

# *Summit Leadership Academy High Desert School Accountability Report Card Reported Using Data from the 2010-2011 School Year Published During the 2011-2012 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 Our School**

### **Contact Information (School Year 2011-12)**

<b>School</b>		<b>District</b>	
<b>School Name</b>	Summit Leadership Academy High Desert	<b>District Name</b>	Summit Leadership Academy High Desert
<b>Street</b>	12850 Muscatel St.	<b>Phone Number</b>	(760) 949-9202
<b>City, State, Zip</b>	Hesperia, CA 92345	<b>Web Site</b>	SLAHD.com
<b>Phone Number</b>	(760) 949-9202	<b>Superintendent</b>	Philip Dotson
<b>Principal</b>	Philip Dotson	<b>E-mail Address</b>	philip.dotson@hesperiausd.org
<b>E-mail Address</b>	philip.dotson@hesperiausd.org	<b>CDS Code</b>	36 75044 0107516

### **School Description and Mission Statement (School Year 2010-11)**

#### **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**

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

**Opportunities for Parental Involvement (School Year 2010–11)**

This section provides information about opportunities for parents to become involved in school activities. 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](http://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 2010–11)**

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	45
Grade 3	0	Grade 10	64
Grade 4	0	Grade 11	63
Grade 5	0	Grade 12	37
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	209

**Student Enrollment by Subgroup (School Year 2010–11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	11%	Filipino	0.5%
American Indian or Alaska Native	0.5%	White	30.6%
Asian	2.9%	Two or More Races	0%
Native Hawaiian or Pacific Islander	0%	Socioeconomically Disadvantaged	57.4%
Hispanic or Latino	49.8%	English Learners	12%

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

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.5	4	4	0	26.25	2	--	--	21.1	6	3	1
Mathematics	15.7	6	3	0	27.4	2	--	--	16.6	9	1	0
Science	0	0	0	0	21.6	2	--	--	16.4	3	2	0
Social Science	19.6	4	4	0	26.3	2	--	--	32	0	2	2

\* 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 2010-11)**

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 departure from school, sexual harassment policy, and dress code policy. The most recent review and update of the school safety plan took place on March 18, 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 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0.138%	0.056%	1.6%	23.93%	24.5%	20.13%
Expulsions	0%	0%	0%	0.71%	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 2011-12)**

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 2010-2011 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 2011-12)**

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

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			None
<b>Safety:</b> Fire Safety, Hazardous Materials		X			None
<b>Structural:</b> Structural Damage, Roofs		X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	5	5	10	789
<b>Without Full Credential</b>	4	5	2	26
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	4	5	2	n/a

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2010-11)

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
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	0%	0%
<b>Low-Poverty Schools in District</b>	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 2010-11)**

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)	1	
Psychologist	1	
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 2011-12)**

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 instruction 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 McDougall Littell; Geometry Reasoning, Applying Measurement 2004 McDougal Littell; Calculus 2006	no	0%
Science	Holt, Rinehart and Winston; Physical Science 2004 Holt, Rinehart & Winston; Biology - CA 2007 Merrill; Merrill Earth Science 1993	no	0%
History-Social Science	McDougal Littell; World Geography - CA 2006 McDougal Littell; The Americans-Reconstruction to the 21st Century 2007	no	0%

	McDougalLittell; World History-Patterns of Interactions 2007 WA McClenaghan; McGruder's American Government 2006 Prentice Hall; Economics-Principles in Action 2007		
<b>Foreign Language</b>	McDougal Littell; En Espanol (California Edition) 1 UNO 2004 McDougal Littell; En Espanol (California Edition) 2 DOS 2004	no	0%
<b>Health</b>	Holt, Rinehart and Winston; Health 1994	no	0%
<b>Visual and Performing Arts</b>	N/A	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	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 2009-10)**

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	\$47,992
District			\$7,441	\$65,038
Percent Difference - School Site and District			-19.88%	-0.26%
State			\$5,455	\$67,667
Percent Difference - School Site and State			12.12%	-41%

