

Summit Leadership Academy-High Desert

Shannon Brandner

Principal, Summit Leadership Academy-High Desert

About Our School

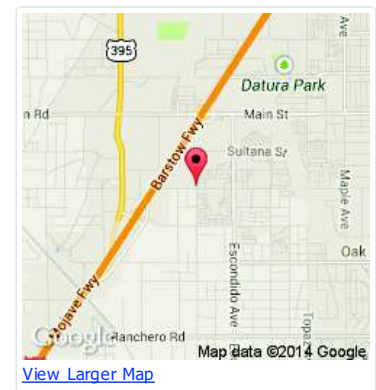
On behalf of the entire faculty and staff of Summit Leadership Academy, it is with great pride and enthusiasm that I extend this greeting. I would like to begin by personally extending my gratitude to all Summit Leadership Academy parents and guardians for allowing us to take part in the lives of their children. We consider it a privilege and an honor to be given the opportunity to have a positive impact on the life of all our students. The entire faculty and staff of Summit Leadership Academy are dedicated to the success of each of our students as demonstrated through our commitment to excellence. We take great pride in meeting our collective vision, which is to prepare all of our students for post-secondary life by maintaining high standards of integrity, ethics and behavior while pursuing high academic achievement. I am thrilled to have the opportunity to serve as the Principal of Summit Leadership Academy.

Contact

12850 Muscatel St.
Hesperia, CA
92345

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Data and Access

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](#).
- For additional information about the school, parents 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](#) 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Summit Leadership Academy-High Desert
Street	12850 Muscatel St.
City, State, Zip	Hesperia, Ca, 92345
Phone Number	760-949-9202
Principal	Shannon Brandner
E-mail Address	shannon.brandner@hesperiausd.org
County-District-School (CDS) Code	36750440107516

District	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Web Site	www.hesperia.org
Superintendent First Name	David
Superintendent Last Name	McLaughlin
E-mail Address	david.mclaughlin@hesperiausd.org

Last updated: 1/21/2014

School Description and Mission Statement (School Year 2012-13)

SCHOOL DESCRIPTION

Summit Leadership Academy High Desert is an independent charter school charter by the Hesperia Unified School District. Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of fifteen elementary schools, two choice schools, three middle schools, three comprehensive high schools, two continuation high schools, one alternative school, grades K-12, one community day school and six charter schools.

Students at Summit Leadership Academy High Desert generally do very well in meeting academic performance expectations. Students continue to perform above average on the state assessments; therefore, Summit Leadership Academy High Desert obtained an Academic Performance Index Score of 759 for the 2010-11 evaluation cycle. All seniors passed the English/language arts and math portions of the California High School Exit Exam. During the 2010-11 school year, 205 students were enrolled in grades nine through twelve. Students maintain the privilege of attending Summit Leadership Academy High Desert by meeting high behavioral and academic expectations and following strict uniform and grooming policies. The academy's unique culture and articulate curriculum foster a respectful, well-disciplined learning environment for students determined to make a difference in tomorrow's community.

SCHOOL MISSION STATEMENT

Summit Leadership Academy High Desert is dedicated to instilling high standards of integrity, ethics, and behavior while pursuing high academic standards.

Last updated: 1/21/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parents are encouraged to chaperone school field trips, help with prom, sell snacks during break times, and attend special events such as Parent Orientation, Back to School Night, athletics, and any annual fundraisers. The academy's Governing Board and Charter Advisory Board provide opportunities for parents to get

involved in the decision-making process and participate in their child's educational experience. Regular school-to-home communication about school events and activities can be found at Summit Leadership Academy's website at www.slahd.com. School staff utilizes an automated telephone message system to contact parents quickly regarding school information, reminders, and important announcements. Parents who want more information, or wish to volunteer their time, may contact the school office at (760) 949-9202.

Last updated: 1/21/2014

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.
- **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.

