

Summit Leadership Academy-High Desert

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Casondra Foor

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.

Principal's Comment

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.

Contact

Summit Leadership Academy-High Desert
12850 Muscatel St.
Hesperia, CA 92345-5566

Phone: 760-949-9202
E-mail: casondra.foor@slahd.com

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
E-mail Address	david.olney@hesperiausd.org
Web Site	www.hesperiausd.org

School Contact Information (School Year 2017-18)	
School Name	Summit Leadership Academy-High Desert
Street	12850 Muscatel St.
City, State, Zip	Hesperia, Ca, 92345-5566
Phone Number	760-949-9202
Principal	Casondra Foor
E-mail Address	casondra.foor@slahd.com
Web Site	www.slahd.com
County-District-School (CDS) Code	36750440107516

Last updated: 1/22/2018

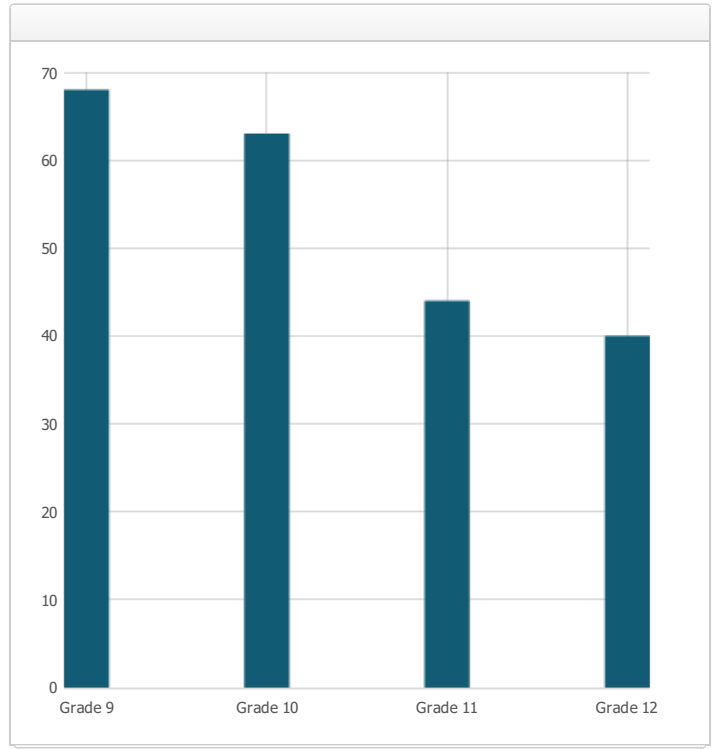
School Description and Mission Statement (School Year 2017-18)

<p>Mission Statement</p> <p>Summit Leadership Academy - High Desert (SLAHD) is dedicated to instilling high standards of integrity, ethics and behavior while pursuing high academic standards.</p>

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	68
Grade 10	63
Grade 11	44
Grade 12	40
Total Enrollment	215



Last updated: 1/22/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.4 %
American Indian or Alaska Native	0.5 %
Asian	2.8 %
Filipino	0.0 %
Hispanic or Latino	65.6 %
Native Hawaiian or Pacific Islander	0.5 %
White	17.7 %
Two or More Races	1.4 %
Other	3.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.1 %
English Learners	20.5 %
Students with Disabilities	4.2 %
Foster Youth	0.5 %

