Executive Summary School Accountability Report Card, 2011–12

For Desert Sands Charter

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Principal:	Cheri Tuinstra, Ed.D.	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Students enroll at Desert Sands for a variety of reasons. Most are considered "at risk" students who have left the comprehensive high school before graduation and now enjoy the opportunity to pursue the goal of a high school diploma again. The personalized instruction and flexible time requirements suit their needs better than does a traditional school.

The campuses have the feel of a friendly business office. Students have their own appointment every week with their teacher. At that time, their lesson is explained and assigned, and there is time for questions and discussion. Students take assignments home and return for the next appointment, ready to be evaluated on work completed during the previous week. The school has implemented academic labs and workshops to augment student progress, and also provides daily tutoring.

Desert Sands is a WASC accredited school with courses approved by both the University of California (UC) and the National Collegiate Athletic Association (NCAA).

Student Enrollment

Group	Enrollment
Number of students	1,784
Black or African American	19.3%
American Indian or Alaska Native	1.6%
Asian	0.6%
Filipino	0.1%
Hispanic or Latino	54.5%
Native Hawaiian or Pacific Islander	0.3%
White	23.3%
Two or More Races	0.1%

Socioeconomically Disadvantaged	78.5%
English Learners	9.9%
Students with Disabilities	13.0%

Teachers

Indicator	Teachers
Teachers with full credential	80
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	15%
Mathematics	1%
Science	8%
History-Social Science	9%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	610
Statewide Rank (from 2011 Base API Report)	B
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 7 of 16
2012–13 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Interim Evaluation Report: No concerns found.

Repairs Needed

None at this time

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,676
District	$5,514
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	10.46

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

	School		District
School Name	Desert Sands Charter High School	**District Name**	Antelope Valley Union High
Street	44130 20th Street West	**Phone Number**	(661) 948-7655
City, State, Zip	Lancaster, CA, 93534	**Web Site**	www.avdistrict.org
Phone Number	(661) 942-3357	**Superintendent**	David Vierra
Principal	Cheri Tuinstra, Ed.D.	**E-mail Address**	dvierra@avhsd.org
E-mail Address	ctuinstra@dschs.org	**CDS Code**	19642461996537

School Description and Mission Statement (School Year 2011–12)

The mission of Desert Sands Public Charter is to provide students seeking an alternative high 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.

Desert Sands Charter High School (DSCHS) engages students who are no longer a part of the instructional plan offered by the traditional high school. DSCHS works with students to develop individualized, personalized learning/independent study lesson plans that enable the student to be a successful part of the educational community and to move towards graduation. DSCHS strives to help the student master basic skills, move toward mastery of technology, develop interest in life-long learning, and become a responsible, contributing member of society.

Students meet with teachers in a business-like setting where they engage in personalized learning. This type of program suits the needs of students who are themselves parents, must work to help support their family, or have other adult responsibilities preventing them from attending school on a traditional schedule. The program enables students to complete the graduation requirements for a high school diploma and move on to careers and/or college.

Opportunities for Parental Involvement (School Year 2011–12)

Desert Sands is committed to preserving a safe, secure, and clean environment for learning, and to improving communication among its stakeholders. The school holds orientation for parents and students several times each week, providing information on the school and the educational programs offered for students. An annual open house is held at each site in the fall of the school year to acquaint parents with teachers and the educational program, a newsletter is published quarterly, and parent support classes are offered through DSLA to home study families. Additional support staff and administrative staff have been hired to help maintain Desert Sands' commitment to supporting its students and parents. Parents are also encouraged to be part of committees at the school such as the ELAC (English Learners Advisory Council) and WASC (school accreditation) committees. DSCHS is currently exploring ways to encourage more parent involvement in the support of its educational program.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	**Grade 8**	1
Grade 1	0	**Ungraded Elementary**	0
Grade 2	0	**Grade 9**	129

