



# Desert Sands Charter High School

## 2015-2016 School Accountability Report Card

*Published in the 2016-2017 School Year*

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West Lancaster, CA  
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<http://www.dschs.org/>

CDS Code:  
19-64246-1996537

Grades  
Nine through Twelve

### Principals

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### Data Sources

Data within the SARC was provided by Desert Sands Charter High School, retrieved from the 2015-16 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 2016-17)

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 2015-16)

In the 2014-15 school year, Desert Sands Charter High School enrolled 1,867 students in grades 9 -12. The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
9th	55	47	51
10th	163	228	208
11th	299	403	426
12th	875	1,312	1,182

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	16.4%
American Indian or Alaska Native	0.6%
Asian	0.6%
Filipino	0.7%
Hispanic or Latino	60.8%
Native Hawaiian or Pacific Islander	0.7%
White	15.2%
Two or More Races	4.0%
EL Students	12.7%
Socioeconomically Disadvantaged	86.1%
Students with Disabilities	13.6%
Foster Youth	2.4%

## 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		
	14-15	15-16	16-17
Fully Credentialed	98	95	94
Without Full Credentials	3	3	0
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	14-15	15-16	16-17
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2015-16)

Federal law 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	Highly Qualified Teachers	
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	98.9%	1.1%

## Textbooks & Instructional Materials (School Year 2016-17)

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 2017 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 January 2017.

School Facility Conditions				
Date of Last Inspection: 11/21/2016				
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### 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.

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress						
Percent of Students Meeting or Exceeding the State Standards						
Subject	School			State		
	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	23	20	--	44	48
Mathematics (Grades 3-8 and 11)	--	1	1	--	34	36
Science (Grades 5, 8, and 10)	19	17	17	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	623	547	87.8	20.27	540	86.54	0.76
Male	294	256	87.07	17.6	258	87.46	1.2
Female	329	291	88.45	22.66	282	85.71	0.37
Black or African American	98	92	93.88	17.44	90	91.84	3.45
Hispanic or Latino	382	328	85.86	16.4	326	85.12	--
White	108	92	85.19	33.33	90	83.33	--
Tow or More Races	22	22	100	45.45	22	100	4.55
Socioeconomically Disadvantaged	533	468	87.8	18.04	461	86.33	0.45
English Learners	100	86	86	3.66	87	85.29	--
Students with Disabilities	78	65	83.33	4.84	66	83.54	--

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	420	369	87.86	17.34
Male	172	161	93.6	20.5
Female	248	208	83.87	14.9
Black or African American	61	49	80.33	6.12
Hispanic or Latino	254	233	91.73	14.16
White	67	57	85.07	36.84
Tow or More Races	27	21	77.78	19.05
Socioeconomically Disadvantaged	354	313	88.42	14.06
English Learners	55	47	85.45	--
Students with Disabilities	59	54	91.53	7.41

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

## 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 (2015-16)	77.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2014-15)	5.2%

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

## Career Technical Education (CTE) Programs

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.

The school has several professional skills and CTE courses that include an 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.

## Career Technical Education (CTE) Participation (School Year 2015-16)

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?	317
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 area of physical education.

### **Physical Fitness (School Year 2015-16)**

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/>.

<b>Percentage of Students in Healthy Fitness Zone</b>			
<b>2015-16</b>			
<b>Grade Level</b>	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
9	29.1%	13.6%	5.8%

## **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 2016-17)**

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 (Priority5):

- 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 schools 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 2015-16 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 is provided in the table.*

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	44.7%	36.4%	42.3%	13.5%	11.9%	11.5%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

## Completion of High School Graduation Requirements - Class of 2015

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and met all state and local graduation requirements for grade twelve completion.

*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	State
All Students	33.3%	85.7%
African American/Black	29.0%	76.9%
American Indian or Alaska Native	57.1%	74.9%
Asian	75.0%	92.8%
Hispanic or Latino	33.6%	84.5%
Native Hawaiian or Pacific Islander	37.5%	84.9%
White	33.3%	87.2%
English Learners	21.0%	50.9%
Socioeconomically Disadvantaged	32.3%	76.6%
Students with Disabilities	52.7%	68.4%

## 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

## 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.00	0.20	0.08	0.00	0.01	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

## School Safety (School Year 2016-17)

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 January 2017.

## D. Other SARC Information

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

## Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

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	-
# of Title I Schools Currently In PI	-
% of Title I Schools Currently In PI	-

## 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 know ledge 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 it 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

Due to the nature of independent study, class size distribution data is unavailable for this school.

## Advanced Placement Classes (School Year 2015-16)

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

## Counseling & Support Staff (School Year 2015-16)

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 academic counselor-to-pupil ratio is 1:373. 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	5	5.0
Psychologist	1	1.0

## 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.

## 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 Expenditures (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,685
From Supplemental/Restricted Sources	\$737
From Basic/Unrestricted Sources	\$8,949
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	57.6%

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>.

## School Revenue Sources (Fiscal Year 2015-16)

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 Site Teacher Salaries (Fiscal Year 2014-15)

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

Average Teacher Salaries	
School & State	
School	\$59,290
State	\$77,824
Percentage of Variation	-23.8%

## Teacher & Administrative Salaries (Fiscal Year 2014-15)

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		
2014-15		
	District	State
Beginning Teachers	\$38,681	\$46,184
Mid-Range Teachers	\$70,402	\$75,179
Highest Teachers	\$96,937	\$96,169
Elementary School Principals	-	-
Middle School Principals	-	\$124,243
High School Principals	\$121,569	\$137,939
Superintendent	\$252,750	\$217,637
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	35.0%
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).