Last updated: 1/22/2018

A. Conditions of Learning

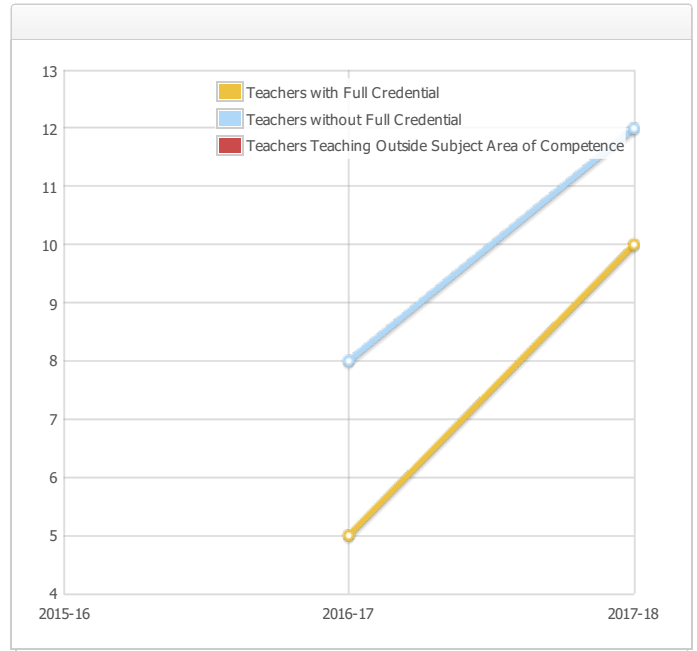
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

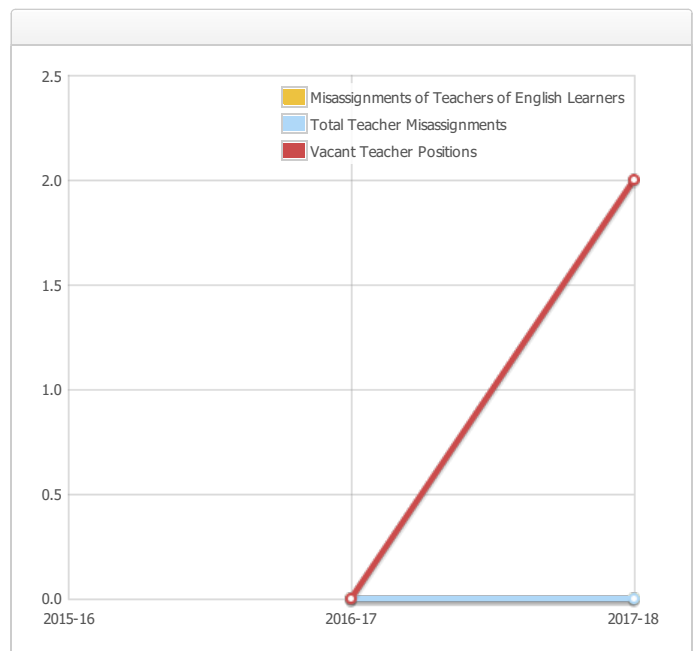
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential		5	10	
Without Full Credential		8	12	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/22/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	2



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: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	100.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2018

School Facility Conditions and Planned Improvements

The school facility is in good condition. The boys bathroom was recently renovated and new flooring was installed in the Art room. Some cockroach and mice traps are set throughout to prevent the spread of pests and vermin. One fountain is out of order and concrete is broken due to District/landlord updates. Work orders are on file with District/landlord for repair.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: May 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Insect and vermin traps set throughout to prevent infestation and spread.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	One fountain is out of order due to District/landlord maintenance; work orders are on file to repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Gates show rust with some paint peeling.

Overall Facility Rate

Year and month of the most recent FIT report: May 2017

Overall Rating	Good
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Last updated: 2/1/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	17%	9%	34%	33%	48%	48%
Mathematics (grades 3-8 and 11)		7%	21%	21%	36%	37%

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

Last updated: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	43	87.76%	
Male	34	31	91.18%	
Female	15	12	80.00%	16.67%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	31	26	83.87%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	34	30	88.24%	
English Learners	13	--	69.23%	11.11%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	44	88.00%	
Male	35	31	88.57%	
Female	15	13	86.67%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	31	27	87.10%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	35	31	88.57%	
English Learners	13	--	76.92%	20.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	42.0%		42.0%		56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

Career Technical Education Programs (School Year 2016-17)

Summit Leadership Academy is in the process of completing CTE requirements for Firefighting, Law Enforcement, Military Training and Computer Skills.

