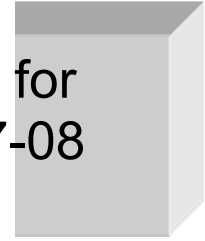


# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08



## Executive Summary School Accountability Report Card, 2006-07

### *For Desert Sands Charter High School*

**Address: 3030 E. Palmdale Blvd., Ste. G, Palmdale, CA 3550**  
**Principal: Dr. Herman Guy**

**Phone: (661) 272-0044**  
**Grade Span: 9-12**

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

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

The campuses have the feel of a friendly business office. Students have their own appointment every week with their teacher. At that time, their lesson will be explained and assigned, and there will be time for questions and discussion. Students take assignments home and return for the next appointment, ready to be evaluated on work completed during the week. Recently the school has embarked on a new plan for academic labs to augment student progress.

Desert Sands has been qualified and designated as an ASAM School (Alternative Schools Accountability Model). ASAM Schools serve a number of students in various at need categories.

#### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	1385
African American	18.12%
American Indian or Alaska Native	1.16%
Asian	0.87%
Filipino	0.51%
Hispanic or Latino	48.16%
Pacific Islander	0.22%
White (not Hispanic)	28.74%
Multiple or No Response	2.24%
Socioeconomically Disadvantaged	45%
English Learners	1%
Students with Disabilities	7%

#### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	40
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	14
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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Safety walkthroughs were performed on November 9, 2007 for the Palmdale Campus and on November 13, 2007, for the Lancaster Campus by the school's Safety Committee.

### Repairs Needed

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Major repairs were not found to be needed; however, certain items are required to be purchased/acquired and placed at the two sites respectively.

### Corrective Actions Taken or Planned

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Lancaster needs:

Main Bldg.: OSHA Manual

Math Lab: Evacuation Plan, Fire Extinguisher, Smoke Detector

SST Room: needs all equipment

Science Lab: has fire extinguisher, needs the rest

Art Lab: has fire extinguisher, needs the rest

Front Lobby: needs smoke detector

Boutique/Orientation Room: has fire extinguisher on floor, needs it hung on wall plus the rest

Suite 115: has fire extinguisher, needs the rest

Main Class Room: only has one fire extinguisher, needs the rest

Read 180 Lab: Needs all equipment

Palmdale needs:

Main Bldg.: earthquake straps for book shelves, OSHA Manuals, earthquake putty to secure items on decorative shelf.

SPED Ofc./Ms. Willis' Ofc.: earthquake straps for bookshelves, smoke detectors

Ste. A: back door lock to be removed during business hours

Ste. C: fire alarms, smoke detector, fire extinguisher, OSHA Manual, evacuation plan, earthquake straps for Mr. Hill's bookcase.

Ste. B: earthquake straps for bookshelves, TV cart, evacuation plan, OSHA Manual, fire alarm.

AVLA/Science Lab: evacuation plan, earthquake straps for bookshelves, fire alarm, OSHA Manual.

## Curriculum and Instructional Materials

## School Finances

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>	<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
Reading/Language Arts	0%	School Site	\$6277
Mathematics	0%	District	\$6897
Science	0%	State	\$4943
History-Social Science	0%		
Foreign Language	0%		
Health	0%		
Science Laboratory Equipment (grades 9-12)	0%		

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	13%
Mathematics	1%
Science	6%
History-Social Science	5%

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2007 API Growth Score (from 2007 API Growth Report)	500
Statewide Rank (from 2007 API Base Report)	B
2007-08 Program Improvement Status (PI Year)	Not in PI

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate	75.3%

## Postsecondary Preparation

<b>Measures</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0% *
Graduates Who Completed All Courses Required for University of California or California State University Admission	0% **

- \*Our Vocational Education Program is in its incipience. We expect to have our first fully-prepared graduates emerging in June, 2008.
- \*\*Likewise we are just beginning to work on formulating our A-G requirements. We are preparing to apply in 2008.

