

Summit Leadership Academy-High Desert

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Shannon Brandner

Principal, Summit Leadership Academy-High Desert

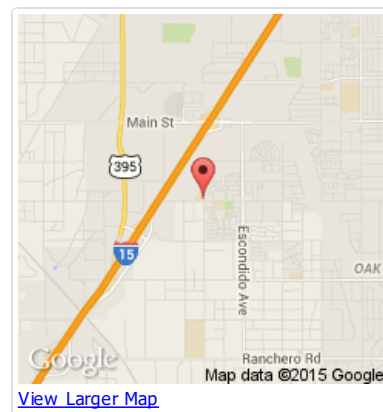
About Our School

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

Contact

12850 Muscatel St.
Hesperia, CA
92345

Phone: 760-949-9202
E-mail: shannon.brandner@hesperiausd.org



About This School

Contact Information - Most Recent Year

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

District	
District Name	Summit Leadership Academy- High Desert
Phone Number	(760) 949-9202
Web Site	www.slahd.com
Superintendent First Name	Shannon
Superintendent Last Name	Brandner
E-mail Address	shannon.brandner@hesperiausd.org

Last updated: 1/22/2015

School Description and Mission Statement (Most Recent Year)

SCHOOL DESCRIPTION

Summit Leadership Academy High Desert is an independent charter school authorized 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 weighted, 3-year average Academic Performance Index Score of 732. All seniors passed the English/language arts and math portions of the California High School Exit Exam. During the 2013-14 school year, 216 students were enrolled in grades nine through twelve. Students maintain the privilege of attending Summit Leadership Academy High Desert by meeting high behavioral and academic expectations and following strict uniform and grooming policies. The academy's unique culture and articulate curriculum foster a respectful, well-disciplined learning environment for students determined to make a difference in tomorrow's community.

