

Dunsmuir Community Day School

CDS Code: 47-70250-4730164

5805 High School Way Dunsmuir, CA 96025-2202 • Phone: (530) 235-4835 • Grades: 9-12
<http://dunsmuirhigh.k12.ca.us/district/about-dcde>



Principal's Message

The mission of Dunsmuir Community Day School is to provide a coordinated, comprehensive and innovative approach to empower at-risk youth to attain their individual academic and behavioral objectives so they may reach their highest potential personally, academically, vocationally and socially.

The vision for Dunsmuir Joint Union High School District is to enhance individual student learning through responsible, participatory, respectful and interactive educational practices.

Dunsmuir Community Day School is located in the town of Dunsmuir. Founded in 1886, the town sits amid the majestic mountains of Northern California, just 9 miles south of one of the most beautiful mountains in the world, 14,162-foot Mount Shasta. Over the years, visitors craving a connection with the heritage of the California railroads and seeking outdoor adventure have found Dunsmuir to be a unique, charming place where both worlds meld into one.

There is currently one high school and one community day school in the Dunsmuir Joint Union High School District. Dunsmuir Community Day School was opened in 1998 and has provided alternative educational opportunities since that time. Dunsmuir Community Day School was established to serve high-risk students in the district and provides services for expelled students. In the last 10 years, more than 40 students have graduated with a high school diploma and have gone on to attend college, serve in the U.S. military, and contribute through the workforce.

What makes Dunsmuir CDS special is the willingness of the DJUHSD administration and board of trustees to serve all students within the district. There is a willingness to flex the program and differentiate instruction to meet the needs of students. The entire DJUHSD staff is involved with all students and their well-being.

Mission and Vision Statement

The mission and vision of Dunsmuir High School is to provide a comprehensive, rigorous and innovative education. We strive to empower students to think critically as well as obtain and analyze information to effectively synthesize solutions for life's challenges and complexities. Students graduate from Dunsmuir High inspired to continue learning and motivated to become responsible citizens who contribute positively to society.

Parental Involvement

Parent Involvement at the Community Day School comes mostly as an offshoot benefit of the parental involvement at Dunsmuir Elementary School and Dunsmuir High School. The nature of the Community Day School affords the students greater privacy than traditional schools. Parents are welcome at Dunsmuir Community Day School and are encouraged to visit, but always asked to telephone prior to visiting.

Dunsmuir Community Day School has the involvement of the Siskiyou County Probation Department and the County of Siskiyou Multi-Agency Prevention Service with a percentage of the students. The Dunsmuir Community Day School staff, in partnership with parents and the community, expect Dunsmuir Joint Union High School District graduates to be the following:

- Informed, ethical citizens
- Knowledgeable, self-directed workers
- Discerning participants in the arts
- Lifelong learners
- Effective and informed users of technology

Parents have the opportunity to become involved in areas such as Site Council, Boosters Club and any number of programs that encourage student participation and learning.

Parents who wish to participate in Dunsmuir Community Day School's leadership teams, school committees, school activities, or become volunteers may contact Superintendent/Principal Ray Kellar at (530) 235-4835 or Community Day teacher Pam May at (530) 235-2225.

Motto
"Paving The Way to Responsible Citizenship"

Dunsmuir Joint Union High School District

Ray Kellar, Superintendent/Principal
Email: Tigers@sisnet.ssku.k12.ca.us

5805 High School Way
Dunsmuir, CA 96025
Phone: (530) 235-4835

www.dunsmuirhigh.k12.ca.us



Tiger Traits of Character:

Respect
Responsibility
Citizenship

- Demonstrating respectful interactions with others
- Demonstrating responsibility for our education, environment and community
- Demonstrating exceptional citizenship

Governing Board

Janice Garrigus, *President*
Chris Langston, *Clerk*
Jimmy Palmer, *Representative*
Norma Clemons
William Townsend

2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Textbooks and Instructional Materials

Currently, all textbooks are up-to-date. Textbooks are aligned with state standards and approved by our board of trustees as meeting all criteria as delineated for the core curriculum by the State Board of Education.

