

SARC



OUR  
MESSAGE



OUR  
SCHOOL



OUR  
TEACHERS

# Dunsmuir Community Day School

2014-15  
School Accountability Report Card  
Published in 2015-16



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CDS Code: 47-70250-4730164

## 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, 14,179 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.



## School Accountability Report Card

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.

## Tiger Traits of Character

*Respect • Responsibility • Citizenship*

Demonstrating respectful interactions with others

Demonstrating responsibility for our education, environment and community

Demonstrating exceptional citizenship

## Parental Involvement

Parental 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. Parents can also contact Kristen Pierce, Site Council president at (530) 235-4835.

## Enrollment by Student Group and Grade

At the time enrollment was taken on the Fall Census Day in 2015, no students were counted. Four students enrolled into Dunsmuir Community Day School during the 2014-15 school year and two of them transferred to Dunsmuir High School. To protect student privacy, no demographics pie chart is displayed.

## Class Size Distribution

Due to low enrollment, the three-year data for average class size is not shown.

## Governing Board

Janice Garrigus, president

Chris Langston

Jimmy Palmer, representative

Bob Saltzgaver

William Townsend, clerk



## Motto

*"Paving the Way to Responsible Citizenship"*

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year	
	Dunsmuir CDS	Dunsmuir JUHSD	California
<b>Met overall AYP</b>	○	Yes	Yes
<b>Met participation rate:</b>			
English language arts	○	Yes	Yes
Mathematics	○	Yes	Yes
<b>Met percent proficient:</b>			
English language arts	■	■	■
Mathematics	■	■	■
<b>Met attendance rates</b>	*	*	Yes
<b>Met graduation rate</b>	○	▲	Yes

## 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 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 percentage 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.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Dunsmuir CDS	Dunsmuir JUHSD	
<b>Program Improvement status</b>	Not In PI	Not In PI	
<b>First year of Program Improvement</b>	◇	◇	
<b>Year in Program Improvement</b>	◇	◇	
<b>Number of Title I schools currently in Program Improvement</b>		1	
<b>Percentage of Title I schools currently in Program Improvement</b>		100.00%	

○ No students were tested; therefore, no results are available.

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

\* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

▲ Schools and/or districts that have fewer than 50 students in the graduation rate denominator (graduates plus non-graduates) are not required to meet the graduation rate criteria for AYP.

◇ Not applicable. The school and district are not in Program Improvement.



## 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. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
<b>Four of six standards</b>	○
<b>Five of six standards</b>	○
<b>Six of six standards</b>	○

## Advanced Placement Courses

No information is available regarding Advanced Placement (AP) courses offered by subject at the school.

## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages 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. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements		Graduating Class of 2014		
Group	Dunsmuir CDS	Dunsmuir JUHSD	California	
All students	❖	94.44%	84.60%	
Black or African-American	❖	❖	76.00%	
American Indian or Alaska Native	❖	❖	78.07%	
Asian	❖	❖	92.62%	
Filipino	❖	❖	96.49%	
Hispanic or Latino	❖	66.67%	81.28%	
Native Hawaiian or Pacific Islander	❖	❖	83.58%	
White	❖	107.69%	89.93%	
Two or more races	❖	100.00%	82.80%	
Socioeconomically disadvantaged	❖	92.31%	81.36%	
English learners	❖	❖	50.76%	
Students with disabilities	❖	❖	61.28%	
Foster youth	◆	◆	◆	

## California Standards Tests for All Students: 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								
Subject	Dunsmuir CDS			Dunsmuir JUHSD			California			
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	
Science	❖	❖	○	64%	82%	53%	59%	60%	56%	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards		2014-15 School Year		
Subject	Dunsmuir CDS	Dunsmuir JUHSD	California	
English language arts/literacy	○	53%	44%	
Mathematics	○	12%	33%	

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

○ No students were tested; therefore, no scores are available.

## 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).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

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](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).





## California High School Exit Exam Results

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 No Child Left Behind (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. \*

## 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. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Dunsmuir Community Day School.

Students Scoring at Proficient or Advanced Levels	Three-Year Data					
	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
<b>Dunsmuir CDS</b>	❖	❖	❖	❖	❖	❖
<b>Dunsmuir JUHSD</b>	56%	53%	47%	53%	88%	60%
<b>California</b>	57%	56%	58%	60%	62%	59%

## District CAHSEE Grade Ten 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 fewer, 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 Achieving at Each Performance Level	2014-15 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
<b>English-Language Arts</b>	53%	40%	7%
<b>Mathematics</b>	40%	40%	20%

## Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit [www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf](http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf) for more information.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
<b>Dunsmuir CDS</b>	❖	❖	❖	❖	❖	❖
<b>Dunsmuir JUHSD</b>	100.00%	91.30%	94.74%	0.00%	8.70%	0.00%
<b>California</b>	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

\* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

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



## 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 for our ninth- and 10th-grade students. 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 aligned with their accomplishments. Through this interaction, all students receive up-to-the-minute information for scholarships, career options, college information, Free Application for Federal Student Aid (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. 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 STEAM Education, we have been blessed with the ability to provide some varied and unique opportunities for our students. We have instituted GIS Education, along with implementing Natural Resources, Forestry educational opportunities and other areas of study which are complimentary of the area in which we live. An in-school music program consisting of guitar and band, along with the addition of art, ceramics and drama, has given our students the ability to access fine arts, adding more educational diversity to their lives and experiences.

## 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 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](http://www.calstate.edu/admission/admission.shtml).

## 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 Corps as well. Some of the career technical education courses conducted by ROP include the following:

- 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
- 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

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.

