



Summit Leadership Academy High Desert

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at 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. School Information

Contact Information (2010-11 School Year)

This section provides the school's contact information.

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

Message (2009-10 School Year)

This section provides information about the school, its program and its goals.

BOARD PRESIDENT'S MESSAGE

Summit Leadership Academy is a public charter school dedicated to promoting the qualities of personal responsibility, leadership, and community service in its students. Academic standards are high, and positive behaviors are reinforced through a system of uniform, grooming, and conduct standards. This unique program lays the foundation for students to have both academic skills and self-confidence necessary to meet life's challenges. Students specifically receive training in law enforcement, fire, and military academies; with an emphasis on leadership skills, discipline, and respect for others while receiving recognition and positive feedback from the staff and 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.

SCHOOL PROFILE

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 15 elementary schools, 2 choice schools, 3 middle schools, 3 comprehensive high schools, 2 continuation high schools, 1 alternative school, grades K-12, 1 community day school and 6 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 756 for the 2009-10 evaluation cycle. All seniors passed the English/language arts and math portions of the California High School Exit Exam. During the 2009-10 school year, 189 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.

Parental Involvement (2009-10 School Year)

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. 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.

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.85	2	--	--	15	2	--	--	26.25	2	--	--
Mathematics	12.2	2	--	--	14.8	2	--	--	27.4	2	--	--
Science	25.5	1	--	--	15.4	1	--	--	21.6	2	--	--
Social Science	20.6	1	--	--	13.2	1	--	--	26.3	2	--	--

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	1
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	42
Grade 3	0	Grade 10	65
Grade 4	0	Grade 11	44
Grade 5	0	Grade 12	37
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	189

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified in a particular group.

Group	Total Enrollment	Group	Total Enrollment
Black or African American	4%	White	32%
American Indian or Alaska Native	1%	Two or More Races	0%
Asian	2%	Socioeconomically Disadvantaged	44%
Filipino	2%	English Learners	6%
Hispanic or Latino	53%	Students with Disabilities	5%
Native Hawaiian/Pacific Islander	1%		--

II. School Safety and Facilities

School Safety Plan (2009-10)

This section provides information about the school’s comprehensive safety plan.

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 19, 2010; 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	*	0.138%	0.056%	32%	24%	25%
Expulsions	*	0%	0%	1%	1%	1%

*Data not currently available

School Facility Conditions

This section provides information about the condition of the school’s grounds, buildings, restrooms, and a description of any planned or recently completed facility improvements.

School Facilities

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 2009-2010 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.

Campus Description

Year Built	2002	Computer Lab	1
Acreage	20 ac	Student Assembly Room	1
Square Footage	11,700 sf.	Shared Cafeteria*	1
Permanent Classrooms	0	Library	1
Portable Classrooms	7	Staff Work/Lunch Room	1
Restrooms (student use)	1 set	Restrooms (staff use)	2 sets

* Facility shared with the continuation high school; students do not share the same lunch period.

Campus Supervision

The Program Director or other designated staff member greets students as they arrive on campus and pass through the main entrance gate each morning upon arrival and each afternoon when dismissed for the day. Teachers are located at designated areas to supervise students as they enter the campus each morning, as they switch classrooms during breaks, during the lunch periods, and after school as they leave the campus or remain for tutoring programs. Any student who commits a serious violation (i.e., fighting), is subject to arrest, citation, referral to the Juvenile Probation Office, and/or formal removal from the school program.

Campus Maintenance

School staff and students share daily housekeeping responsibilities, they work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for everyone. School staff and students frequently check restrooms throughout the day for cleanliness and notify the school office when restrooms need a quick cleanup or supplies are low. School administrators and teaching staff continuously monitor the campus for unsafe or hazardous conditions that need immediate resolution. As part of their coursework, students will be assigned to various duties such as emptying trash, sweeping debris either in or outside the classroom, cleaning windows, dusting, and vacuuming. Maintenance projects are identified and coordinated by school administrators. When larger remodeling or maintenance projects are necessary, work is performed by professional contractors.

Summit Leadership Academy High Desert employs professional cleaning services for its more intensive cleaning needs. A part-time professional janitor visits the academy five evenings a week to clean office areas, vacuum, dust, empty trash, wax floors, and sanitize the bathrooms. Hesperia Unified School District’s ground keeping crew is responsible for maintaining the landscaping and outside utility systems. Due to the small community culture, continuous monitoring, and collaborative efforts of all staff, school site inspections are not conducted on a formal basis. Summit Leadership Academy High Desert immediately remedies deficiencies as they occur regarding school facilities and operations systems that affect the safety and cleanliness of the campus.

Planned Improvements (2010-11 School Year)

None

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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			n/a

III. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Instructional Materials

All textbooks used in Summit Leadership Academy High Desert’s core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials used in core subject areas are standards-based and approved by the Charter Governing Board. Textbooks and instructional materials were provided to all students, including English learners, to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, sufficient textbooks and instructional materials in math, science, history-social science, and English/ language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 3) sufficient textbooks or instructional materials for foreign language and health classes, and 4) sufficient laboratory science equipment for science laboratory classes.

The instructional materials selection process is a collaborative effort of administrators, teachers, and parents (Charter Advisory Group) who evaluate the most recent editions of prospective instructional materials based upon the abilities, needs, and interests of the students, the level of difficulty, artistic and literary quality, factual and reliable information, instruction on standards, and alignment with pacing plans. Recommendations are submitted to the Charter Governing Board for approval.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas.