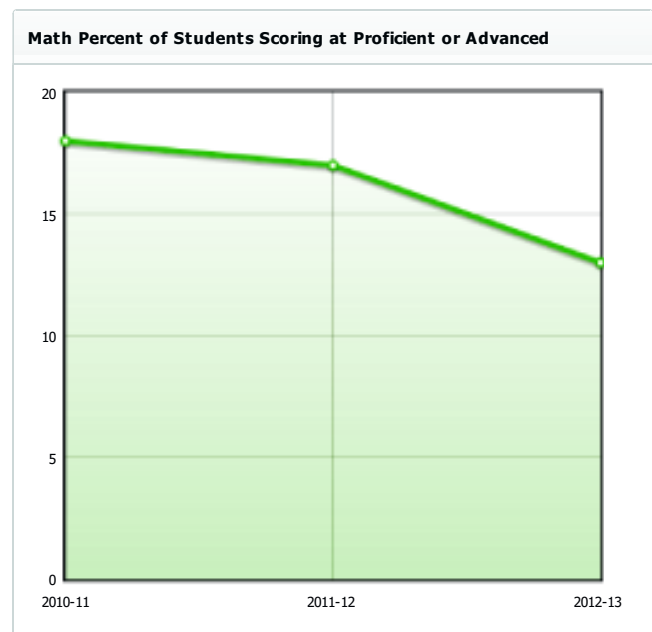
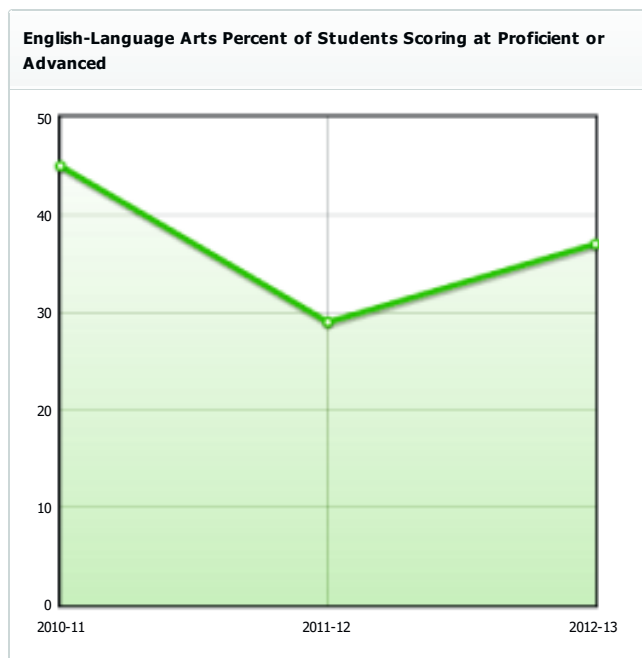
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

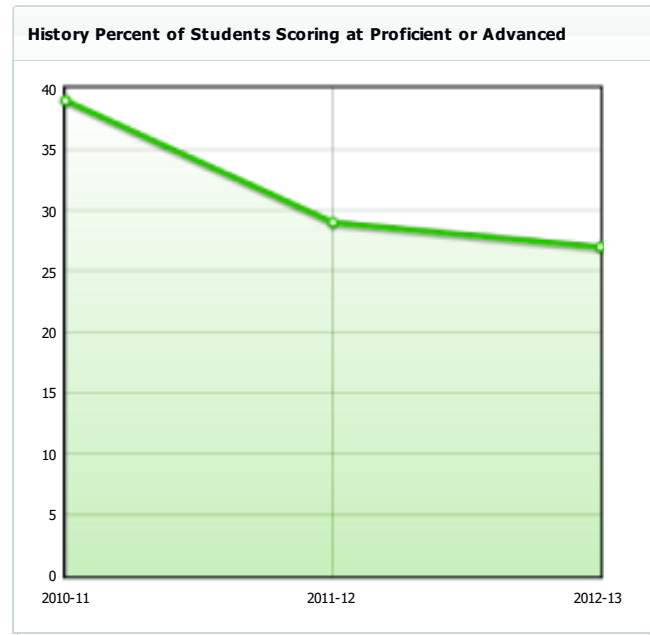
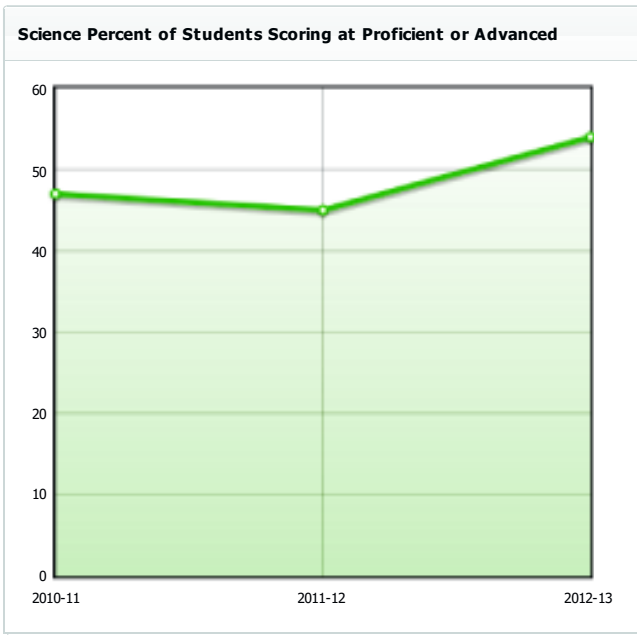
Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	29%	37%	47%	49%	46%	54%	56%	55%
Mathematics	18%	17%	13%	40%	41%	39%	49%	50%	50%
Science	47%	45%	54%	49%	51%	51%	57%	60%	59%
History-Social Science	39%	29%	27%	38%	41%	40%	48%	49%	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.