Subject-area teachers research new texts for their particular area of study. They then recommend their choice to the superintendent for approval by the board of trustees.

Teachers are well-versed on current standards and have developed individual planning instruments for introducing, teaching and reteaching new standards and concepts to students. There is much attention given to students' prior knowledge for blending and expanding new standards and concepts.

Textbooks and curriculum are routinely evaluated for relevance and alignment with state standards and current best practices. We are currently working with the Common Core State Standards structure and have opted to utilize online resources and other curricular resources before updating our current texts. There are many new published options for each curricular area, and much research will be necessary in order to determine the correct fit for our students and classrooms.

Health is currently imbedded within our freshman physical education program. Research and evaluation of state-aligned health textbooks and curriculum has been completed to provide students with current health curriculum and materials.

Each student, including English learners, have access to current standards-based textbooks and other instructional materials for all core subjects for use in the classroom and at home. This year we anticipate the addition of a new art course as well as after-school music programs and in-school guitar class. These offerings expand our need for fine arts and culturally expanding resources.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	English, Holt (9-12)	2003
Mathematics	Pre-Algebra	2004
Mathematics	Algebra I	2010
Mathematics	Algebra II	2004
Mathematics	Geometry	2004
Science	Physics	2006
Science	Earth Science	2005
Science	Chemistry	2005
History-Social Science	World History	2002
History-Social Science	American Government	2004
History-Social Science	U.S. History	2004
History-Social Science	Geography	2005
History-Social Science	Economics	2004
Spanish	University of Kansas, online	2012
Culinary Arts	Culinary Arts, Prentice Hall	2007
French	Apex Learning, online	2012

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2014-15 School Year
Data Collection Date	9/2014	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/2/2014
Date of the most recent completion of the inspection form			9/2/2014

School Facilities

The Community Day School is housed on the Dunsmuir High School (DHS) campus (built in 1973). The location of the CDS provides added safety and security for students and staff. The classroom is light-filled, neat, clean, and handicapped accessible. The classroom allows for ample space and desks for a number of students.

The CDS shares usage of a media center, gymnasium, available classes and athletic fields with DHS students. The CDS is a closed campus. The daily schedule of CDS is similarly aligned with the DHS student schedule.

Our school is very clean, was remodeled in 2013, and the maintenance and operations director is on-site from early morning to afternoon. The evening custodian comes on in the afternoon and leaves late at night. All classrooms have good industrial-grade carpeting. Student desks and furniture have been replaced to ensure student safety.

The fire marshal, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities.

Students are supervised by the teacher. Visitors must check in at the district office before proceeding to the Community Day School.

School Safety

Dunsmuir Community Day School provides a safe, clean environment for students, staff and volunteers. Safety of students and staff is a primary concern of Dunsmuir Community Day School. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a regular basis throughout the school year.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in February 2014, and review and possible update will take place in February 2015 for the current school year.

Enrollment by Student Group and Grade Level

The total enrollment at the school was 1 student in the eleventh grade for the 2013-14 school year. To protect student privacy, a demographics pie chart is not displayed.

Average Class Size

Due to low enrollment, no three-year class size data is displayed.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Dunsmuir CDS			
	11-12	12-13	13-14
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Dunsmuir JUHSD			
	11-12	12-13	13-14
Suspension rates	0.0%	6.3%	0.0%
Expulsion rates	1.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Dunsmuir Community Day School. To learn more about API, visit www.cde.ca.gov/ta/ac/ap for the API information guide and the API overview guide at www.cde.ca.gov/ta/ac/ar/aprfaq.asp for information on the changes to API.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. API rank information is not available for Dunsmuir Community Day School.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group			2013 Growth API	
Group	Dunsmuir JUHSD		California	
	Number of Students	Growth API	Number of Students	Growth API
All Students	81	773	4,655,780	790
Black or African American	❖	❖	298,394	707
American Indian or Alaska Native	❖	❖	30,423	742
Asian	❖	❖	407,138	906
Filipino	❖	❖	121,231	867
Hispanic or Latino	17	779	2,446,247	743
Native Hawaiian or Pacific Islander	❖	❖	25,431	773
White	50	785	1,203,251	852
Two or More Races	12	737	112,819	845
Socioeconomically Disadvantaged	64	780	2,842,908	742
English Learners	❖	❖	1,463,551	717
Students with Disabilities	14	637	557,092	616

