

# Dunsmuir Community Day School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES 9-12

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**Leonard L. Foreman**  
Superintendent/Principal

## 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, California. Founded in 1886, the town sits amidst the majestic mountains of northern California, just nine miles south of one of the most beautiful mountains in the world, 14,162-foot Mt. Shasta. Over the years, visitors craving a connection with the heritage of the California railroad 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 ten 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.

### Learning/teaching philosophy:

- Understanding means more than just knowing what to do- it means doing what you know. Therefore, true wisdom goes beyond amassing knowledge- it is applying knowledge in a life changing way.

### Accomplishments from the past 2009-10 school year:

- The staff of Dunsmuir Joint Union High School District targeted improved student writing as our APL CORE project. The PLC selected topics, designed instruction, delivery and assessment. The writing program was implemented districtwide, with weekly staff collaboration. CDS students successfully participated in the District writing project. This District program was enhanced by the purchase, training and use of Pearson's *Write to Learn* computer writing tool.
- The CDS teacher attended both the fall and the spring Regional CDS conferences/workshops.

### Goals for the upcoming/current 2010-11 school year:

- Write syllabi for three elective classes and submit to Superintendent/Principal and the Board of Trustees for acceptance and approval.
- Augment Economics curriculum and submit to Superintendent/Principal and the Board of Trustees for acceptance and approval.

### What makes your school special and unique?

- 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 wellbeing.

## Mission Statement

The mission of the administration, faculty and staff of Dunsmuir High School is to provide a clean, pleasant, safe and productive environment for learning where students are encouraged and challenged to become life-long learners.



## Dunsmuir Joint Union High School District

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**"Shaping  
responsible  
citizens."**

## Vision Statement

Dunsmuir Joint Union High School District enhances individual learning through responsible, participatory, respectful and interactive educational practices.

### Class Size

Due to low enrollment, no three-year data for average class size is shown.

### Enrollment and Demographics

The total enrollment at the school was one student for the 2009-10 school year. Due to low enrollment, no demographics chart is shown.

### Textbooks and Instructional Materials

Currently, all textbooks are new and 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. It was planned for the 2009-10 school year to purchase and implement State-approved biology textbooks and curriculum.

Textbooks and curriculum are routinely evaluated for relevance and alignment with state standards and current best practices. For the 2009-10 school year, we were on target for replacing and updating our biology textbooks and a new rotating cycle of textbooks and curriculum will begin again starting with English language arts.

Health is currently imbedded within our physical education program. Research and evaluation of State-aligned health textbooks and curriculum is currently being done to provide students with current health curriculum and materials. It is planned that a complete curriculum will be in place for the 2009-10 school year.

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 continue to offer drama, art and music classes.

**Textbooks and Instructional Materials List**

Subject	Textbook	Adopted
English-Language Arts	English, Holt (Grades 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	Spanish	2006
Culinary Arts	Culinary Arts, Prentice-Hall	2007

**Note:** This data was most recently collected and verified in September 2010.



### Availability of Textbooks and Instructional Materials

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

Dunsmuir CDS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%
Science Laboratory Equipment	✧
✧ Not applicable.	



### School Facility Items Inspected

The tables show 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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 condition.

School Facility Good Repair Status			
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			Good
Date of the Most Recent School Site Inspection			11/04/2010
Date of the Most Recent Completion of the Inspection Form			11/04/2010

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Heating and air conditioning in modernization plan
Electrical	Upgraded electrical systems for new technology and cost effectiveness in modernization plan
External	Steel siding and energy efficient windows in modernization plan

### 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 November 2010.

### School Facilities

The Community Day School is housed in a previously unused classroom 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 more space for more students than was previously available.

The CDS shares usage of a media center, gymnasium, athletic fields, and music facilities with DHS students. The CDS is a closed campus. The daily schedule of CDS is not aligned with the DHS student schedule. CDS students arrive at 8:10 a.m. in the morning and leave at 3:10 p.m.