Last updated: 1/21/2014

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
All Students in the LEA	46%	39%	51%	40%
All Students at the School	37%	13%	54%	27%
Male	36%	10%	63%	33%
Female	38%	20%	40%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	29%	8%	47%	19%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	56%	22%	67%	36%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30%	11%	44%	17%
English Learners	15%	11%	55%	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/21/2014

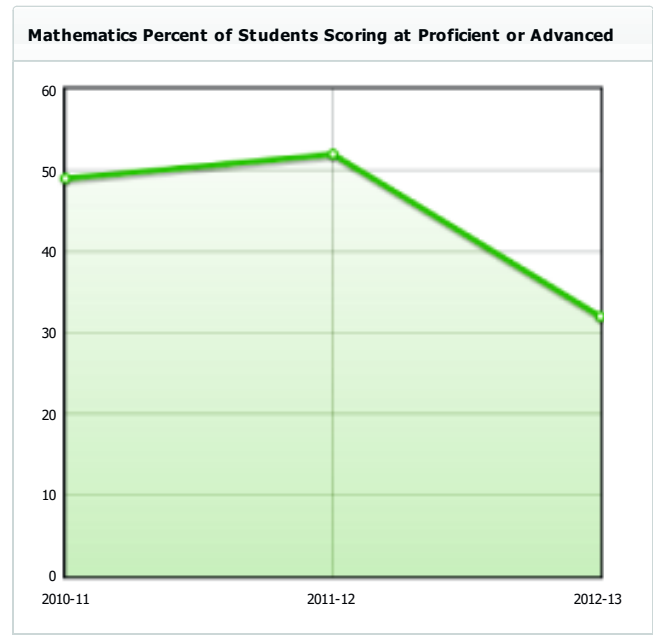
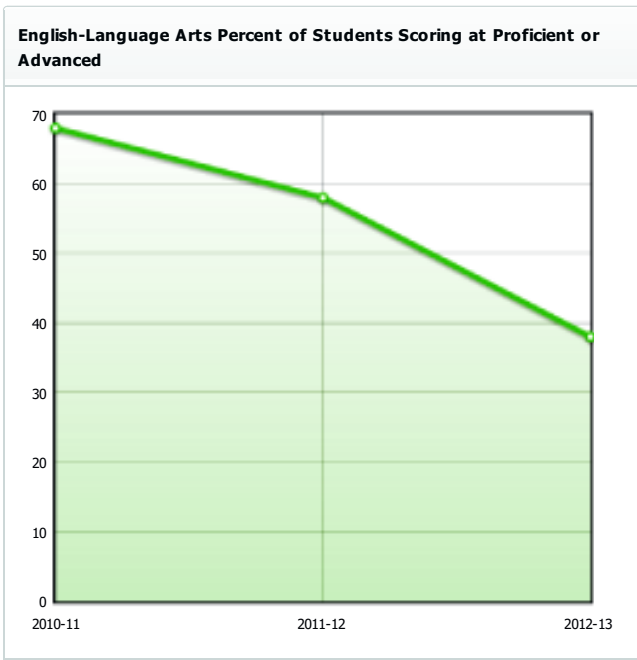
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

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/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	58%	38%	53%	51%	49%	59%	56%	57%
Mathematics	49%	52%	32%	45%	49%	46%	56%	58%	60%

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.