Each subject stated above is taught by a highly qualified teacher, who either has a clear CTE credential, or in is the CTE program.

Summit Leadership Academy's charter emphasizes leadership and lessons to align with Firefighting, Law Enforcement and Military Training. SLAHD is unique in allowing students to be physically active throughout the day, aligning with the charter. Students pull hoses, learn basic law enforcement and military strategies, while building self-respect and confidence.

Classes are aligned to the CTE Public Service content standards.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	220
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	10.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/1/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	94.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	87.9%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	16.9%	27.3%	36.4%

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

Last updated: 2/1/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

We offer different groups for parents to attend, including ELAC, School Site Council and Parent Advisory Committee.

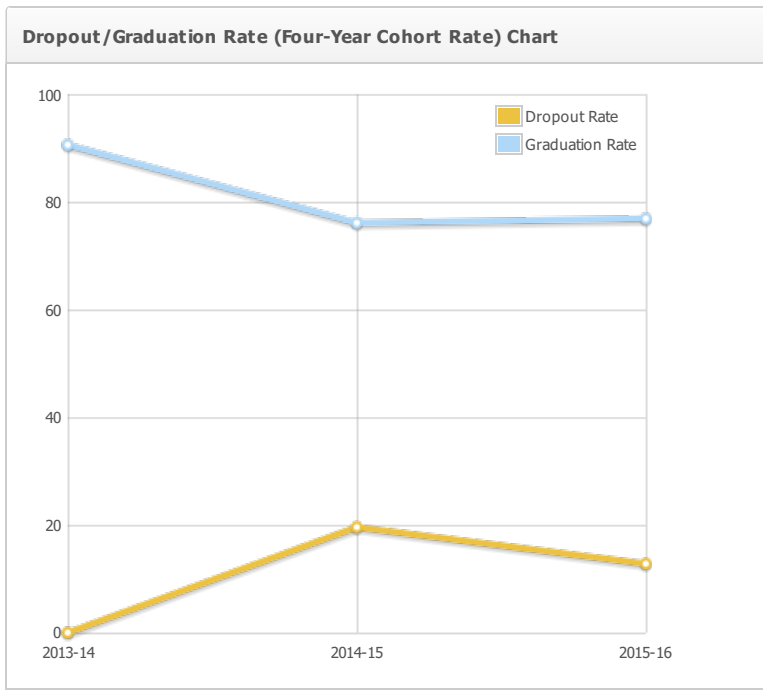
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	19.6%	12.8%	7.6%	9.0%	4.6%	11.5%	10.7%	9.7%
Graduation Rate	90.6%	76.1%	76.9%	87.1%	87.2%	91.0%	81.0%	82.3%	83.8%



Last updated: 1/22/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	82.5%	93.1%	87.1%
Black or African American	100.0%	91.2%	79.2%
American Indian or Alaska Native	0.0%	83.3%	80.2%
Asian	0.0%	88.2%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	88.5%	93.6%	84.6%
Native Hawaiian or Pacific Islander	0.0%	70.0%	86.6%
White	63.6%	92.3%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	86.7%	97.6%	85.5%
English Learners	80.0%	81.7%	55.4%
Students with Disabilities	66.7%	81.1%	63.9%
Foster Youth	0.0%	91.7%	68.2%