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



## 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 <http://data1.cde.ca.gov/dataquest>.

UC/CSU Admission	
Dunsmuir CDS	
2013-14 and 2014-15 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	❖

## Career Technical Education Participation

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

Career Technical Education Data	
Dunsmuir CDS	
2014-15 Participation	
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%

## Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2015-16 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
UC Scout	Online A-G coursework offered through University of California	2014
Cyber High	Online coursework catalog that is offered by Fresno County Office of Education	2015

## 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		2015-16 School Year
Dunsmuir CDS	Percentage Lacking	
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%	

## Currency of Textbook Data

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

Currency of Textbook Data		2015-16 School Year
Data collection date	9/9/2015	

## 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, and we have begun adopting and purchasing new texts that are currently relevant for the curricular area needs. There are many new published options for each curricular area, and necessary research is currently being done 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, has 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.

Our staff is perpetually looking at and investigating curriculum opportunities, and this process will continue to be ongoing, as the educational process and information necessary to be disbursed to students continually evolves.



## Quality of Textbooks

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

Quality of Textbooks		2015-16 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	
Do all students, 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/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- Electrical:** Electrical systems (interior and exterior)
- Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- Structural:** Structural condition, 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				2015-16 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	
<b>Overall summary of facility conditions</b>				Good
<b>Date of the most recent school site inspection</b>				9/3/2015
<b>Date of the most recent completion of the inspection form</b>				9/3/2015

## 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.

Suspensions and Expulsions		Three-Year Data								
	Dunsmuir CDS			Dunsmuir JUHSD			California			
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	
<b>Suspension rates</b>	0.0%	0.0%	0.0%	6.3%	0.0%	7.9%	5.1%	4.4%	3.8%	
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	

## School Facilities

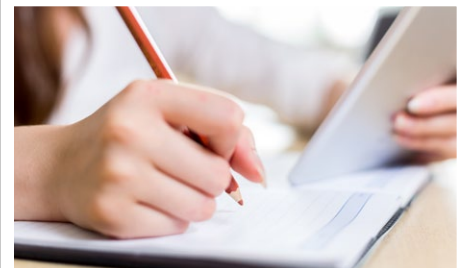
The Community Day School (CDS) is housed on the Dunsmuir High School (DHS) campus (built in 1973). The location of the CDS provides added safety and security for students and staff. The classroom is light-filled, neat, clean and accessible to individuals with disabilities. The classroom allows for ample 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 and 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. The 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 2015 and will be reviewed again in February 2016.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Dunsmuir JUHSD	Dunsmuir CDS		
Teachers	15-16	13-14	14-15	15-16
With full credential	8	1	1	1
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	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		
	Dunsmuir CDS		
Teachers	13-14	14-15	15-16
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

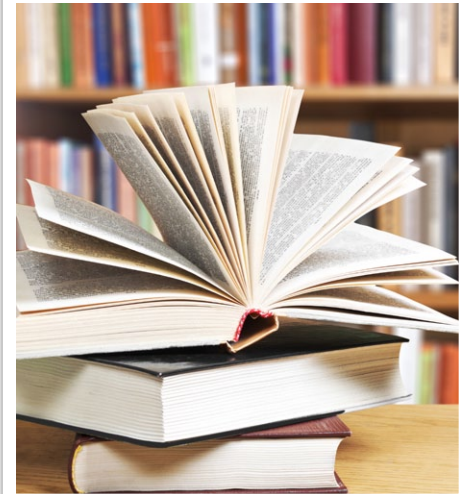
The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 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](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Dunsmuir CDS	◇	◇
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	◇	◇

◇ Information is not available at this time.

◇ Not applicable.



## 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

2014-15 School Year

#### Academic Counselors

FTE of academic counselors 0

Average number of students per academic counselor ◇

Support Staff FTE

Social/behavioral or career development counselors 0

Library media teacher (librarian) 0

Library media services staff (paraprofessional) 0

Psychologist 0

Social worker 0

Nurse 0

Speech/language/hearing specialist 0

Resource specialist (nonteaching) 0

## Financial Data

The financial data displayed in this SARC is from the 2013-14 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 California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](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 [www.cde.ca.gov/ds/fd/cs](http://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](http://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	2013-14 Fiscal Year	
	Dunsmuir JUHSD	Similar Sized District
Beginning teacher salary	\$36,428	\$42,003
Midrange teacher salary	\$49,605	\$60,808
Highest teacher salary	\$53,043	\$81,488
Average high school principal salary	⊕	\$106,270
Superintendent salary	\$85,000	\$125,241
Teacher salaries: percentage of budget	19%	29%
Administrative salaries: percentage of budget	4%	5%

## 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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunsmuir CDS	\$0	\$40,016
Dunsmuir JUHSD	\$14,842	\$41,238
California	\$5,348	\$63,966
School and district: percentage difference	*	-3.0%
School and California: percentage difference	*	-37.4%

⊕ The principal and superintendent are combined as one position.

\* A percentage cannot be calculated when one of the numbers is zero (site unrestricted expenditures per pupil).

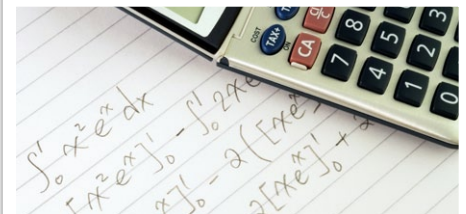
## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$19,463
Expenditures per pupil from restricted sources	\$19,463
Expenditures per pupil from unrestricted sources	\$0
Annual average teacher salary	\$40,016

## 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.



## 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.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

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# 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
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
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
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
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 California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
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. <sup>1</sup> 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
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
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. <sup>2</sup> 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 [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

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

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.