Last updated: 1/21/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51%	26%	23%	54%	35%	12%
All Students at the School	62%	29%	10%	68%	26%	6%
Male	61%	32%	6%	59%	34%	6%
Female	62%	24%	14%	81%	14%	5%
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	65%	26%	10%	69%	28%	3%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	57%	29%	14%	64%	29%	7%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	72%	25%	3%	72%	22%	6%
English Learners	N/A	N/A	N/A	73%	27%	N/A
Students with Disabilities	N/A	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	N/A

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.

Last updated: 1/21/2014

California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.4%	36.7%	32.7%

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.

Last updated: 1/21/2014

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](#).

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	2010-11	2011-12	2012-13
Statewide	6	5	4
Similar Schools	6	6	4

Last updated: 1/21/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-2	-32	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	8	-61	-3
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17		
English Learners			
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.

Last updated: 1/21/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	133	722	15,081	759	4,655,989	790
Black or African American	9		1,106	705	296,463	708
American Indian or Alaska Native	0		90	742	30,394	743
Asian	1		184	848	406,527	906
Filipino	1		67	840	121,054	867
Hispanic or Latino	81	692	9,254	743	2,438,951	744
Native Hawaiian or Pacific Islander	0		65	794	25,351	774
White	40	782	4,122	805	1,200,127	853
Two or More Races	1		142	744	125,025	824
Socioeconomically Disadvantaged	84	689	11,393	746	2,774,640	743
English Learners	20	675	2,962	674	1,482,316	721
Students with Disabilities	12	518	1,312	579	527,476	615

Last updated: 1/21/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

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

Last updated: 1/21/2014

Federal Intervention Program (School Year 2013-14)

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](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	95.2%

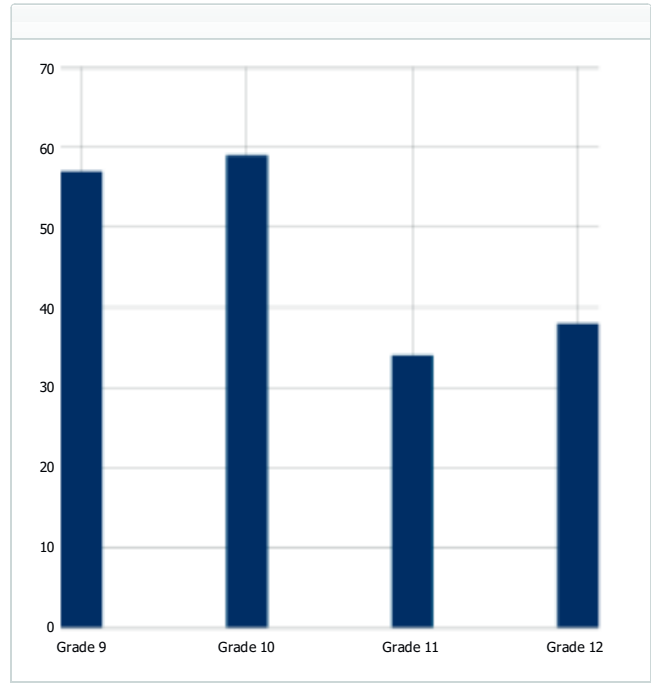
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Last updated: 1/21/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

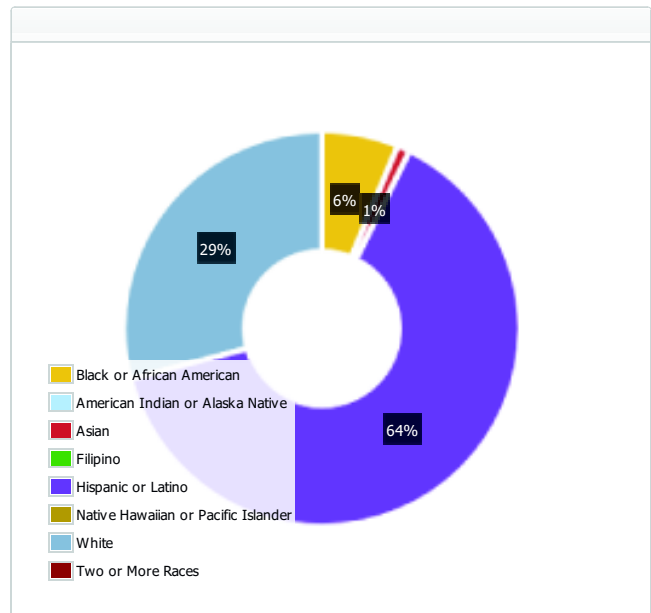
Grade Level	Number of Students
Grade 9	57
Grade 10	59
Grade 11	34
Grade 12	38
Total Enrollment	188