Our The school is very clean and the maintenance and operations director is on site from 6 a.m. till 3 p.m. The evening custodian comes on at noon and leaves at 8:30 p.m. Recently, restroom facilities have been upgraded to include new faucets and self-flushing toilets. Also the entire roof was redone, and our parking lots were resurfaced and engineered for proper drainage. All classrooms have good industrial grade carpeting. Student desks and furniture are routinely repaired or replaced to ensure student safety.

The Fire Marshall, 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.

During the summer of 2009, the Community Day School was a part of Phase 2 of our modernization grant and the exterior of the building was re-clad with steel siding. New energy efficient windows were also installed.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$26,202 for the Deferred Maintenance Program. This represents 1% of the District’s general fund budget.

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The table below shows the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Please note 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.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Dunsmuir CDS			Dunsmuir JUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	❖	❖	❖	25%	20%	35%	46%	50%	52%
Mathematics	❖	❖	❖	1%	3%	6%	43%	46%	48%
Science	❖	❖	❖	40%	43%	55%	46%	50%	54%
History-Social Science	❖	❖	❖	19%	32%	25%	36%	41%	44%

❖ 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.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools.

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 group data is available for Dunsmuir Community Day School. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Suspensions and Expulsions

Suspension and Expulsion Rates						
	Dunsmuir CDS			Dunsmuir JUHSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.000	0.333	7.000	0.680	0.721	0.521
Expulsion Rate	0.000	0.000	0.000	0.000	0.019	0.000

### Standardized Testing and Reporting Program

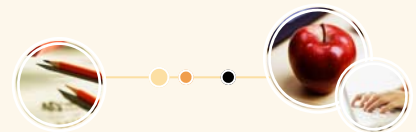
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Dunsmuir CDS	Dunsmuir JUHSD	California
All Students	■	704	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	703	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Dunsmuir CDS	Dunsmuir JUHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 9	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ To protect student privacy, scores are not shown when the number of students tested is 10 or less	

### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Dunsmuir CDS		Dunsmuir JUHSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	**		Yes	
Graduation Rate	▲		▲	

\*\* The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores. Therefore, no data is available for Dunsmuir CDS.

▲ The graduation rate criteria for AYP was not calculated because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is not applicable to the school.

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

### Academic Counselors and School Support Staff

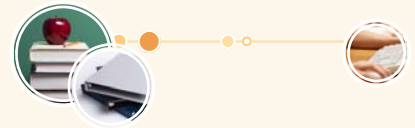
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.4
Ratio of Students Per Academic Counselor	3:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0 (provided by COE)
Social Worker	0.0
Nurse	0.0 (provided by COE)
Speech/Language/Hearing Specialist	0.0 (provided by COE)
Resource Specialist (non-teaching)	0.5
Other	0.0

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### 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).



### Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma 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, visit [www.cde.ca.gov/ta/tg/hs](http://www.cde.ca.gov/ta/tg/hs).

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Dunsmuir CDS	Dunsmuir JUHSD	California
All Students	❖	95.2%	94.5%
Socioeconomically Disadvantaged	❖	100.0%	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	❖	❖	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	❖	100.0%	98.1%
Two or More Races	❖	❖	❖

❖ 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.  
❖ Data not available from the state at this time.

### Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Dunsmuir CDS			Dunsmuir JUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	❖	100.00%	❖	84.00%	90.48%	80.77%	80.61%	80.21%	78.59%
1-year Dropout Rate	100.0%	0.00%	0.00%	6.54%	2.00%	2.88%	5.46%	4.88%	5.69%

❖ Information not available.

### Career Technical Education Participation

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

Career Technical Education Data	
2009-10 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%

### 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. CDS is a self-contained program, which offers ample opportunity to practice learned skills.

*Continued on page 8*

### Career Technical Education Programs

*Continued from page 7*

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:

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

Job Corp offerings are available to view on their Internet site.