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Professional Development

Dunsmuir Community Day School believes that an effective teaching staff is one in which each teacher is a lifelong learner. Dunsmuir Community Day School also believes that teachers need to drive the choices of professional-development opportunities each school year. To that end, Dunsmuir Community Day School dedicates one full day of professional development prior to the beginning of school in August. In addition, 13 collaboration days are sprinkled throughout the school year. These days provide an opportunity for ongoing professional development as well as time for specific trainings. School is let out 120 minutes early on collaboration days. The staff then dedicates 150 minutes to meeting the goal of the day.

Professional development topics are generated by the teachers themselves, or in some cases, by the administration in response to a mandate from the state or federal government or perceived need. Due to our small size, Dunsmuir High School can respond quickly to professional-development needs. Also, a small staff makes it possible to take note of staff progress in an area of training and the need for follow-up.

In addition to these days, teachers are encouraged to attend trainings outside of Dunsmuir High School. The Siskiyou County Office of Education offers a wide variety of trainings that are offered at a very reasonable cost to the district.

Teachers are encouraged to participate in professional-development opportunities such as the History-Social Science Consortium and the Northern California Writing Project.

When a teacher attends a professional development opportunity, the district pays for all related costs. Transportation, room, meals and registration costs are all borne by the district. A teacher is responsible for all expenses if they choose to earn units toward advancement on the salary scale.

For the previous three school years, we had at least one day each year dedicated to staff and professional development.

Professional Development Days	
2012-13	1 day
2013-14	3 days
2014-15	1.5 days

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2013-14 School Year	
	Dunsmuir CDS	Dunsmuir JUHSD
Met overall AYP	No	Yes
Met participation rate		
English language arts	✘	Yes
Mathematics	✘	Yes
Met percent proficient		
English language arts	No	Yes
Mathematics	No	Yes
Met graduation rate	▲	▲

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2014-15 School Year	
	Dunsmuir CDS	Dunsmuir JUHSD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	◇	◇
Year in Program Improvement*	◇	◇
Number of schools identified for Program Improvement		1
Percent of schools identified for Program Improvement		100.00%

✘ The 2014 AYP will be produced for high schools and high school local educational agencies (LEAs) that had enrollment in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. Because the AYP will only be produced for high schools and high school LEAs, the assessment results used will be based on the grade ten 2014 California High School Exit Examination (CAHSEE) and/or California Alternate Performance Assessment (CAPA) results. These assessments will be processed for participation rates and percent proficient according to the standard procedures. Therefore, participation rate data is not available for Dunsmuir Community Day School. For schools without test results used in AYP, calculations were based on the school district averages.

▲ The school and district are not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

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

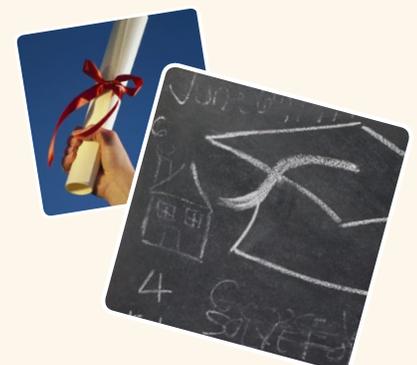
◇ Not applicable.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"We strive to empower students to think critically as well as obtain and analyze information to effectively synthesize solutions for life's challenges and complexities."