Last updated: 1/21/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.0
Asian	1.6
Filipino	0.5
Hispanic or Latino	61.2
Native Hawaiian or Pacific Islander	0.0
White	28.7
Two or More Races	0.0
Socioeconomically Disadvantaged	67.6
English Learners	10.1
Students with Disabilities	5.9



Last updated: 1/21/2014

Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13
Number of Classes *	Number of Classes *	Number of Classes *

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	21.1	6	3	1	18.0	2	1	0	16.0	8	2	1
Mathematics	16.6	9	1	0	12.0	5	0	0	12.0	12	1	
Science	16.4	3	2	0	23.0	1	2	0	15.0	2	2	
Social Science	32.0	0	2	2	0.0	0	0	0	18.0	5		1

* 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.

Last updated: 1/21/2014

School Safety Plan (School Year 2012-13)

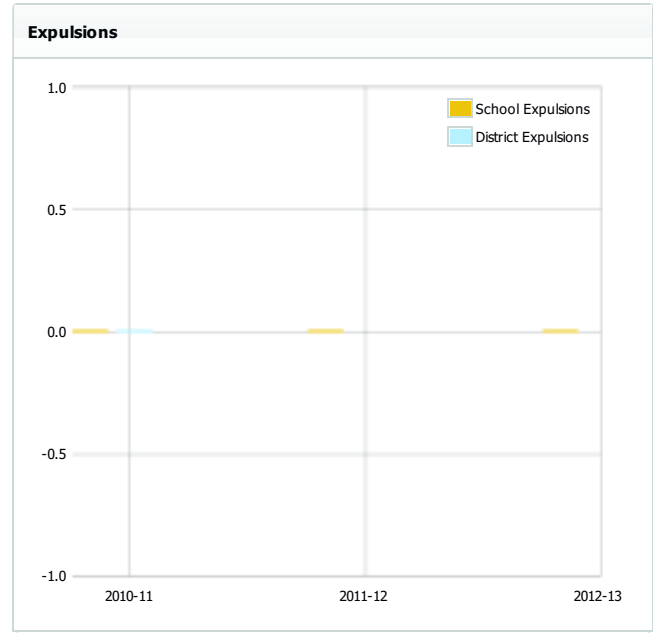
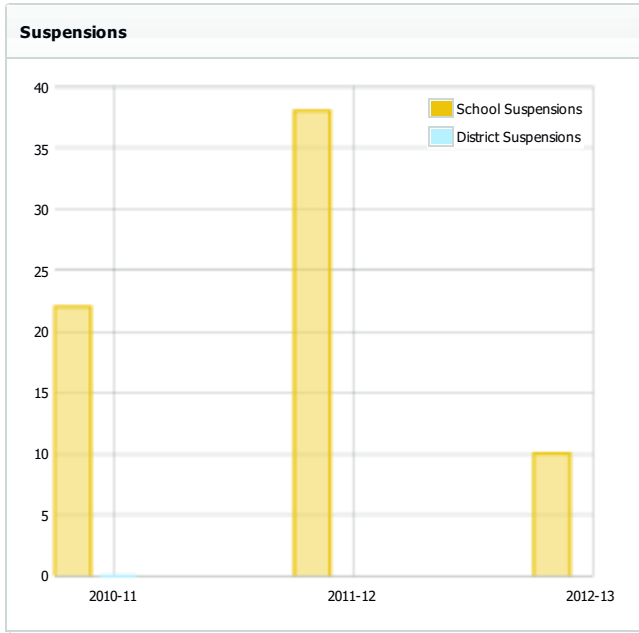
The Comprehensive School Site Safety Plan was developed for Summit Leadership Academy High Desert in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most recent review and update of the school safety plan took place on March 4, 2012; staff training to discuss staff responsibilities and safety plan updates takes place during staff in-service days and at weekly staff meetings, as needed.

