

# High Desert Community Day School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

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

## **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	High Desert Community Day
<b>Street</b>	802 North East St.
<b>City, State, Zip</b>	Alturas, Ca, 96101-4308
<b>Phone Number</b>	530-233-7201
<b>Principal</b>	Brian Norby
<b>Email Address</b>	bnorby@modoc.k12.ca.us
<b>County-District-School (CDS) Code</b>	25735852530111

Entity	Contact Information
District Name	Modoc Joint Unified School District
Phone Number	5302337201
Superintendent	Tom O'Malley
Email Address	tomalley@modoc.k12.ca.us
Website	www.modoc.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

The present facility of High Desert Community Day School was constructed in the 1980s. Our student population varies from year to year, but instruction is individualized to each student's needs, in order to provide the best possible education. While we are small and remote, our students have the same basic same educational opportunities that traditional schools offer. High Desert Community Day School provides the same academic core curriculum of English/language arts, social science, science, and mathematics that our middle school and high school traditional programs do. All students are afforded the opportunity to complete all of their core course work, electives, and physical education through traditional text, instruction based programs, or a comprehensive internet based curriculum.

The online component of High Desert Community Day School is aligned with all California State Standards and frameworks. Currently, in addition to California standards, the online programs are California Common Core aligned and are updated to meet new common core curriculum standards as soon as they are approved by the federal government and California Department of Education. Our staff is eager to work with parents to provide an excellent core education for its students, helping them to return to the environment of a traditional school.

**School Description:** High Desert Community Day School (HDCDS) is an alternative environment school serving students in the 7th grade up to the age of 16 in the Modoc Joint Unified School District area. The student population varies. As a result, much instruction is individualized.

**Building:** High Desert Community Day School is housed in the Alternative Education Building adjacent to and east of the Modoc High School campus. The school has one classroom and adequate restroom facilities. Library High Desert has an adequate library that is housed in the classroom.

**Computers:** One teacher computer station and 15 student computer stations are in the High Desert Community Day School classroom. The room is also equipped with appropriate peripheral equipment enabling students to use the most modern technical applications in their work. The school is connected to the internet through the district's network. As in all schools, the instructor has a computer and uses the same networked programs to track attendance and grades, as well as communicate with parents.

**Discipline:** Students are disciplined according to the district conduct guidelines. The instructor establishes classroom behavior expectations and consequences during the first week of school. Some students enter High Desert Community Day School with a Student Behavior Contract. This contract is agreed upon by the student, parent(s), instructor, and appropriate administrator. Returning students to the traditional setting is a goal for High Desert Community Day School.

**Schedule:** High Desert Community Day School is in attendance from 8:15 a.m. until 3:00 p.m.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 10	2
<b>Total Enrollment</b>	<b>4</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	25
Hispanic or Latino	25
White	50
Socioeconomically Disadvantaged	100
Homeless	

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	1	1	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	1
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7 - 10, Holt, 2009, Language Arts and Literature	Yes	0.0%
<b>Mathematics</b>	Grades 7 - 8, Prentice Hall, 2008, Readiness/Prealgebra/Algebra Algebra I, Prentice Hall, 2009, Algebra I California Edition Algebra 2, Prentice Hall, 2004, Algebra 2	Yes	0.0%
<b>Science</b>	Grades 7 - 8, Glencoe McGraw Hill, 2007, Focus on Life Science Life Science, Prentice Hall, 2006, Exploring Life Earth Science, Prentice Hall, 2006, California Earth Science	Yes	0.0%
<b>History-Social Science</b>	Grades 7 - 8, Prentice Hall, 2006, Social Studies Geography, Prentice Hall, 2003, Building a Global Perspective World History, McDougall Littell, 1999, Patterns of Interaction	Yes	0.0%
<b>Health</b>	Health, Prentice Hall, 2007, Health	Yes	0.0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

High Desert Community Day School is maintained in excellent condition. The district practices deferred maintenance on all its sites. No major projects are scheduled. The facilities inspection occurred in May 2017. Northern California Schools Insurance Group Risk Control Consultant conducted the inspection and rated the facilities. The next inspection and rating will occur in two years. Monthly local inspection is conducted by staff and all safety features are addressed immediately.

Interior and exterior lighting retrofits have been completed at various locations and the roof was replaced on all buildings.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** October 2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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, which 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); and
- 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.

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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	31	35	50	50
Mathematics (grades 3-8 and 11)	--	--	21	23	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2019-20)**

Open communication is encouraged with the home and parents are contacted by classroom teacher on positive incidents and achievements as well as concerns. Parents are welcome to volunteer in the classroom.

**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**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	27.3	66.7	30.8	9.7	12.1	11.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	1.0	0.4	0.1	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

High Desert Community Day School's administration monitors school grounds before school, during breaks, and during lunch. After school we monitor the exit of students and pay particular attention to the bus stop. Between classes, teachers monitor halls and passing areas. A continuous review of our safety plan is conducted by the District Safety Team. We are in frequent contact with law enforcement agencies, which willingly provide assistance when needed. Our staff works hard at making it a priority to be alert and observant in order to keep our students safe. Our maintenance crew s and monthly maintenance inspections make certain that our facilities are clean, attractive, well-maintained and safe. Staff is trained in ALICE, which provides options to keep students safe, in the event of an intruder. The entire school staff has radios. The district has established a Safety Team that reviews its plan and makes recommendations to the superintendent.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8558	0	8558	28332
District	N/A	N/A	9268	56057
Percent Difference - School Site and District	N/A	N/A	-8.0	-65.7
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Specialized Resource Staff: Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies to provide socialworkers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district. We are concentrating on improving students' achievement through Odysseyware, a specialized individual program computer-based program. Our staff welcomes parent input and communicates with parents regularly via the phone, email, and social media.

Academic Guidance Counselors: A district counselor is available at the request of teachers or parents. In all schools, classroom teachers may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

Special Education Program: A Modoc County Office of Education Specialist is available daily for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program: All our teachers are certified to teach English learners. Staff members use appropriate strategies in all their classes to ensure the English learners have full access to the curriculum.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,011	\$43,574
Mid-Range Teacher Salary	\$54,102	\$63,243
Highest Teacher Salary	\$81,473	\$86,896
Average Principal Salary (Elementary)	\$82,751	\$103,506
Average Principal Salary (Middle)	\$79,384	\$108,961
Average Principal Salary (High)	\$94,941	\$108,954
Superintendent Salary	\$122,500	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	25

Annually, MJUSD re-evaluates its annual focus items. MJUSD has established weekly Professional Learning Community meetings at each site. A Professional Learning Committee has been implemented district-wide, with each school working in tandem to articulate goals and practices. Focus is on student weekly on Wednesdays; students are released early to provide extra time for staff these PLCs. In these meetings, teachers analyze data, examine and assess student work and plan goals and assessments. A second part of the goal of improving student learning is the 'Professional walk-through.' Each month a group of three teachers spend their released time observing other teachers, on-site or throughout the district and then discuss the visits. Conference attendance is still a part of professional development, but the major focus at MJUSD is in-house development.