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 CATS program 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. Of course, testing is used.

### California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Dunsmuir CDS	❖	❖	❖	❖	❖	❖
Dunsmuir JUHSD	39.1%	33.3%	33.3%	56.5%	33.3%	42.1%
California	52.9%	52.0%	54.0%	51.3%	53.3%	53.4%

❖ 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.

***“The entire DJUHSD staff is involved with all students and their wellbeing.”***



*“The mission of Dunsmuir Community Day School is to provide a coordinated, comprehensive, and innovative approach to empower at-risk youth.”*

### California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but 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 an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Also note that 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.

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

### 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 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, expects Dunsmuir Joint Union High School District graduates to be:

- 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, Booster’s 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 Pamela May, Lead Teacher, at (530) 235-2225 or pmay@sisnet.ssku.k12.ca.us.

### Courses Required for UC/CSU Admission

**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 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 more information on general admissions requirements, please visit the University of California Web site at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

**California State University:** Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at [www.calstate.edu/admission](http://www.calstate.edu/admission).

### Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	08-09
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	◇
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◇

◇ Information not available.

### Professional Development

Dunsmuir High School believes that an effective teaching staff is one in which each teacher is a lifelong learner. Dunsmuir High School also believes that teachers need to drive what professional development opportunities are available each year. To that end, Dunsmuir High School dedicates one full day of professional development prior to the beginning of school in August. In addition, 10 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 90 minutes early on collaboration days. The staff then dedicates 90 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 towards advancement on the salary scale.



### Teacher Qualifications

Teacher Credential Information				
	Dunsmuir JUHSD	Dunsmuir CDS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	11	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Dunsmuir CDS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Dunsmuir CDS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

### Advanced Placement Courses

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



### Types of Services Funded

Dunsmuir Joint Union High School District participates in a variety of Federal and State specialized 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 Title I Reading teacher and aide. Through Title IIA, Teacher Quality, we have designed an intensive survey of English/Language Arts class for our ninth graders. The emphasis is placed on evaluation of skills and prescription for remediation or advancement.

Title IID and Title IV funding sources have been flexed to Title IVB for purposes of supporting our Career and Academic Transition Services (CATS) program. The CATS Center is the first place new students and their parents come to when they arrive. All academic services are highly individualized and students begin an academic plan based on post-secondary goals.

Each year CATS 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 CATS, all students receive up-to-the-minute information for scholarships, career options, college information, FAFSA information and assistance in filling out the forms, and may request tutoring services for all subjects taught.

*Continued on page 11*

### 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		
Category	Dunsmuir JUHSD	Similar Sized District
Beginning Teacher Salary	\$36,428	\$39,950
Mid-Range Teacher Salary	\$49,605	\$57,576
Highest Teacher Salary	\$53,043	\$74,879
Average Principal Salary	⊛	\$97,622
Superintendent Salary	\$105,446	\$127,424
Teacher Salaries — Percent of Budget	28.7%	34.5%
Administrative Salaries — Percent of Budget	7.4%	6.3%

⊛ The Principal and Superintendent are combined as one position for Dunsmuir Joint Union HSD.

### 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	
	Dunsmuir CDS
Total Expenditures Per Pupil	\$84,856
Expenditures Per Pupil From Restricted Sources	\$61,120
Expenditures Per Pupil From Unrestricted Sources	\$23,736
Annual Average Teacher Salary	\$37,328

### Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunsmuir CDS	\$23,736	\$37,328
Dunsmuir JUHSD	\$10,457	\$43,072
California	\$5,681	\$59,654
School and District — Percent Difference	+55.9%	-15.4%
School and California — Percent Difference	+76.1%	-59.8%

### Types of Services Funded

*Continued from page 10*

All testing services are provided and coordinated through CATS. 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. In response to our annual needs assessment, our GATE funding this year is being used to offer one period a day for a guitar class.



### Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, 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.

All data accurate as of February 2011.