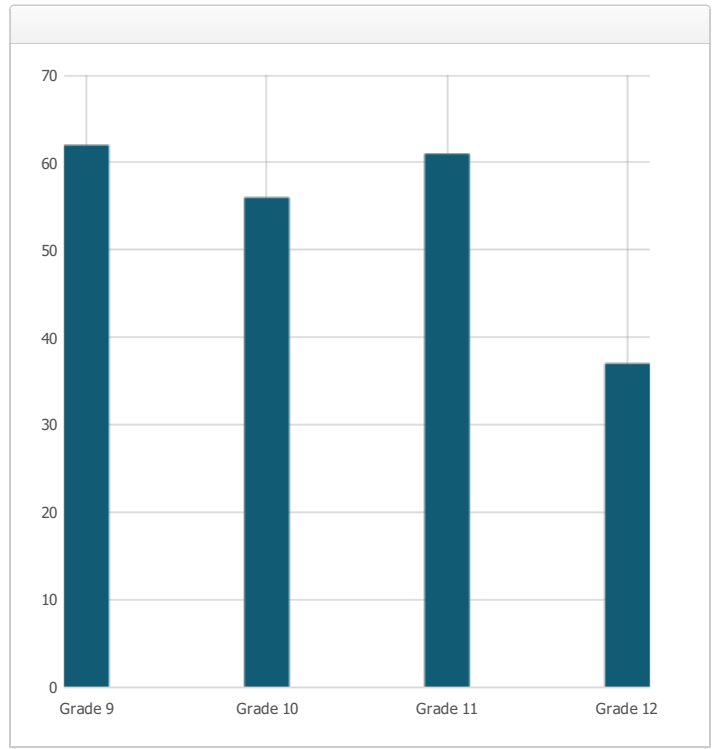
SCHOOL MISSION STATEMENT

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

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

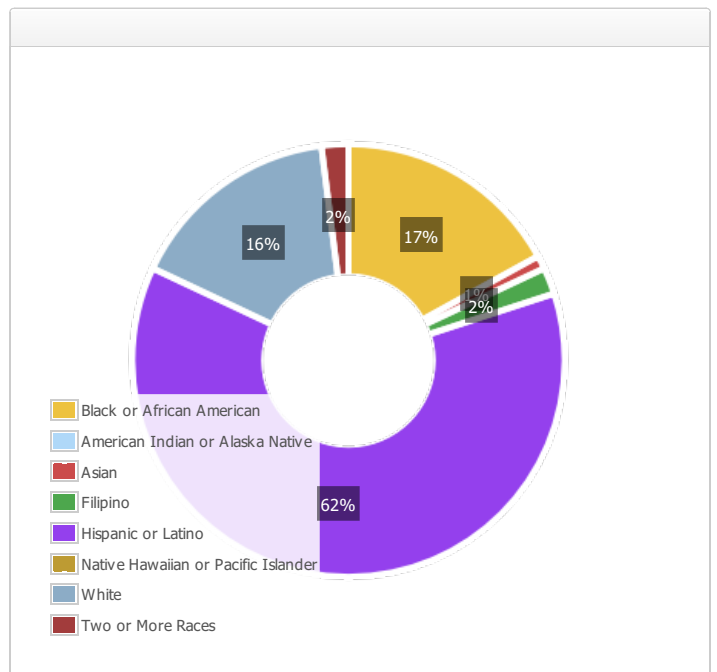
Grade Level	Number of Students
Grade 9	62
Grade 10	56
Grade 11	61
Grade 12	37
Total Enrollment	216



Last updated: 1/30/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	17.0
American Indian or Alaska Native	0.0
Asian	1.0
Filipino	2.0
Hispanic or Latino	62.0
Native Hawaiian or Pacific Islander	0.0
White	16.0
Two or More Races	2.0
Socioeconomically Disadvantaged	54.0
English Learners	28.0
Students with Disabilities	18.0



Last updated: 1/30/2015

A. Conditions of Learning

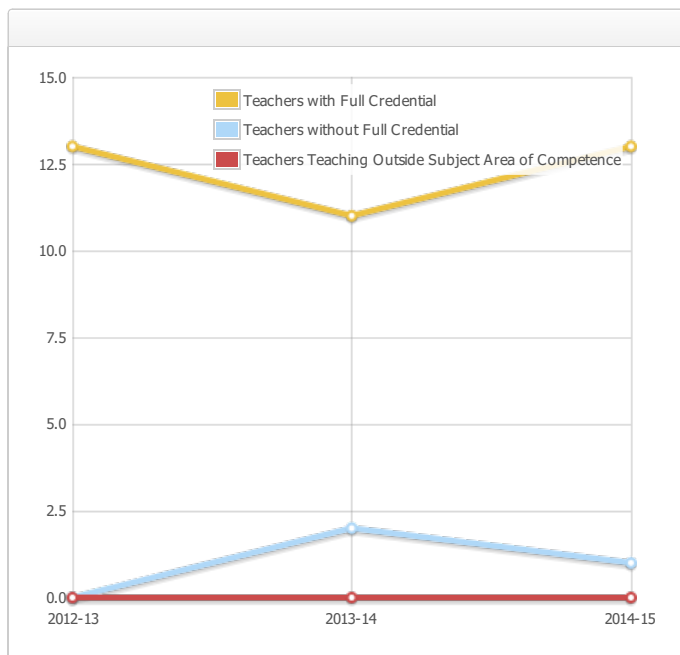
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

