of a real disaster. Emergency supplies, including medical, first aid, food, blankets, equipment, etc., are stored in a locked storage compartment and are inventoried and updated each year. Additionally, each staff member is assigned specific duties as part of an emergency preparedness/disaster/evacuation plan.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	50.5	43.4	34.3	26.8	19.4	26.3
<b>Expulsions</b>	1.1	.7	.8	1.6	1.2	1.2

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

Desert Winds High School has 19 classrooms, a library, offices for the principal, vice principal, counselor, clerical staff, security, an employee lounge, and staff and student restrooms on the Main campus. The campus provides adequate parking spaces for both staff and visitors, and accommodates approximately 450 students.

6 of the 14 classrooms have received smart boards to help promote technology within the classroom with two more scheduled to receive them before the end of the school year.

The Antelope Valley Union High School District maintains educational facilities that are safe, clean, and provide an educational environment that exceeds adequacy standards established by the state as set forth in the Williams vs. State of California educational lawsuit recently mandated for public schools in the state of California.

Students attend classes where rooms are properly heated and ventilated. Classrooms are appropriate for the learning environment including the absence of noise levels which would interfere with communication between teachers and students. There are sufficient numbers of clean, well-stocked, functioning restrooms on all campuses, and there exists no unsanitary or unhealthful condition that would impact a student's ability to learn.

The District has recently modernized public schools at Antelope Valley High School, Palmdale High School, and Quartz Hill High School using General Obligation Bond funds and state matching funds as resources for these projects. This has resulted in an increase in restroom/toilet capacity, conformance with ADA requirements on affected sites, an increase to lighting on campus, and upgraded science laboratory facilities.

The school district is staffed to provide each school with site-based maintenance and operational staff including custodial staff, grounds crews, and maintenance and repair personnel. These persons are based at each school site and report to school site administrators in rendering service to the District. Site-based maintenance and operations persons are supported by a central maintenance and operations crew including carpenters; painters; heating, ventilation, air conditioning personnel; and one individual who operates the District's field mower. All sites receive operating funds for maintenance and operations from restricted funds identified for maintaining each campus.

In addition, the District takes full advantage of the state's deferred maintenance funding program whereby a five-year deferred maintenance plan is submitted and updated to reflect major repair/reconstruction projects in the District. This includes appropriate upgrades and repairs to roofing, asphalt, electrical, and plumbing on District-owned facilities.

**School Facility Good Repair Status (School Year 2012–13)**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Graffiti on wall (1 rm) Paint wall (1 rm) Stained ceiling tile (1 rm) Repairs to be completed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			Light Fixture diffusers missing (1 rm) Replace light bulbs (1 rm) Repairs to be completed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	45	31	35	877
Without Full Credential	1	0	0	32
Teaching Outside Subject Area of Competence (with full credential)	21	1	2	26

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.64%	2.36%
All Schools in District	96.49%	3.51%
High-Poverty Schools in District	95.82%	4.18%
Low-Poverty Schools in District	97.96%	2.04%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1,198
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	1	
Other	0	

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: January 2013**

Core Curriculum Area	Textbooks and instructional materials/ year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Holt Literature and Language Arts 3rd Course (9th Grade) / 2003 Holt Literature and Language Arts 4th Course (10th Grade) / 2004 Holt Literature and Language Arts 5th Course (11th Grade) / 2004 Holt Literature and Language Arts 6th Course (12th Grade) / 2008	Yes	0%
<b>Mathematics</b>	Smith Algebra 1: CA Edition 2001 /2004 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Geometry: Reasoning, Measuring, and Applying / 2000 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
<b>Science</b>	World of Chemistry / 2002 Earth Science: Geology, the Environment, and the Universe / 2003 Biology / 2002 Physics: Principles and Problems / 2002	Yes	0%
<b>History-Social Science</b>	United States History Modern America / 2005 Modern Era World History / 2004 Magruder's American Government / 2007 Economics--A Contemporary Introduction / 1997	Yes	0%
<b>Foreign Language</b>	French/ Allez Viens! Levels 1, 2, and 3 / 2007 Spanish / ¡Avancemos! 1 / 2008 Spanish / ¡Avancemos! 2 / 2008 Spanish / ¡Avancemos! 3 / 2008	Yes	0%
<b>Health</b>	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
<b>Visual and Performing Arts</b>	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All labs are fully equipped with the appropriate materials	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$3,184	\$655	\$2,529	\$65,240
District			\$3,804	\$65,240
Percent Difference – School Site and District			34%	0%
State			\$5,455	\$70,792
Percent Difference – School Site and State			54%	8%

Note: Cells shaded in black do not require data.

**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.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

Categorical funds utilized at DWHS include Title I, III, and EIA/SCE. These funds are restricted for specific uses and student groups focusing on student support and academic achievement improvement.

**Teacher and Administrative Salaries (Fiscal Year 2010–11)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$35,912	\$42,660
<b>Mid-Range Teacher Salary</b>	\$65,365	\$69,198
<b>Highest Teacher Salary</b>	\$90,000	\$88,943
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$121,140
<b>Average Principal Salary (High)</b>	\$117,014	\$127,707
<b>Superintendent Salary</b>	\$225,864	\$202,123
<b>Percent of Budget for Teacher Salaries</b>	39.00%	36.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	7%	11%	8%	36%	38%	40%	52%	54%	56%
Mathematics	1%	2%	2%	12%	14%	15%	48%	50%	51%
Science	4%	7%	8%	32%	35%	38%	54%	57%	60%
History-Social Science	7%	9%	7%	33%	35%	32%	44%	48%	49%

Note: Scores are not shown 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.



### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	40%	15%	38%	32%
<b>All Students at the School</b>	8%	2%	8%	7%
<b>Male</b>	8%	2%	10%	10%
<b>Female</b>	8%	1%	5%	4%
<b>Black or African American</b>	8%	0%	8%	4%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	0%	0%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	8%	2%	8%	8%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	8%	3%	11%	7%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	8%	2%	3%	7%
<b>English Learners</b>	2%	2%	7%	3%
<b>Students with Disabilities</b>	11%	7%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

Note: Scores are not shown 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.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	9%	17%	11%	45%	52%	45%	54%	59%	56%
Mathematics	10%	10%	9%	40%	43%	44%	54%	56%	58%

Note: Scores are not shown 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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	24%	21%	56%	33%	11%
All Students at the School	89%	7%	3%	91%	9%	1%
Male	89%	7%	4%	88%	11%	1%
Female	89%	8%	3%	94%	6%	0%
Black or African American	88%	10%	1%	93%	6%	1%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	90%	6%	4%	91%	8%	1%
Native Hawaiian or Pacific Islander						
White	88%	8%	5%	87%	13%	0%
Two or More Races						
Socioeconomically Disadvantaged	96%	3%	1%	93%	7%	0%
English Learners	100%	0%	0%	94%	6%	0%
Students with Disabilities	100%	0%	0%	100%	0%	0%
Students Receiving Migrant Education Services						

Note: Scores are not shown 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.

## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

Note: Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-49	7	28
Black or African American		0	136
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-3	-28
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		8	36
English Learners		15	-43
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	231	502	15,772	696	4,664,264	788
Black or African American	53	518	2,842	628	313,201	710
American Indian or Alaska Native	0		83	700	31,606	742
Asian	1		276	842	404,670	905
Filipino	1		282	825	124,824	869
Hispanic or Latino	141	497	9,036	685	2,425,230	740
Native Hawaiian or Pacific Islander	2		49	752	26,563	775
White	33	482	3,113	766	1,221,860	853
Two or More Races	0		8		88,428	849
Socioeconomically Disadvantaged	152	500	4,864	644	2,779,680	737
English Learners	81	482	4,848	658	1,530,297	716
Students with Disabilities	10		2,011	480	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		71.4%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

#### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		12.8	12.1		12.8	12.1		16.6	14.4
Graduation Rate		68.71	76.09		68.71	76.09		74.72	76.26

Note: Cells shaded in black do not require data.



## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	41	4354	N/D
Black or African American	16	798	N/D
American Indian or Alaska Native	0	27	N/D
Asian	1	166	N/D
Filipino	0	0	N/D
Hispanic or Latino	14	2303	N/D
Native Hawaiian or Pacific Islander	0	13	N/D
White	9	1020	N/D
Two or More Races	1	20	N/D
Socioeconomically Disadvantaged	28	2624	N/D
English Learners	9	1261	N/D
Students with Disabilities	8	427	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011–12)

Students are prepared to enter the workforce by enrolling in our state honored auto technology course. This course offers four specific training modules in brakes, lubrication, tire service and parts specialist and provides our students with the knowledge and experience they need to secure jobs in the automotive industry. Additionally students enroll in work experience to assist them with work-related issues, including resume writing, effective interview skills, and time management. In addition, Desert Winds offers a ROP course in building construction and design which teaches students essential skills necessary in the fields of construction and engineering. Topics covered in this hands-on course include: tool safety, measurement scales, reading and interpreting construction plans.

## Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

## Courses for University of California and/or California State University Admission

UC/ CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	55.2%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

## Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. \* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development and in-service activities are provided for both certificated and classified employees through district release time. During the 2012-2013 school year, a focus of our staff development is preparing for a one day follow-up WASC (Western Association of Schools and Colleges) visitation in early April, 2013. The six areas of emphasis we examined and further developed included: Curriculum and Instruction; Assessment and Accountability; Support for Student Personal and Academic Achievement; Culture; Leadership and Staff; and Vision and Purpose. DWHS received a full six year accreditation through 2016. Additionally, Desert Winds High School contracted services from education consultants ALL (Associates in Learning and Leadership) to work with staff approximately once a month to help improve instruction in the classroom. Guest facilitators as well as knowledgeable employees provide usable information to improve the overall quality of the services being offered to students and parents. These meetings focus on ways to continually improve the delivery of the curriculum to student using research based methods while being mindful of students' unique and diverse needs

Annually, teachers participate in 6 faculty meetings designed to review key data pertinent to student success. Examples include reviewing benchmarks, Read 180 Data, Credit earnings, CAHSEE pass rates and discipline referrals.

Desert Winds is dedicated to providing consistent and focused staff development designed to support teachers in the classroom and improve student success.

Desert Winds Continuation High

School Accountability Report Card, 2011-2012

Antelope Valley Union High

Provided by the Ed-Data Partnership

For more information visit [www.ed-data.org](http://www.ed-data.org)