California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Dunsmuir CDS			Dunsmuir JUHSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Subject									
Science	❖	❖	❖	27%	65%	82%	60%	59%	60%

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Dunsmuir CDS			Dunsmuir JUHSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Subject									
English language arts	❖	❖	❖	46%	36%	36%	54%	56%	55%
Mathematics	❖	❖	❖	3%	3%	12%	49%	50%	50%
History/social science	❖	❖	❖	22%	20%	31%	48%	49%	49%

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	English Language Arts			Mathematics		
	11-12	12-13	13-14	11-12	12-13	13-14
Dunsmuir CDS	❖	❖	❖	❖	❖	❖
Dunsmuir JUHSD	20%	56%	53%	30%	53%	88%
California	56%	57%	56%	58%	60%	62%

District CAHSEE Grade 10 Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Scoring at Proficient or Advanced Levels	2013-14 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	47%	29%	24%
Mathematics	12%	65%	24%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient.

Career Technical Education Programs

It is an annual objective of Dunsmuir Community Day School that students recognize the importance of applying information, skills and subject learning to work situations. Integrated into academic subjects are skills that prepare students to think conceptually, communicate effectively, behave ethically and apply learning in real-world contexts. Instructional strategies, curriculum, and coordinated practice of self-control and life application skills foster development of adult aptitudes in critical thinking, problem solving, and leadership.

Students attending Dunsmuir Community Day School are exposed to workforce competencies on a daily basis. Attendance and punctuality are given high priority in the CDS program. Students are required to attend school daily and be on time. Students must telephone — before the start of school — when they will be absent or tardy. There are many opportunities for character education throughout the day. The CDS is a self-contained program, which offers ample opportunity to practice learned skills.

To be successful entering the workforce, young people must have the ability to exercise self-control, make appropriate choices, recognize and respect authority, behave in a friendly and polite manner, communicate effectively and put forth their best effort. These competencies are introduced, discussed and practiced.

Dunsmuir Community Day School students are included in services provided by the Career and Academic Transition Services (CATS) Center at Dunsmuir High School. Several times during the school year, field trips to area community colleges, vocational schools and technical programs are offered. Students are eligible to participate in ROP and Job Corp as well. Some of the career technical education courses conducted by ROP include the following:

- Hospitality & Tourism
- Internet Working
- Marketing
- Medical: Certified Nurse Assistant
- Metal Fabrication & Welding
- Office: Applied Communications
- Office Technology
- Ornamental Horticulture
- Patient Care Tech (Medical)
- Photography
- Private Security Careers
- Property Maintenance
- Restaurant Practices
- Telecommunications
- Web Publishing
- Administration of Justice
- Ag Mechanics
- Animal and Veterinary Careers
- Automotive Technology
- Banking and Financial Occupations
- Building Trades
- Cabinetmaking
- Computer Aided Drafting
- Computer Technology
- Careers with Children
- Cosmetology
- Computerized Accounting
- Dental Assisting
- Environmental Landscaping
- Equipment Operation & Maintenance
- Firefighting

The district's primary representative for career technical education would not be just one person, but rather a collaborative effort made by staff. The Dunsmuir High School staff provides up-to-the-minute information for scholarships, career options, college information and educational funding.

Outcomes of the programs and classes offered are evaluated by participation in group activities and projects, completion of assigned tasks, demonstration of learned skills, and self-assessment. Testing is used to gauge learning.

Career Technical Education Participation

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

Career Technical Education Data	2013-14 Participation
	Dunsmuir CDS
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%

◇ Information not available.

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://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to the California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. 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 www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit dq.cde.ca.gov/dataquest.

UC/CSU Admission	
Dunsmuir CDS	
2012-13 and 2013-14 School Years	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2013-14	◇
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2012-13	◇

“The entire DJUHSD staff is involved with all students and their well-being.”