Last updated: 1/21/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	22.00	38.00	10.00			
Expulsions	0.00	0.00	0.00			

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



Last updated: 1/22/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Summit Leadership Academy High Desert provides a safe, clean, and orderly environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 2002. Ongoing maintenance ensures facilities remain safe and up to date as well as provide adequate space for students and staff. Summit Leadership Academy High Desert is located next door to one of Hesperia's continuation high schools. The academy and continuation high school share only the cafeteria. Summit Leadership Academy's and the continuation high school students do not share the same lunch period. During the 2012-2013 school year, Summit Leadership did not require major improvements or upgrades; only minor repairs were needed for the heating/air conditioning systems to keep the school in good working condition and fully functioning. At this time no improvements are planned for the 2013/2014 school year.

Last updated: 1/21/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

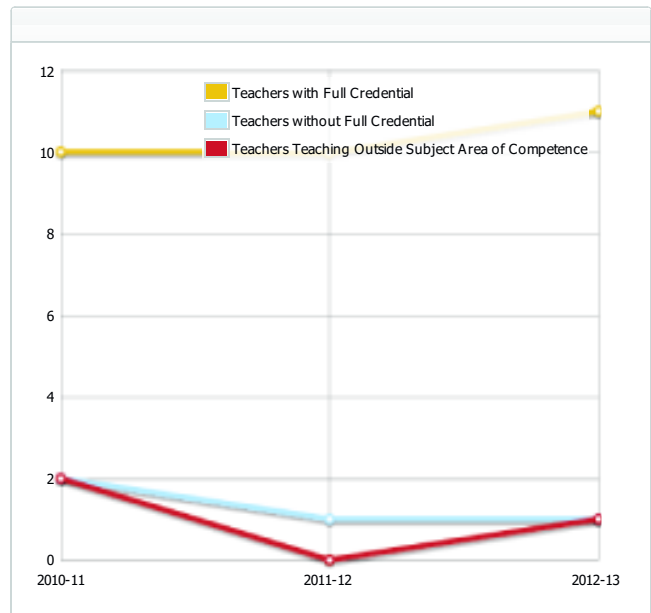
Overall Rating	Good
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Last updated: 1/21/2014

Teachers

Teacher Credentials

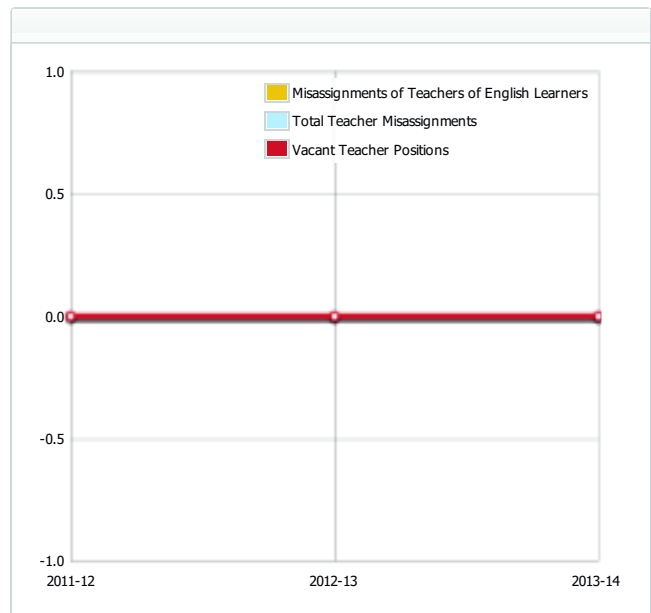
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	10	10	11	
Without Full Credential	2	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	1	



Last updated: 1/21/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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.

Last updated: 1/21/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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	77	23
All Schools in District	77	23
High-Poverty Schools in District	77	23
Low-Poverty Schools in District	0	0

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 39 percent or less in the free and reduced price meals program.

Last updated: 1/21/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values 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.

Last updated: 1/21/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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: August 2010

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell; The Language of Literature Series 2004 McDougal Littell; The Language of Literature, American Literature 2004	No	0.0
Mathematics	McDougal Littell; Algebra II 2004 McDougal Littell; Advanced Math 2003 McDougal Littell; Geometry Reasoning, Applying Measurement 2004 McDougal Littell; Calculus 2006	No	0.0
Science	Holt, Rinehart and Winston; Physical Science 2004 Holt, Rinehart & Winston; Biology - CA 2007 Merrill; Merrill Earth Science 1993	No	0.0
History-Social Science	McDougal Littell; World Geography - CA 2007 McDougal Littell; The Americans-Reconstruction to the 21st Century 2007 McDougal Littell; World History-Patterns of Interactions 2007 WA McClenaghan; McGruder's American Government 2006 Prentice Hall; Economics-Principles in Action 2007	No	0.0
Foreign Language	McDougal Littell; En Espanol (California Edition) 1 UNO 2004 McDougal Littell; En Espanol (California Edition) 2 DOS 2004	No	0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	Dissection trays, dissection kits, 250 ml flasks, 100 ml graduated cylinders, Microscopes, hot plate		0.0