Core Curriculum Area	Textbook Title and/or Publisher	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	McDougal Littell; The Language of Literature Series 2004 McDougal Littell; The Language of Literature, American Literature 2004	0%
Mathematics	McDougal Littell; Algebra II 2004 McDougal Littell; Advanced Math 2003 McDougal Littell; Geometry Reasoning, Applying Measurement 2004 McDougal Littell; Calculus 2006	0%
Science	Holt, Rinehart and Winston; Physical Science 2004 Holt, Rinehart and Winston; Biology - CA 2007 Merrill; Merrill Earth Science 1993	0%
History-Social Science	McDougal Littell; World Geography - CA 2006 McDougal Littell; The Americans-Reconstruction to the 21st Century 2007 McDougal Littell; World History-Patterns of Interactions 2007 WA McClenaghan; McGruder's American Government 2006 Prentice Hall; Economics-Principles in Action 2007	0%
Foreign Language	McDougal Littell; En Espanol (California Edition) 1 UNO 2004 McDougal Littell; En Espanol (California Edition) 2 DOS 2004	0%

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

No textbook insufficiencies.

IV. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	46	37	43	38	42	45	46	50	52
Mathematics	6	2	12	35	38	38	43	45	48
Science	54	51	43	37	40	47	46	50	54
History-Social Science	14	18	56	28	31	37	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45%	38%	47%	37%
All Students at the School	43%	12%	43%	56%
Male	44%	15%	50%	56%
Female	41%	8%	30%	57%
Black or African American	*	*	*	*
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	42%	10%	35%	53%
Native Hawaiian or Pacific Islander				
White	53%	18%	65%	64%
Two or More Races	*	*		
Socioeconomically Disadvantaged	44%	14%	44%	67%
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

V. 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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	6	7	4
Similar Schools	10	10	1

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

This table displays, by student group, the actual API changes in points added or lost for the past three years.

Note: "N/A" means that the student group is not numerically significant or data was not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	33	-60	63
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-89	108
Native Hawaiian/Pacific Islander			
White			
Two or More Races	n/a	n/a	
Socioeconomically Disadvantaged			93
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	756	744	767
Black or African American		663	686
American Indian or Alaska Native		731	728
Asian		863	890
Filipino			851
Hispanic or Latino	742	729	715
Native Hawaiian/Pacific Islander			753
White		789	838
Two or More Races			808
Socioeconomically Disadvantaged	759	721	712
English Learners		687	692
Students with Disabilities		527	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at:

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	No

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	In PI
First Year of Program Improvement	n/a	2004-2005
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	7
Percent of Schools Currently in Program Improvement	n/a	22.6

VI. Teachers & Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	5	6	5	
Without Full Credential	2	5	5	
Teaching Outside Subject Area of Competence	2	4	5	n/a

Teacher Mis-assignments and Vacant Teacher Positions

This table displays the number of teacher mis-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Mis-assignments* include the number of *Mis-assignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	64.3%	35.7%
All Schools in District	96.39%	3.61%
High-Poverty Schools in District	98%	2%
Low-Poverty Schools in District	96%	4%

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.

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time.

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	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. High School Information

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students	50		94.50%
Black or African American	3		89.70%
American Indian or Alaska Native	0		95.30%
Asian	1		97.40%
Filipino	0		98.20%
Hispanic or Latino	21		91.60%
Native Hawaiian/Pacific Islander	0		95.20%
White	20		98.10%
Two or More Races	--		n/a
Socioeconomically Disadvantaged	--		91.30%
English Learners	--		98.50%
Students with Disabilities	--		53.40%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

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	n/a

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admission requirements, please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Dropout Rate and Graduation Rate

This table displays the school’s one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	4.1%	1.2%	3.2%	4.9%	4.7%	5.5%	5.5%	4.9%	5.7%
Graduation Rate	100.00%	100.0%	92.9%	77.4%	77.3%	74.8%	80.6%	80.2%	78.6%

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	65.9	57.6	39.6	46	42.3	45.4	52.9	52.0	54
Mathematics	43.9	48.5	24.5	41.8	41.5	43.8	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54.7	21.5	23.8	56.2	33.7	10.1
All Students at the School	60.4	22.6	17.0	75.5	24.5	0.0
Male	58.8	23.5	17.6	67.6	32.4	0.0
Female	63.2	21.1	15.8	89.5	10.5	0.0
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	62.5	25.0	12.5	78.1	21.9	0.0
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	50	18.8	31.2	75.0	25.0	0.0
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	58.3	25.0	16.7	75.0	25.0	0.0
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards.

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 Corp., 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) 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/. Career Technical

Education Participation (School Year 2009–10)

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	189
Percent of pupils completing a CTE program and earning a high school diploma	189
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,076.90	\$5,784.54	\$292.36	\$43,000.00
District	n/a	n/a	\$7,737.00	\$62,318.00
Percent Difference – School Site and District	n/a	n/a	--	--
State	n/a	n/a	\$5,681.00	\$68,179.00
Percent Difference – School Site and State	n/a	n/a	--	--

Types of Services Funded (Fiscal Year 2009–10)

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 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,706	\$42,377
Mid-Range Teacher Salary	\$67,677	\$67,667
Highest Teacher Salary	\$85,413	\$87,102
Average Principal Salary (Elementary)	\$108,340	\$108,894
Average Principal Salary (Middle)	\$111,336	\$113,713
Average Principal Salary (High)	\$129,233	\$124,531
Superintendent Salary	\$161,078	\$113,323
Percent of Budget for Teacher Salaries	39.3%	40.2%
Percent of Budget for Administrative Salaries	6%	5.5%

IX. Data and Access**DataQuest**

DataQuest is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.