



Desert Sands Charter High School

2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

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19-64246-1996537

Grades
Nine through Twelve

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Data Sources

Data within the SARC was provided by Desert Sands Charter High School, retrieved from the 2014-15 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

School Profile (School Year 2015-16)

Desert Sands is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

School Enrollment (School Year 2014-15)

In the 2014-15 school year, Desert Sands Charter High School enrolled 1,990 students in grades 9 -12. The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
8th	1		
9th	64	55	47
10th	171	163	228
11th	225	299	403
12th	637	875	1,312

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	18.6%
American Indian or Alaska Native	1.7%
Asian	1.5%
Hispanic or Latino	59.2%
Native Hawaiian or Pacific Islander	0.7%
White	18.2%
English Learners	13.8%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	14.4%
Foster Youth	1.9%

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
- School facilities are maintained in good repair

Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

	Teacher Credential Status		
	School		
	13-14	14-15	15-16
Fully Credentialed	99	98	95
Without Full Credentials	0	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments & Vacancies

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>. *Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	99.5%	0.5%

Textbooks & Instructional Materials (School Year 2015-16)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in January 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	McGraw-Hill	2014	Yes	0.0%
11th	Algebra II	McDougal Littell	2007	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	Prentice Hall	2007	Yes	0.0%
9th-12th	English/ Language Arts	Houghton Mifflin/ Harcourt	2014	Yes	0.0%
9th-10th	Foreign Language	Glencoe	2005	Yes	0.0%
10th	Geometry	Prentice Hall	2007	Yes	0.0%
10th-12th	Health	Pearson	2006	Yes	0.0%
10th-11th	Science	Prentice Hall	2007	Yes	0.0%
12th	United States Government	Holt	2007	Yes	0.0%
11th	United States History	Houghton Mifflin	2014	Yes	0.0%
9th	World Geography	Pearson	2013	Yes	0.0%
10th	World History	Houghton Mifflin	2014	Yes	0.0%

School Facilities (School Year 2014-15)

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time. The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 11/30/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 predecessor the Standardized Testing and Reporting Program)
- 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

Testing Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section. This report offers district and state data for comparison to satisfy reporting requirements.

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. The second 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards						
Subject	School			State		
	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	11	19	17	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
School	17
African American/Black	13
Hispanic or Latino	12
White	27
Males	19
Females	16
Socioeconomically Disadvantaged	12
Students with Disabilities	14

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress		
Percent of Students Meeting or Exceeding the State Standards		
Subject	School	State
English Language Arts/Literacy (Grades 3-8 and 11)	20	44
Mathematics (Grades 3-8 and 11)	1	33

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	568	371	65.3	37	32	16	4	372	65.5	77	12	1	0
Male	568	173	30.5	39	39	13	1	175	30.8	81	10	1	0
Female	568	198	34.9	36	26	19	7	197	34.7	73	13	2	0
Black or African American	568	58	10.2	41	34	10	2	56	9.9	84	5	0	0
American Indian or Alaska Native	568	2	0.4	--	--	--	--	2	0.4	--	--	--	--
Asian	568	5	0.9	--	--	--	--	5	0.9	--	--	--	--
Filipino	568	1	0.2	--	--	--	--	1	0.2	--	--	--	--
Hispanic or Latino	568	219	38.6	40	31	15	4	222	39.1	78	10	0	0
Native Hawaiian or Pacific Islander	568	3	0.5	--	--	--	--	3	0.5	--	--	--	--
White	568	76	13.4	29	30	24	9	76	13.4	66	20	5	0
Two or More Races	568	1	0.2	--	--	--	--	1	0.2	--	--	--	--
Socioeconomically Disadvantaged	568	297	52.3	39	34	13	3	297	52.3	79	10	0	0
English Learners	568	44	7.7	66	27	0	0	44	7.7	93	0	0	0
Students with Disabilities	568	57	10	60	23	5	4	58	10.2	86	2	0	0

UC/CSU Course Completion

Students at Desert Sands Charter High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	84.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	21.2%

** Duplicated Count (one student can be enrolled in several courses).*

Career Technical Education (CTE) Programs & Participation (School Year 2014-15)

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

For the 2014-2015 school year, the school added several soft-CTE courses to its course offerings; these courses include Introduction to Computers and Information Technology and Career Ready (preparation for the WorkKeys National Career Readiness Certificate). These courses complement the school's existing TechVantage Courses which include Computer Literacy, Hardware Technology, Office Technology, and also Introduction to Business.

The school also provides students General Work Experience Education (WEE). This program is designed to help students earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state's Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credits maximum, while attending the school. Participating students who are minors are allowed to work up to 48 hours per week. The school requires that the supervising teacher determine if the student is eligible or ready to participate in the program. To qualify, the student must be at least 16 years old, be currently enrolled in the school, work no more than 40 miles from campus, attend school regularly, demonstrate acceptable grades and citizenship, sufficiently complete and return all academic and course assignments.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	194
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

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 (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students						
	2012-13		2013-14		2014-15	
	School	State	School	State	School	State
English	21	57	22	56	25	58
Mathematics	17	60	18	62	16	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students	75	19	7	84	15	1
School						
Male	78	16	5	83	16	1
Female	71	21	8	85	14	1
Black or African American	86	13	2	87	10	3
Hispanic or Latino	76	17	7	85	14	1
White	63	26	11	81	19	0
English Learners	97	3	0	100	0	0
Socioeconomically Disadvantaged	77	18	5	85	14	1
Students with Disabilities	89	7	4	96	4	0