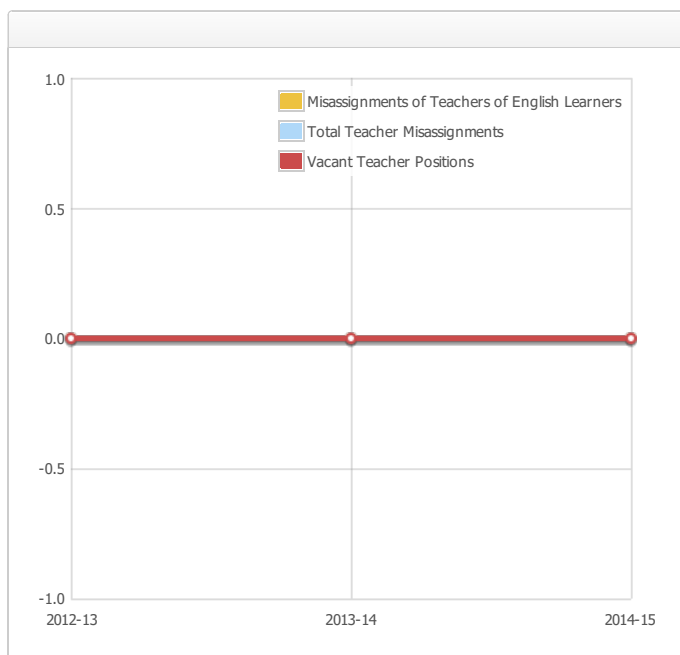
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	13	11	13	13
Without Full Credential	0	2	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	88	13
All Schools in District	88	13
High-Poverty Schools in District	88	13
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2010

Subject	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	0.0
Mathematics	McDougal Littell; Algebra II 2004 McDougal Littell; Advanced Math 2003 McDougal Littell; Geometry Reasoning, Applying Measurement 2004 McDougal Littell; Calculus 2006 Pearson; Geometry Student Text 2006 Pearson; Pre-Algebra Student Text 2006 Pearson; Algebra, Ed. 1 2003	No	0.0
Science	Holt, Rinehart & Winston; Physical Science 2004 Holt, Rinehart & Winston; Biology - CA 2007 Merrill; Merrill Earth Science 1993 Prentice Hall; Chemistry 2011	No	0.0
History-Social Science	McDougal Littell; World Geography - CA 2007 McDougal Littell; The Americans-Reconstruction to the 21st Century 2007 McDougal Littell; World History-Patterns of Interactions 2007 WA McClenaghan; McGruder's American Government 2006 Prentice Hall; Economics-Principles in Action 2007	No	0.0
Foreign Language	McDougal Littell; En Espanol (California Edition) 1 UNO 2004 McDougal Littell; En Espanol (California Edition) 2 DOS 2004	No	0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0

Science Laboratory Equipment
(grades 9-12)

Dissection trays, dissection kits, 250 ml flasks, 100 ml graduated
cylinders, Microscopes, hot plate

0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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 2013-2014 school year, Summit Leadership did not require major improvements or upgrades; only minor repairs were needed to eliminate weather damage and for the heating/air conditioning systems to keep the school in good working condition and fully functioning. At this time no improvements are planned for the 2014-2015 school year; however, the school is planning to move to a brand-new campus in 2016.

Last updated: 1/26/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There have been no identified issues.
Interior: Interior Surfaces	Good	In March 2014, floor tiles were replaced to repair water damage caused by rainy weather conditions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The school contracts with a pest control company. The company comes in a monthly basis to perform checks and maintenance.
Electrical: Electrical	Good	No needs have been identified. This area of the campus is in good repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Two drinking fountains stopped working. Hesperia Unified School District Maintenance Department serviced those fountains and repaired them in a timely manner.
Safety: Fire Safety, Hazardous Materials	Good	In December 2014, Hesperia Unified School District Maintenance Staff added grating to fences in order to allow persons to open the gate from the inside, but not allow any access from the outside.
Structural: Structural Damage, Roofs	Good	Roof repairs were made to prevent further damage caused by rainy weather conditions.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No needs have been identified. This area of the campus is in good repair.