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 2010-11)**

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 2009-10 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 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,706	\$41,035
Mid-Range Teacher Salary	\$67,677	\$65,412
Highest Teacher Salary	\$85,413	\$84,837
Average Principal Salary (Elementary)	\$108,340	\$106,217
Average Principal Salary (Middle)	\$111,336	\$111,763
Average Principal Salary (High)	\$129,233	\$121,538
Superintendent Salary	\$161,078	\$197,275
Percent of Budget for Teacher Salaries	38%	39%
Percent of Budget for Administrative Salaries	6%	5%

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	37	43	45	42	45	47	49	52	54
Mathematics	2	12	18	38	38	40	46	48	50
Science	51	43	47	40	47	49	50	54	57
History-Social Science	18	56	31	31	37	38	41	44	48

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	47	40	49	38
All Students at the School	45	18	47	39
Male	49	19	51	47
Female	36	16	38	23
Black or African American	35	12	0	0
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0	0
Filipino	--	--	--	--
Hispanic or Latino	40	13	33	35
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	23	78	53
Two or More Races	--	--	--	30
Socioeconomically Disadvantaged	33	16	36	030
English Learners	0	0	0	0
Students with Disabilities	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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	53	38	68	42	45	53	52	54	59
Mathematics	47	24	49	40	41	45	53	54	56

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	47	27	25	55	36	9
All Students at the School	32	39	29	51	41	8
Male	34	39	27	43	45	11
Female	28	39	33	71	29	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	31	44	26	55	37	8
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	20	40	40	40	47	13
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	25	54	36	10
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2010-11)**

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	39.5	44.7	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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	2008	2009	2010
Statewide	7	4	6
Similar Schools	10	1	6

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

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-60	63	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-89	108	9
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged		93	-18
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 – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	144	753	15,325	754	4,683,676	778
Black or African American	16	645	1,156	692	317,856	696
American Indian or Alaska Native	0		89	723	33,774	733
Asian	3		179	866	398,869	898
Filipino	0		76	849	123,245	859
Hispanic or Latino	71	750	9,258	737	2,406,749	729
Native Hawaiian or Pacific Islander	0		64	804	26,953	764
White	54	782	4,489	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	80	740	10,741	731	2,731,843	726
English Learners	17	732	3,750	690	1,521,844	707
Students with Disabilities	10		1,353	546	521,815	595

**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 mathematic
- 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 2010-11)**

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

### Federal Intervention Program (School Year 2011-12)

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 at: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	
First Year of Program Improvement	N/A	2005
Year in Program Improvement	N/A	3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		38.7%

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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.2%	3.2%	2.7%	4.7%	5.5%	3.9%	4.9%	5.7%	4.6%
Graduation Rate	100%	92.9%	90.38%	74.8%	73.68%	81.73%	80.21%	78.59%	80.44%

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 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 2011		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

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

### Career Technical Education Programs (School Year 2010–11)

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

### District Vocational Education Programs

Hesperia Unified School District's Career & Adult Education website ([www.hesperia.org/career/index.htm](http://www.hesperia.org/career/index.htm)) is a valuable, comprehensive resource for students 16 years and older who are seeking job training opportunities. Regional Occupational Programs (ROP) is offered in partnership with the San Bernardino County Superintendent of Schools. A variety of career and technical education courses and School-to-Career related services are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. ROP classes are available at the Alternative Education Center, Sultana High School, and Hesperia High School. Students may also enroll in vocational education courses at Victor Valley Community College for a broader selection of opportunities. For more information about availability and eligibility for ROP programs, students may visit the district's web site or contact the Hesperia Career & Adult Education Center at (760) 244-1771 ext. 102 or 107.

Vocational education programs (also referred to as career technical education programs) include: business education in marketing and general office skills, consumer home economics and related occupations, industrial and

technological education, automotive, and visual communications. The Career Technical Education Program table in this report shows the total number of students in all secondary schools participating in the district's vocational education and regional occupational programs and those students who graduated and completed their vocational education program. For more information on career technical programs, please visit the district's web site or call (760) 244-1771 ext. 102. General information about the state's career technical program can be found at [www.cde.ca.gov/ci/ct/careertechnical](http://www.cde.ca.gov/ci/ct/careertechnical).

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	209
Percent of pupils completing a CTE program and earning a high school diploma	209
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	77.3
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	83

### Advanced Placement Courses (School Year 2010-11)

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	1	
All courses	1	2.7

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.