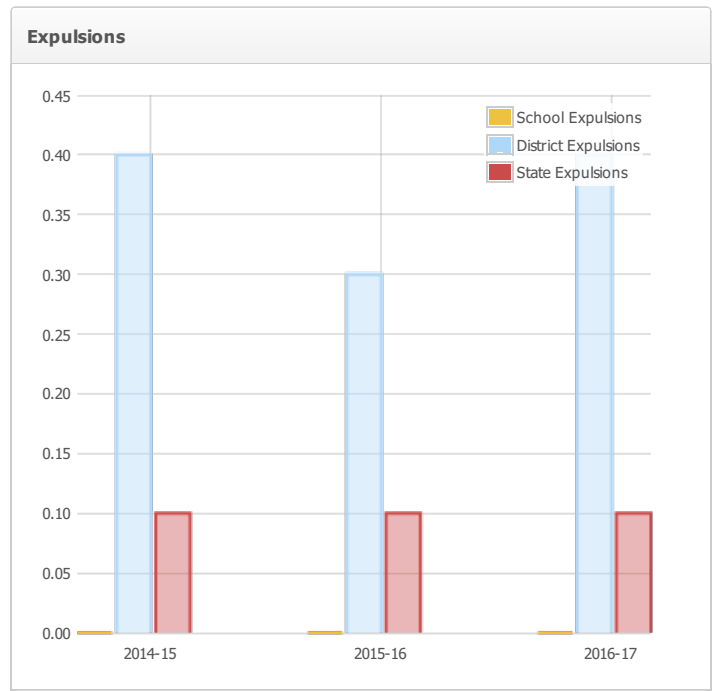
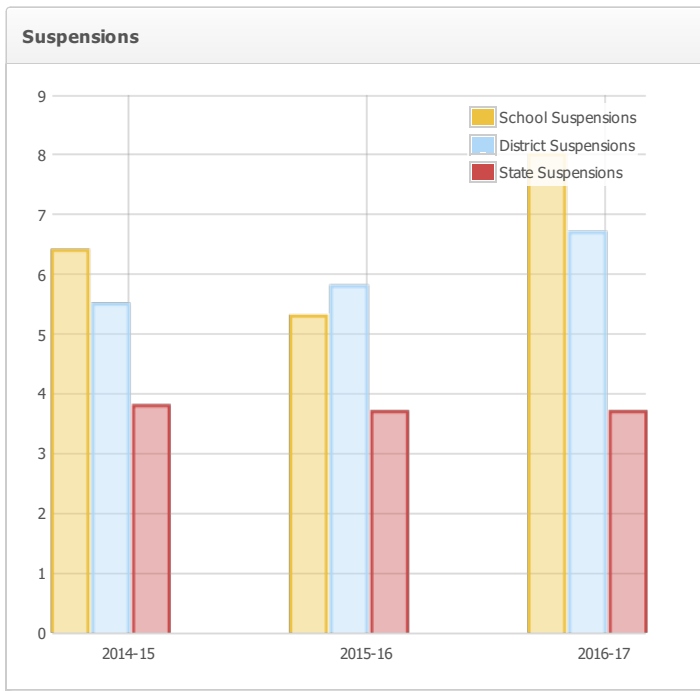
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.4%	5.3%	8.0%	5.5%	5.8%	6.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.4%	0.3%	0.4%	0.1%	0.1%	0.1%



Last updated: 1/22/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	80.0%

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	18.0								15	10	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.0	11	2	0	11.0	12	3	0	20.0	8	3	0
Mathematics	16.0	7	3	0	12.0	7	0	0	12.0	4	0	1
Science	12.0	3	1	0	14.0	3	1	0	10.0	4	0	0
Social Science	18.0	4	2	0	18.0	6	0	0	1.0	2	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.

Last updated: 1/22/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells 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: 1/22/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10506.0	\$1312.0	\$9194.0	\$48000.0
District	N/A	N/A	\$0.0	\$75337.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