Last updated: 1/21/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,536	\$593	\$6,943	\$44,062
District	N/A	N/A	\$00	\$62,070
Percent Difference – School Site and District	N/A	N/A	0.00%	18007.70%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	1405.90%	25641.70%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/22/2014

Types of Services Funded (Fiscal Year 2012-13)

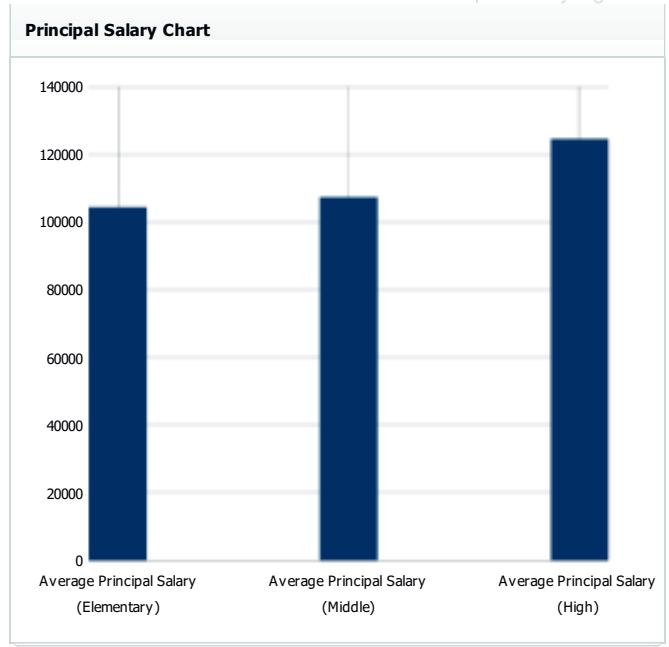
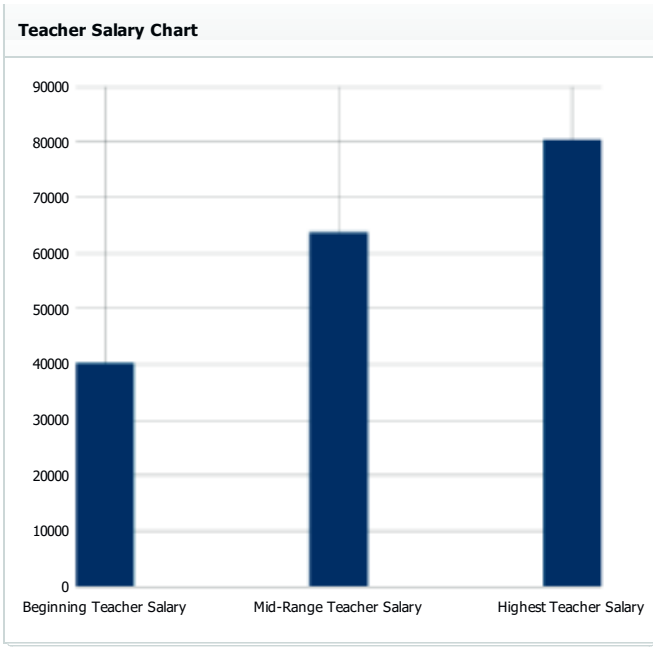
Class Size Reduction, Economic Impact Aid, Instructional Materials, Special Education, and the School Improvement Program.

Last updated: 1/21/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,211	\$41,462
Mid-Range Teacher Salary	\$63,723	\$66,133
Highest Teacher Salary	\$80,423	\$85,735
Average Principal Salary (Elementary)	\$104,346	\$107,206
Average Principal Salary (Middle)	\$107,232	\$111,641
Average Principal Salary (High)	\$124,468	\$122,628
Superintendent Salary	\$161,078	\$225,176
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/21/2014

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](#).

