

***Summit Leadership Academy High Desert
School Accountability Report Card
Reported Using Data from the 2011-2012 School Year
Published During the 2012-2013 School Year***

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	
School Name	Summit Leadership Academy-High Desert	District Name	Hesperia Unified
Street	12850 Muscatel St.	Phone Number	(760) 244-4411
City, State, Zip	Hesperia, CA, 92345	Web Site	www.hesperia.org
Phone Number	(760) 949-9202	Superintendent	Mark McKinney
Principal	Lance Clark, Director of Operations Shannon Brandner, Director of Instruction	E-mail Address	mark.mckinney@hesperiausd.org
E-mail Address	lance.clark@hesperiausd.org shannon.brandner@hesperiausd.org	CDS Code	36750440107516

School Description and Mission Statement (School Year 2011–12)**SCHOOL DESCRIPTION**

Summit Leadership Academy High Desert is an independent charter school chartered 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. 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.

Opportunities for Parental Involvement (School Year 2011–12)

Parents are encouraged to chaperone school field trips, dances, and attend special events such as Parent Orientation, Back to School Night, athletics, and annual fundraisers. The academy's Governing Board and Charter Advisory Committee 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.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	55
Grade 3	0	Grade 10	49
Grade 4	0	Grade 11	47
Grade 5	0	Grade 12	50
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	201

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

Group	Percent of Total Enrollment
Black or African American	7.0%
American Indian or Alaska Native	0.0%
Asian	2.0%
Filipino	0.5%
Hispanic or Latino	51.7%
Native Hawaiian or Pacific Islander	0.0%
White	31.8%
Two or More Races	0.0%
Socioeconomically Disadvantaged	36.3%
English Learners	10.4%
Students with Disabilities	8.0%

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	26.25	2	0	0	21.1	6	3	1	18.0	2	1	0
Mathematics	27.4	2	0	0	16.6	9	1	0	12.0	5	0	0
Science	21.6	2	0	0	16.4	3	2	0	23.0	1	2	0
Social Science	26.3	2	0	0	32.0	0	2	2	0.0	0	0	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)**

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 in October of 2011; staff training to discuss staff responsibilities and safety plan updates takes place during staff in-service days and at weekly staff meetings, as needed.

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12
Suspensions	0.056%	1.6%	16.2%	24.5%	20.13%	
Expulsions	0%	0%	0%	0.69%	0.5%	

* 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)

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 2011-2012 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.

School Facility Good Repair Status (School Year 2012-13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None
Interior: Interior Surfaces		X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			None
Electrical: Electrical		X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			None
Safety: Fire Safety, Hazardous Materials		X			None
Structural: Structural Damage, Roofs		X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None
Overall Rating		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	5	10	11	
Without Full Credential	5	2	1	
Teaching Outside Subject Area of Competence (with full credential)	5	2	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

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	90%	0%
All Schools in District	90%	0%
High-Poverty Schools in District	0%	0%
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 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	0	n/a
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0.875	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
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: **08/2010**

Core Curriculum Area	Textbooks and instructional materials & year of adoption	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%
Mathematics	McDougal Littell; Algebra II 2004 McDougal Littell; Advanced Math 2003 McDougal Littell; Geometry Reasoning, Applying Measurement 2004 McDougal Littell; Calculus 2006	no	0%
Science	Holt, Rinehart & Winston; Physical Science 2004 Holt, Rinehart & Winston; Biology - CA 2007 Merrill; Merrill Earth Science 1993	no	0%

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History-Social Science	McDougal Littell; World Geography - CA 2006 McDougal Littell; The Americans-Reconstruction to the 21st Century 2007 McDougalLittell; World History-Patterns of Interactions 2007 WA McClenaghan; McGruder's American Government 2006 Prentice Hall; Economics-Principles in Action 2007	no	0%
Foreign Language	McDougal Littell; En Espanol (CA Edition) 1 UNO 2004 McDougal Littell; En Espanol (CA Edition) 2 DOS 2004	no	0%
Health	Holt, Rinehart and Winston; Health 1994	no	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	dissection trays, dissection kits, 250 ml flasks, 100 ml graduated cylinders, Microscopes, hot plate	N/A	N/A