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/26/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	45	54	47	51	51	47	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/26/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Students at the School	50
Male	30
Female	20
Black or African American	5
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0
White	12
Two or More Races	0
Socioeconomically Disadvantaged	31
English Learners	5
Students with Disabilities	
Students Receiving Migrant Education Services	0

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Last updated: 1/26/2015

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	29%	37%	47%	49%	46%	54%	56%	55%
Mathematics	18%	17%	13%	40%	41%	39%	49%	50%	50%
History-Social Science	39%	29%	27%	38%	41%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/26/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	4	4
Similar Schools	6	4	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/26/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-2	-32	-6
Black or African American	B	B	B
American Indian or Alaska Native	B	B	B
Asian	B	B	B
Filipino	B	B	B
Hispanic or Latino	8	-61	-4
Native Hawaiian or Pacific Islander	B	B	B
White	B	B	B
Two or More Races	B	B	B
Socioeconomically Disadvantaged	-17	B	B
English Learners	B	B	B
Students with Disabilities	B	B	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/26/2015

Career Technical Education Programs (School Year 2013-14)

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

Last updated: 1/26/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	181
Percent of pupils completing a CTE program and earning a high school diploma	181.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/26/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

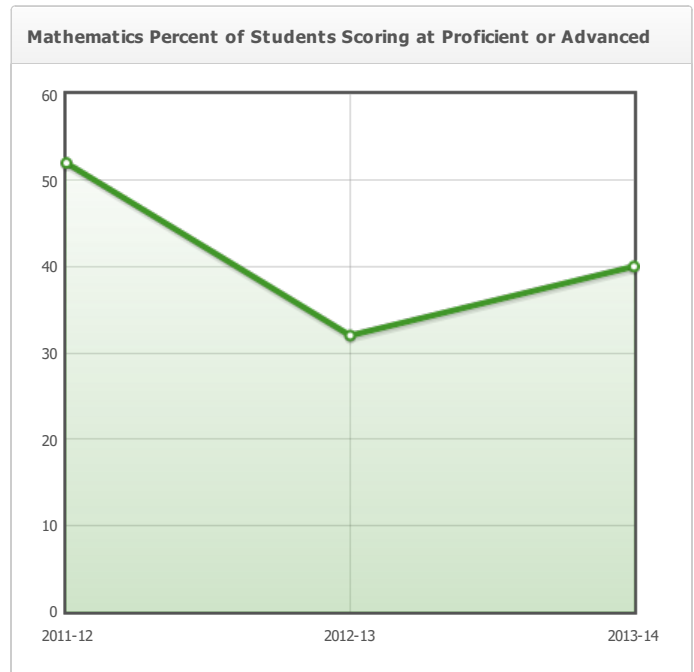
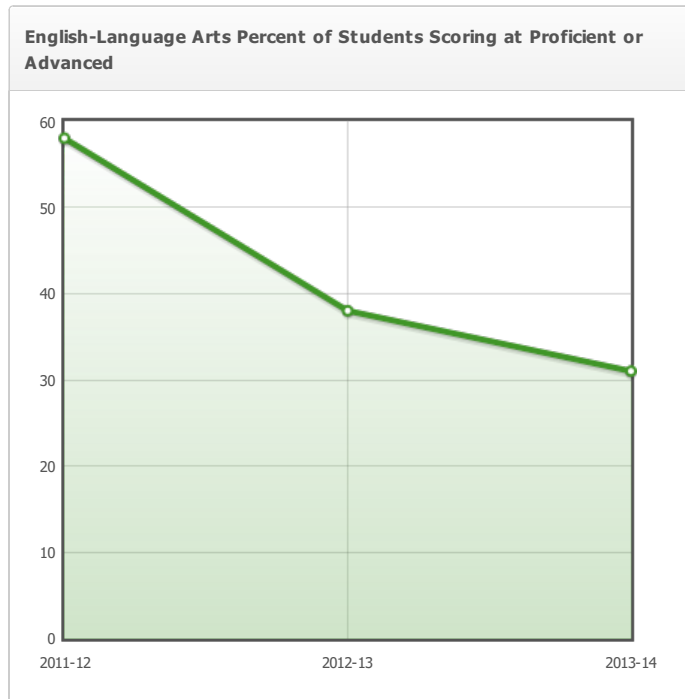
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	58%	38%	31%	51%	49%	37%	56%	57%	56%
Mathematics	52%	32%	40%	49%	46%	37%	58%	60%	62%