Grade 3	0	Grade 10	216
Grade 4	0	Grade 11	441
Grade 5	0	Grade 12	997
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,784

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	19.3%
American Indian or Alaska Native	1.6%
Asian	0.6%
Filipino	0.1%
Hispanic or Latino	54.5%
Native Hawaiian or Pacific Islander	0.3%
White	23.3%
Two or More Races	0.1%
Socioeconomically Disadvantaged	78.5%
English Learners	9.9%
Students with Disabilities	13.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
1	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
2	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
3	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
4	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
5	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

6	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Other	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	LEA Provided	LEA Provided	LEA Provided	LEA Provided	8.1	254	14	9	5.2	301		
Mathematics	LEA Provided	LEA Provided	LEA Provided	LEA Provided	5.8	163	2	3	5.5	154		
Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided	10.1	48	1	6	11.0	33		
Social Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided	11.1	66	7	4	8.2	89		

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

Twice each year students and staff participate in an earthquake and fire drill. Evacuation routes are posted in strategic places on the campuses, and training is done with teachers early in the school year.

In addition, Human Resources trains teachers in safety and risk management at the beginning of the school year. This training meets the Cal Osha standards.

Because students are engaged in a personal learning environment, there are virtually no behavior issues. Student surveys indicate students feel safe.

Finally, an Emergency Preparedness Binder is located in the front office detailing how to respond to each potential emergency. A drill log is also kept in the front office indicating dates and times drill were held.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	8	5	1			

Expulsions	4	0	0			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

All facilities are in safe and functioning condition. The Lancaster campus moved to a new site in December 2011. This is a new facility in mint condition and meets all city and state codes. There are no other improvements planned at this time.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	82	83	80	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or	0	

Career Development)		
Library Media Teacher (librarian)	2	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	2	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.
Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature and Language Arts Courses 3, 4, 5, and 6	2003	0%
Mathematics	Prentice Hall Algebra 1, CA Ed. Prentice Hall Geometry McDougal Littell Algebra and Trigonometry Houghton Mifflin Precalculus with Limits	2001 2004 2007 2007	0%
Science	Prentice Hall biology CA Prentice Hall Chemistry Prentice Hall Earth Science CA	2007 2008 2006	0%
History-Social Science	Prentice Hall World History Holt American Anthem (US Hist) Prentice Hall Magruder's Am Govt Prentice Hall Economics Principles in Action	2007 2007 2006 2007	0%
Foreign Language	Buen Viaje I Buen Viaje II	2005 2005	0%
Health	Pearson Life skills Health	2007	0%

Visual and Performing Arts	Glencoe Understanding Art	2007	0%
Science Laboratory Equipment (grades 9-12)	Microscopes Slides Beakers Test Tubes Virtual Labs	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,606	$930	$6,676	$56,862
District			$5,514	$65,240
Percent Difference – School Site and District			21.07%	-12.84%
State			$5,455	$70,792
Percent Difference – School Site and State			22.38%	-19.68%

Note: Cells shaded in black do not require data.

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

Types of Services Funded (Fiscal Year 2011–12)

Desert Sands Charter High School does accept categorical funding: Title II and Title III. Title II is used for our staff development only. Title III funding is to improve teacher quality. ARRA (Education Jobs) funding was used to retain teachers' positions. Special Education programs for SELPA, students with special needs.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,912	$42,660
Mid-Range Teacher Salary	$65,365	$69,198
Highest Teacher Salary	$90,000	$88,943
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	$121,140
Average Principal Salary (High)	$117,014	$127,707
Superintendent Salary	$225,864	$202,123
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and

performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	21%	23%	15%	36%	38%	40%	52%	54%	56%
Mathematics	3%	2%	1%	12%	14%	15%	48%	50%	51%
Science	15%	16%	8%	32%	35%	38%	54%	57%	60%
History-Social Science	13%	14%	9%	33%	35%	32%	44%	48%	49%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	40%	15%	38%	32%
All Students at the School	15%	1%	8%	9%
Male	15%	2%	10%	12%
Female	16%	1%	7%	6%
Black or African American	11%	0%	5%	6%
American Indian or Alaska Native	14%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	13%	2%	7%	8%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	24%	2%	12%	14%
Two or More Races	15%	2%	10%	5%
Socioeconomically	13%	1%	8%	7%