Advanced Placement Courses

No information is available for Dunsmuir Community Day School regarding Advanced Placement (AP) courses offered.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentage of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2013	
Group	Dunsmuir CDS	Dunsmuir JUHSD	California
All students	❖	95.45%	84.56%
Black or African-American	❖	❖	75.90%
American Indian or Alaska Native	❖	❖	77.82%
Asian	❖	❖	92.94%
Filipino	❖	❖	92.20%
Hispanic or Latino	❖	100%	80.83%
Native Hawaiian or Pacific Islander	❖	100%	84.06%
White	❖	93.75%	90.15%
Two or more races	❖	100%	89.03%
Socioeconomically disadvantaged	❖	92.31%	82.58%
English learners	❖	❖	53.68%
Students with disabilities	❖	❖	60.31%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period is not displayed. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. See www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data Comparison					
	Graduation Rate			Dropout Rate		
	10-11	11-12	12-13	10-11	11-12	12-13
Dunsmuir CDS	*	*	*	*	*	*
Dunsmuir JUHSD	86.21%	100%	91.30%	10.30%	0.00%	8.70%
California	77.14%	78.87%	80.44%	14.70%	13.10%	11.40%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

* Alternative Schools Accountability Model (ASAM) Schools who are not Direct Funded Charters and not County Office of Education administrated receive the district-wide graduation and dropout rates.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison			
	Dunsmuir JUHSD	Dunsmuir CDS		
Teachers	14-15	12-13	13-14	14-15
With full credential	10.5	1	1	1
Without full credential	0	0	0	0
Teaching outside subject area of competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Dunsmuir CDS		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Dunsmuir CDS	◇	◇
All schools in district	91.43%	8.57%
High-poverty schools in district	91.43%	8.57%
Low-poverty schools in district	◇	◇

◇ Information not available.
 ◇ Not applicable.



"In the last 10 years, more than 40 students have graduated with a high school diploma..."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.25
Ratio of students per academic counselor	1:1
Support Staff	
Social/behavioral or career development counselors	FTE 0.25
Library media teacher (librarian)	0.20
Library media services staff (paraprofessional)	0.20
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (non-teaching)	0.50

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2012-13 Fiscal Year	
	Dunsmuir JUHSD	Similar Sized District
Beginning teacher salary	\$36,428	\$40,821
Midrange teacher salary	\$49,605	\$59,345
Highest teacher salary	\$53,043	\$77,992
Average high school principal salary	⊕	\$106,119
Superintendent salary	\$106,700	\$138,050
Teacher salaries — percent of budget	25%	30%
Administrative salaries — percent of budget	8%	5%

Expenditures Per Pupil

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.

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2012-13 Fiscal Year			
	Total Expenditures Per Pupil	Expenditures Per Pupil from Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunsmuir CDS	\$70,709	\$57,236	\$13,473	\$37,328
Dunsmuir JUHSD			\$12,266	\$44,622
California			\$4,690	\$62,296
School and district — percent difference			+9.8%	-16.3%
School and California — percent difference			+187.3%	-40.1%

⊕ The Principal and Superintendent are combined as one position.



Types of Services Funded

Dunsmuir Joint Union High School District participates in a variety of federal and state special funding programs. We participate as both a schoolwide and a school-based coordinated program school.

Through Title I, students needing extended help for reading and writing are provided with a resource teacher and tutoring as necessary. Through Title II, Part A, Teacher Quality, we have designed an intensive foundational course for English-language arts and mathematics class for our ninth and 10th graders. The emphasis is placed on evaluation of skills and prescription for remediation or advancement.

Each year counseling personnel meet individually with all students to revise or update their Personal Education Plan (PEP) and set up the next steps for class scheduling goals, aligned with their accomplishments. Through this interaction, all students receive up-to-the-minute information for scholarships, career options, college information, FAFSA information and assistance in filling out forms, and may request tutoring services for all subjects taught.

All testing services are provided and coordinated through our counselor and aide. Off-campus resources assist for SAT coaching, leadership camps, college tours, guest speakers, and other special programs that arise throughout the school year.

With funding for Gifted and Talented Education (GATE), we have been blessed with the ability to provide some varied and unique opportunities for our students. An after-school music program has developed, and drama will be added in our near future.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
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. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit <http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp>.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.