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	\$6,841.04	\$634.01	\$6207.03	\$44,249
District				\$61,784
Percent Difference – School Site and District				-28%
State			\$5,455	\$68,835
Percent Difference – School Site and State			12%	-36%

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)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

In addition to general fund state funding, Hesperia School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the District received approximately \$1,684 per student in federal, state, and local aid for the following categorical, special education, and support programs:

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

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,211	\$41,455
Mid-Range Teacher Salary	\$63,723	\$66,043
Highest Teacher Salary	\$80,423	\$85,397
Average Principal Salary (Elementary)	\$104,346	\$106,714
Average Principal Salary (Middle)	\$107,232	\$111,101
Average Principal Salary (High)	\$124,468	\$121,754
Superintendent Salary	\$161,078	\$223,357
Percent of Budget for Teacher Salaries	38.00%	39.00%
Percent of Budget for Administrative Salaries	6.00%	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	43%	45%	29%	45%	47%	49%	52%	54%	56%
Mathematics	12%	18%	17%	38%	40%	41%	48%	50%	51%
Science	43%	47%	45%	47%	49%	51%	54%	57%	60%
History-Social Science	56%	39%	29%	37%	38%	41%	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
All Students in the LEA	49%	41%	51%	41%
All Students at the School	29%	17%	45%	29%
Male	29%	22%	52%	36%
Female	31%	6%	33%	15%
Black or African	23%	15%	0%	0%

American				
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	25%	12%	41%	18%
Native Hawaiian or Pacific Islander				
White	37%	20%	56%	52%
Two or More Races				
Socioeconomically Disadvantaged	27%	7%	0%	25%
English Learners	27%	21%	0%	14%
Students with Disabilities	38%	0%	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 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	38%	68%	58%	45%	53%	51%	54%	59%	56%
Mathematics	24%	49%	52%	41%	45%	48%	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	49%	26%	25%	52%	37%	12%
All Students at the School	42%	46%	13%	48%	35%	17%
Male	47%	41%	13%	44%	38%	19%
Female	31%	56%	13%	56%	31%	13%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	38%	42%	19%	46%	35%	19%
Native Hawaiian or Pacific Islander						
White	47%	47%	6%	47%	41%	12%
Two or More Races						
Socioeconomically Disadvantaged	56%	31%	13%	63%	25%	13%
English Learners						
Students with Disabilities						
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
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	18.90%	32.10%	18.90%

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	4	6	5
Similar Schools	1	6	6

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	63	-2	-32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	108	8	-61
Native Hawaiian or Pacific			

Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	93		-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.

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	125	720	15,238	768	4,664,264	788
Black or African American	10		1,168	713	313,201	710
American Indian or Alaska Native	0		83	763	31,606	742
Asian	2		173	861	404,670	905
Filipino	1		70	866	124,824	869
Hispanic or Latino	72	687	9,252	753	2,425,230	740
Native Hawaiian or Pacific Islander	0		73	806	26,563	775
White	40	774	4,360	809	1,221,860	853
Two or More Races	0		39	773	88,428	849
Socioeconomically Disadvantaged	43		11,321	750	2,779,680	737
English Learners	23	669	3,653	709	1,530,297	716
Students with Disabilities	11	517	1,389	575	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	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	Yes
Met Graduation Rate	N/A	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	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		54.8%

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		14.9	10.9		15.6	14.4		16.6	14.4
Graduation Rate		85.11	86.96		75.30	79.49		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	50		N/D
Black or African American	3		N/D
American Indian or Alaska Native	0		N/D
Asian	1		N/D
Filipino	0		N/D

SCHOOL ACCOUNTABILITY REPORT CARD

2011-2012

Hispanic or Latino	21	N/D
Native Hawaiian or Pacific Islander	0	N/D
White	21	N/D
Two or More Races	0	N/D
Socioeconomically Disadvantaged	5	N/D
English Learners	0	N/D
Students with Disabilities	2	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)

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.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	42
Percent of pupils completing a CTE program and earning a high school diploma	50
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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	19.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

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.

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 release Wednesdays (twice per month), 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.