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: 1/26/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	54%	26%	20%	53%	36%	11%
All Students at the School	69%	29%	2%	60%	36%	4%
Male	70%	27%	3%	60%	37%	3%
Female	67%	33%	N/A	60%	33%	7%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	76%	24%	N/A	62%	38%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	76%	22%	3%	63%	33%	5%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: 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: 1/26/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	9.4%	20.8%	64.2%

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: 1/26/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

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.

State Priority: Pupil Engagement

Last updated: 1/23/2015

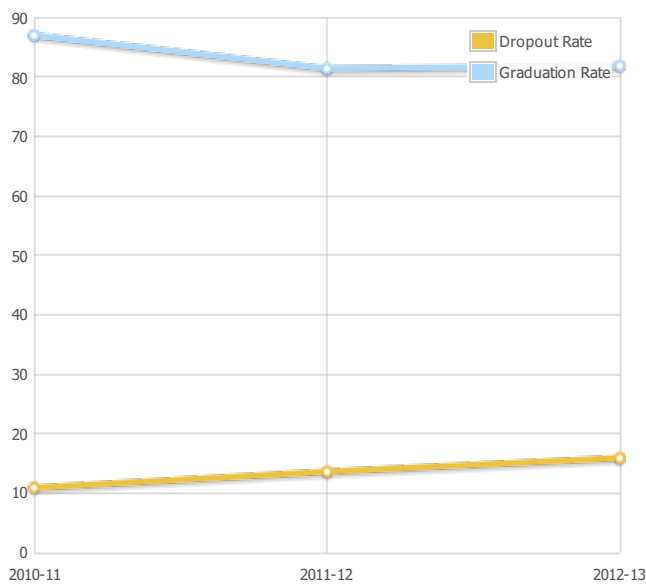
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.9	13.6	15.9	10.9	13.6	15.9	14.7	13.1	11.4
Graduation Rate	86.96	81.36	81.82	86.96	81.36	81.82	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/26/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	100	88	84
Black or African American	100	89	75
American Indian or Alaska Native		81	77
Asian		50	92
Filipino		100	92
Hispanic or Latino	100	87	80
Native Hawaiian or Pacific Islander		81	84
White	100	91	90
Two or More Races		60	89
Socioeconomically Disadvantaged	100	84	82
English Learners	100	76	53
Students with Disabilities	100	84	60