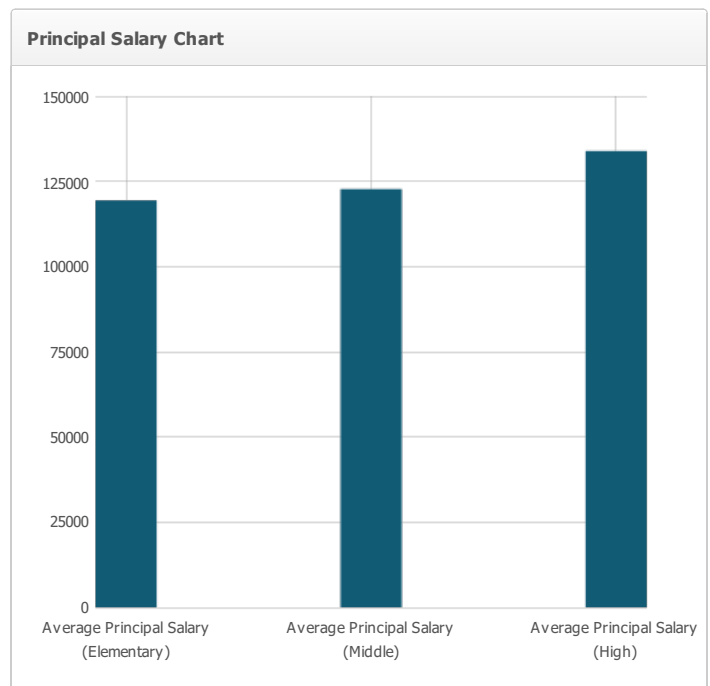
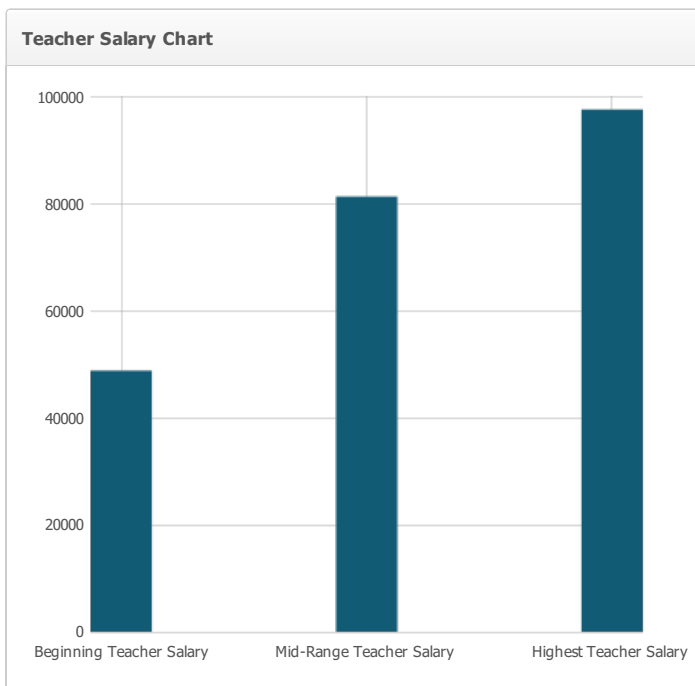
Funds were spent on AVID, Technology, and Leadership programs. Two teachers and one administrator were trained in AVID strategies and implementation. A new instructor was hired to teach technology courses. Materials and supplies were purchased for the Leadership program; also two Leadership teachers were increased to full time to offer more classes and training. Leadership teachers also mentor students on campus throughout the day.

Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,748	\$47,808
Mid-Range Teacher Salary	\$81,246	\$73,555
Highest Teacher Salary	\$97,496	\$95,850
Average Principal Salary (Elementary)	\$119,424	\$120,448
Average Principal Salary (Middle)	\$122,727	\$125,592
Average Principal Salary (High)	\$133,904	\$138,175
Superintendent Salary	\$195,170	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2018

Professional Development

Teachers meet monthly for a 2 hour professional development meeting focusing on rigor, lesson planning, collaborative and cross-curricular projects, classroom management and crisis intervention.

In addition, key staff members train the staff on focus learning. As an AVID-wide school, many professional developments revolve around WICOR (writing, inquiry, collaboration, organization and reading). Teachers learn different methods for improving their lesson planning and student outcomes.

Last updated: 2/1/2018