Disadvantaged				
English Learners	5%	0%	0%	6%
Students with Disabilities	8%	1%	0%	5%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	25%	33%	18%	45%	52%	45%	54%	59%	56%
Mathematics	13%	14%	12%	40%	43%	44%	54%	56%	58%

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	24%	21%	56%	33%	11%
All Students at the School	82%	13%	6%	88%	10%	2%
Male	84%	10%	6%	89%	8%	3%

Female	80%	15%	6%	87%	12%	1%
Black or African American	90%	5%	5%	93%	5%	2%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	82%	13%	5%	87%	12%	2%
Native Hawaiian or Pacific Islander						
White	79%	13%	8%	87%	12%	1%
Two or More Races	79%	21%	0%	100%	0%	0%
Socioeconomically Disadvantaged	84%	10%	5%	89%	9%	2%
English Learners	91%	4%	4%	96%	4%	0%
Students with Disabilities	93%	5%	2%	100%	0%	0%
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	25.40%	20.70%	11.40%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-3	-12	50
Black or African American		-23	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		3	
Native Hawaiian or Pacific Islander			
White		-18	
Two or More Races			
Socioeconomically Disadvantaged		-4	
English Learners		-15	
Students with Disabilities		-5	

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.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			15,772	696	4,664,264	788
Black or African American			2,842	628	313,201	710
American Indian or Alaska Native			83	700	31,606	742
Asian			276	842	404,670	905
Filipino			282	825	124,824	869
Hispanic or Latino			9,036	685	2,425,230	740
Native Hawaiian or Pacific Islander			49	752	26,563	775
White			3,113	766	1,221,860	853
Two or More Races			8		88,428	849
Socioeconomically Disadvantaged			4,864	644	2,779,680	737
English Learners			4,848	658	1,530,297	716
Students with Disabilities			2,011	480	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes

Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	No	Yes

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	■	10
Percent of Schools Currently in Program Improvement	■	71.4%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate	■	52.4	49.6	■	12.8	12.1	■	16.6	14.4
Graduation Rate	■	9.87	10.46	■	68.71	76.09	■	74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	186	N/D	N/D
Black or African American	24	N/D	N/D
American Indian or Alaska Native	7	N/D	N/D
Asian	3	N/D	N/D
Filipino	2	N/D	N/D
Hispanic or Latino	95	N/D	N/D
Native Hawaiian or Pacific Islander	0	N/D	N/D
White	54	N/D	N/D
Two or More Races	1	N/D	N/D
Socioeconomically Disadvantaged	117	N/D	N/D
English Learners	19	N/D	N/D
Students with Disabilities	50	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Desert Sands' Career Technical Education (CTE) programs emphasize and support academic achievement and are designed to encourage pupils to explore career options, educational, training and skill requirements for career interests, as well as, help students to develop desirable skills and competencies that are conducive to job success and personal growth. Career Exploration, Resume Writing, Interviewing, Community Service, Keyboarding, Computer Literacy and "General" Work Experience Education are components of the CTE programs that are available to DSCHS students.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	40.4%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development during the 2011-2012 school year focused on review and analysis of data, use of Thinking Maps, review of California Standards of the Teaching Profession and how they are implemented in an independent study setting, review of the CST blueprints and their alignment to curriculum, and an introduction to the Common Core State Standards. In addition, several groups of teachers participated in book studies using books such as *Understanding by Design.*

Staff also participated in the California Charter School Association (CCSA) conference in March, and in the International Society for Technology in Education (ISTE) conference in June.