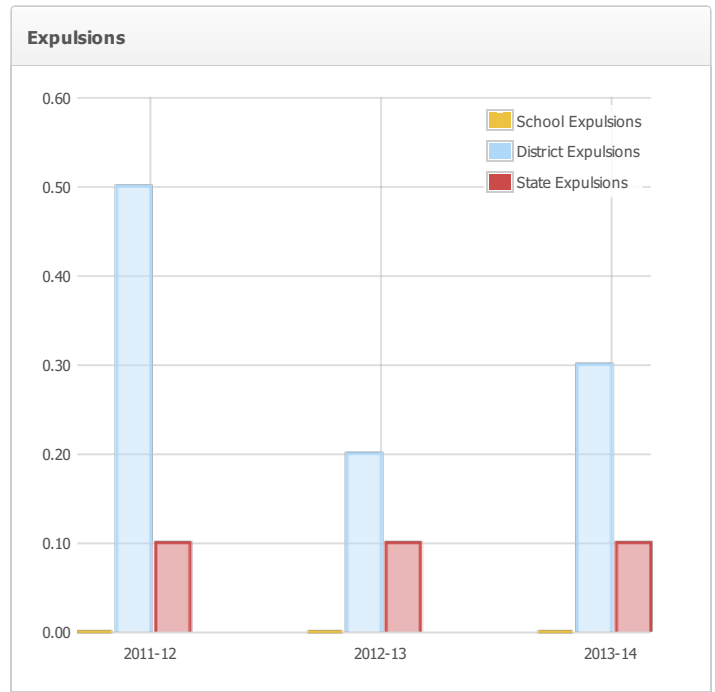
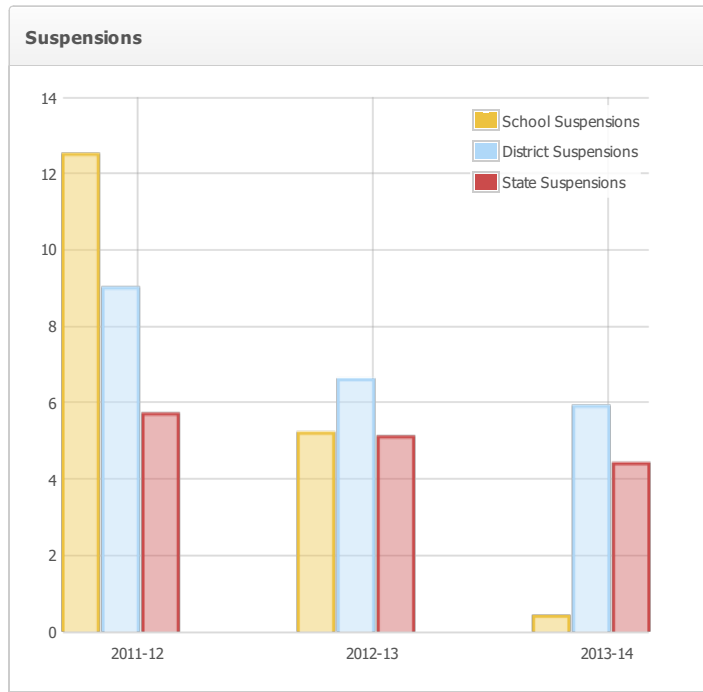
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.50	5.20	0.40	9.00	6.60	5.90	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.50	0.20	0.30	0.10	0.10	0.10



Last updated: 1/26/2015

School Safety Plan - Most Recent Year

The Comprehensive School Site Safety Plan was developed for Summit Leadership Academy High Desert in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most recent review and update of the school safety plan took place on August 6, 2013; staff training to discuss staff responsibilities and safety plan updates takes place during staff in-service days and at weekly staff meetings, as needed.

Last updated: 1/26/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/26/2015

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/26/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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												

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

Last updated: 1/26/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	18.0	10	0	0	16.0	8	2	0	13.0	13	2	0
Mathematics	12.0	9	1	0	12.0	12	1	0	15.0	6	6	0
Science	23.0	10	0	0	15.0	2	2	0	19.0	2	2	0
Social Science	26.0	4	1	0	18.0	5	1	0	22.0	3	3	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: 1/26/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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

Note: Cells 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: 1/26/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,270	\$420	\$8,850	N/A
District	N/A	N/A	N/A	\$64,385
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	197.66%	58.40%

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

Last updated: 1/26/2015

Types of Services Funded (Fiscal Year 2013-14)