California State University

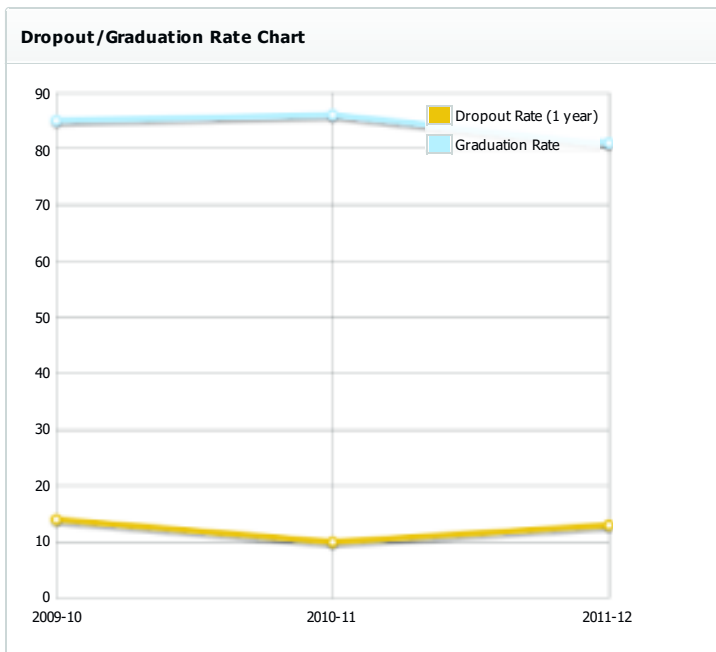
Eligibility for admission to the California State University (CSU) is determined by three factors:

- 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](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	14.9	10.9	13.6	15.6	13.8	11.1	16.6	14.7	13.1
Graduation Rate	85.11	86.96	81.36	75.30	79.84	82.52	74.72	77.14	78.73



Last updated: 1/21/2014

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	50	1,764	418,598
Black or African American	3	149	28,078
American Indian or Alaska Native		3	3,123
Asian	1	39	41,700
Filipino		8	12,745
Hispanic or Latino	22	964	193,516
Native Hawaiian or Pacific Islander		4	2,585
White	20	575	127,801
Two or More Races		13	6,790
Socioeconomically Disadvantaged	23	1,554	217,915
English Learners	3	204	93,297
Students with Disabilities	5	161	31,683

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

Last updated: 1/21/2014

Career Technical Education Programs (School Year 2012-13)

Summit Leadership Academy High Desert offers elective coursework with an emphasis in Criminal Justice, Fire, and Military. Courses prepare students for success and leadership in these highly respected fields. Through extracurricular activities, students are introduced to prominent individuals serving in the law enforcement community, receive hands-on experience, participate in ride-a-long programs, and visit key venues such as military bases, detention centers, rehabilitation training centers, fire stations, and professional training centers/academies. As part of senior career planning activities, students receive assistance with entrance exams, written and oral testing skills, background preparation, fire and sheriff academy expectations, and military expectations.

Criminal Justice Courses: Introduction to Criminal Justice System, Criminal Investigation, Limited, Defensive Tactics, Officer Safety, Report Writing, & Forensic Science.

Fire Courses: Introduction to Fire, Fundamentals of Fire Prevention, Fundamentals to Fire Behavior & Control, Advanced Fire Ground Objectives & Tasks, Emergency Medical Services & Hazardous Materials.

Military Courses: Cadet Corps, Drill & Ceremony, Military History, and Customs & Courtesies; Leadership Courses: Intro to Leadership

Last updated: 1/21/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation

Number of pupils participating in CTE	197
Percent of pupils completing a CTE program and earning a high school diploma	100.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/21/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	48.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	98.0

Last updated: 1/21/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	2	1.5

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/21/2014

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.

In preparation of the new school year, a variety of in-service trainings were held during the week prior to the first day of school. On early collaboration Monday's (montly), staff collaborate across curricular areas while focusing on instructional methods and practices. During the school year, Summit Leadership Academy High Desert held three formal staff development days which covered school policies and procedures, sexual harassment, updates on school goals, WASC accreditation, new employee handbook, personnel issues, and CPR/first aid. On occasion, teachers may attend professional workshops or seminars in content-related fields. School wide staff training topics were selected by the director in collaboration with teaching staff and based upon results of student proficiency exams, benchmark assessments, pacing plans, and CAHSEE results.

Last updated: 1/21/2014