Physical Fitness (School Year 2014-15)

In the spring of each year, Desert Sands Charter High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.2%	11.1%	2.0%

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 school site

Parent & Community Involvement (School Year 2015-16)

Desert Sands Charter High School encourages parental involvement on campus. Our Parent Advisory Committee/English Learner Advisory Committee meets quarterly throughout the school year. The Parent Advisory Committee provides advice in planning, developing, implementing, and evaluating our school program. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. Parents are notified by automated phone calls and communications from teachers. Parents may contact the school office at (661) 942-3357 if interested in attending. Parent Conferences/Open House events are also held two times per year to facilitate communication between parents, teachers, and students. Parents are encouraged to call and meet with their child's teacher as needed to support academic progress towards graduation.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Desert Sands Charter High School at (661) 418-4734 or (661) 575-7436.

State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates

Dropout & Graduation Rates (Four-Year Cohort Rate)

In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Academic Exploration. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. Also during the early stages after enrollment, students participate in an assessment to explore their learning styles. Through this assessment students learn more about their own learning modalities and what motivates their interests, as well as how they are most likely to improve their learning and development. With our new Common Core curriculum, educators now have flexibility to tailor assignments to meet the students' preferred learning modalities.

By students learning more about their learning styles and what motivates their interests to learn, students are more likely to be successful and less likely to drop out of school. Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses to far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all early interventions are intended to promote attendance and reduce the likelihood of student drop outs. However, these standard interventions are not always met with student success.

When faculty and staff (at school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

- A missed day of school results in a call home from the student's teacher
- A pattern of missed school days results in a parent-teacher or adult student-teacher conference
- A continued pattern of missed school days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school drop outs.
- A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.M) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the S.R.M. team, serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

The chart displays the graduation and dropout rates for the school for the most recent three-year period. At the time of publication, data for the 2014-15 school year was not available. *Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.*

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	59.1%	44.7%	36.4%	7.4%	13.5%	11.9%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

Students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2013-14 school year in the twelfth grade, the table displays the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Completion of High School Graduation Requirements

	School	State
All Students	24.8%	84.6%
African American/Black	23.9%	76.0%
American Indian or Alaska Native	21.4%	78.1%
Asian	25.0%	92.6%
Hispanic or Latino	22.7%	81.3%
Native Hawaiian or Pacific Islander	12.5%	83.6%
White	31.2%	89.9%
English Learners	10.9%	50.8%
Socioeconomically Disadvantaged	23.0%	81.4%
Students with Disabilities	25.9%	61.3%

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
- Other local measures on the sense of safety

School Safety (School Year 2014-15)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The school safety plan was last updated and reviewed with school staff in November 2015.

Suspensions & Expulsions

The table displays the suspensions and expulsions for the school. Expulsions occur only when required by law or when all other alternatives are exhausted.

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides RIMS Induction training to its preliminary credentialed teachers through its partnership with RIMS Induction. Participating teachers are assigned a support provider from their assigned site and participate in all required RIMS Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

Approximately 5-10 Professional Development Days are offered to certificated staff annually based on new and existing staff and staff RIMS Induction participation.

Class Size

The table indicates the average class size by grade and subject area, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	13	14	15	1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
	By Subject Area											
English	7	8	8	125	151	187	11	14	16	1	4	1
Math	6	8	8	100	86	116	1	5	2	5	3	7
Science	13	19	23	20	16	17	3	1	1	4	7	10
Social Science	14	13	16	26	42	49	8	7	11	6	7	11

Counseling & Support Staff (School Year 2014-15)

It is the goal of Desert Sands Charter High School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The school provides six full-time academic counselors, one psychologist, and eight tutors to support students' successful educational experience.

The academic counselor-to-pupil ratio is 1:332. The following is a list of support staff available to students at the school. *Note: 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.*

	Number of Staff	Full Time Equivalent
Academic Counselor	6	6.0
Psychologist	1	1.0

Advanced Placement Classes (School Year 2014-15)

Desert Sands Charter High School does not offer Advanced Placement classes.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
	School		State	
Made AYP Overall	No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes	
Met Graduation Rate	Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs	
	School
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2015-16)	-
# of Schools Currently in PI	-
% of Schools Currently in PI	-

Financial Data Note

As an independent charter school, the school's program, resources, and administration are run independently from the host school district. This report offers district and state data for comparison to satisfy reporting requirements.

School Revenue Sources (Fiscal Year 2014-15)

Title II Part A is used for our staff development only.

ARRA (Education Jobs) funding was used to retain teacher positions.

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

Special Education—programs offering appropriate, individualized instruction to students with special needs.

School Expenditures (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,504
From Supplemental/Restricted Sources	\$726
From Basic/Unrestricted Sources	\$7,778
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	45.4%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$60,194
State	\$74,908
Percentage of Variation	-19.6%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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 the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Website.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$37,179	\$44,363
Mid-Range Teachers	\$67,669	\$71,768
Highest Teachers	\$93,173	\$92,368
Elementary School Principals	-	-
Middle School Principals	-	\$121,276
High School Principals	\$118,150	\$133,673
Superintendent	\$247,795	\$210,998
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	36.0%
Administrative Salaries	5.0%	5.0%

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).