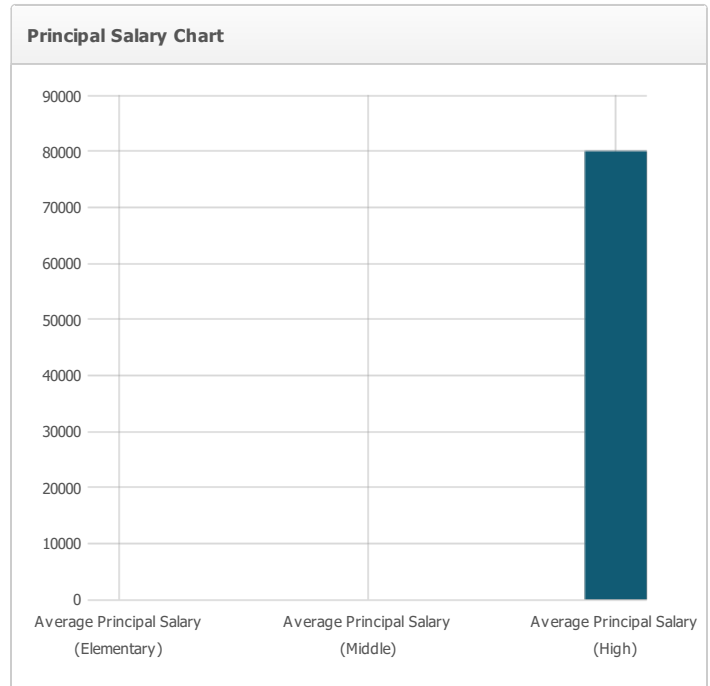
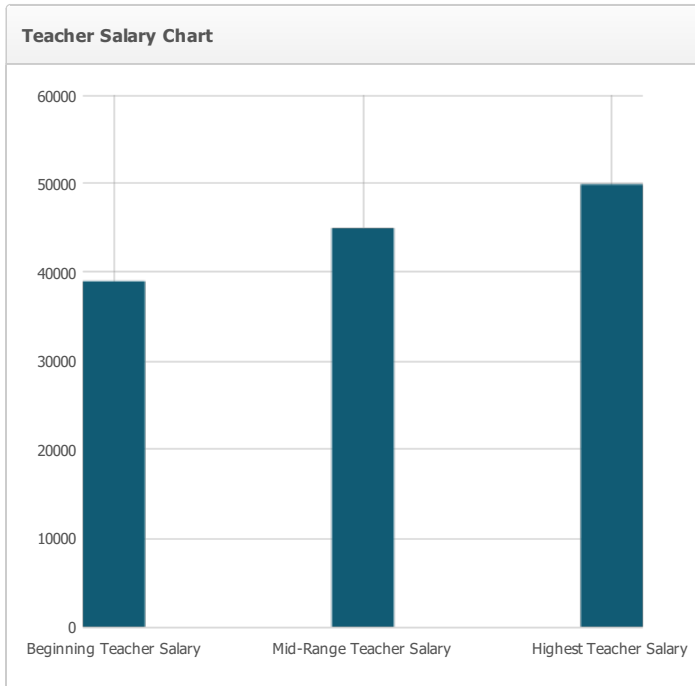
Class Size Reduction, Economic Impact Aid, Instructional Materials, Special Education, and the School Improvement Program.

Last updated: 1/26/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,000	\$41,761
Mid-Range Teacher Salary	\$45,000	\$66,895
Highest Teacher Salary	\$49,940	\$86,565
Average Principal Salary (Elementary)	N/A	\$108,011
Average Principal Salary (Middle)	N/A	\$113,058
Average Principal Salary (High)	\$80,000	\$123,217
Superintendent Salary	N/A	\$227,183
Percent of Budget for Teacher Salaries	42.8%	38.0%
Percent of Budget for Administrative Salaries	4.8%	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: 1/26/2015

Advanced Placement Courses (School Year 2013-14)

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	1	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	1	0.7

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

*Where there are student course enrollments.

Last updated: 1/26/2015

Professional Development – Most Recent Three Years

In preparation of the new school year, a variety of in-service trainings were held during the week prior to the first day of school. On early collaboration Monday's (monthly), 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. Five professional development days were dedicated to Common Core Training. On occasion, teachers may attend professional workshops or seminars in content-related fields. School wide staff training topics were selected by the principal in collaboration with teaching staff and based upon results of student proficiency exams, benchmark assessments, pacing plans, and CAHSEE results.

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