# School Accountability Report Card

## Reported for School Year 2006-07

*Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Desert Sands Charter High School	<b>District Name</b>	Antelope Valley Union High
<b>Street</b>	3030 E. Palmdale Blvd., Ste. G	<b>Phone Number</b>	(661) 948-7655
<b>City, State, Zip</b>	Palmdale, CA 93550	<b>Web Site</b>	www.avdistrict.org
<b>Phone Number</b>	(661) 272-0044	<b>Superintendent</b>	Dr. David Vierra
<b>Principal</b>	Dr. Herman Guy	<b>E-mail Address</b>	dvierra@avhsd.org
<b>E-mail Address</b>	Hguy@dschs.org	<b>CDS Code</b>	19-64246-1996537

### School Description and Mission Statement

The mission of Desert Sands Charter High School (DSCHS) is to engage students in a challenging yet individualized education plan. DSCHS students are those who no longer comprise a part of the instructional system offered by the traditional high schools in the area. DSCHS develops personalized learning plans uniquely created for the student. These plans enable the student to move towards graduation as a part of a structured independent study program. DSCHS will strive to help each student master basic skills, move toward a mastery of technology, and develop an interest in lifelong learning, as they become responsible, contributing members of their community and society.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

An Open House is held twice a year, once at each campus, and parents are welcome to attend. Parents are also encouraged to be a part of the Leadership Committee of the school. Parents have been solicited for participation on the various WASC Committees for accreditation.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	n/a	Grade 8	n/a
Grade 1	n/a	Ungraded Elementary	n/a
Grade 2	n/a	Grade 9	603
Grade 3	n/a	Grade 10	478
Grade 4	n/a	Grade 11	174
Grade 5	n/a	Grade 12	130
Grade 6	n/a	Ungraded Secondary	n/a

Grade 7	n/a	Total Enrollment	1385
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### [Student Enrollment by Group](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	18.12%	White (not Hispanic)	28.74%
American Indian or Alaska Native	1.16%	Multiple or No Response	2.24%
Asian	0.87%	Socioeconomically Disadvantaged	45%
Filipino	0.51%	English Learners	1%
Hispanic or Latino	48.16%	Students with Disabilities	7%
Pacific Islander	0.22%		

## II. School Climate

### [School Safety Plan](#)

This section provides information about the school's comprehensive safety plan.

DSCHS has a formal comprehensive safety plan that was revised on 12/5/07. It encompasses almost all foreseeable eventualities and includes separate sections on Medical and First Aid, Fire, Earthquake Preparedness, Gas Leaks, Bomb Threats, Explosions, Chemical or Radiation Spills, Violent/Criminal Behaviors, Civil Disturbances/Demonstrations, and potential Psychological Crises. A copy of the plan is to be placed at each workstation.

### [School Discipline Practices](#)

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

DSCHS maintains a progressive discipline system to create and maintain a positive learning environment. Desert Sands uses a Personalized Learning Approach to education and provides a clean, safe, and secure campus where students can learn in a controlled environment. The school is proactive and works with students and parents to find solutions to problems before they get out of hand.

### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0.2	19.5	28.2	29.2
Expulsions	0	0	0.2	1.2	1.3	1.6

### III. School Facilities

#### [School Facility Conditions and Improvements](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Operations Department maintains a constant vigilance to assure that our facilities are in good repair. At both campuses additional space is being negotiated for as we need it for our labs. DSCHS provides a clean and safe environment where students can learn.

#### [School Facility Good Repair Status](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			No gas leaks.
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			Cleaning materials stored properly.
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			No known pests/vermin.
Drinking Fountains (inside and outside)	X			Water bottles maintained daily.
Restrooms		X		Palmdale Restroom to be cleaned daily.
Sewer	X			
Playground/School Grounds	X			No playgrounds; parking lots are clean.
Roofs	X			
Overall Cleanliness	X			

#### [Overall Summary of School Facility Good Repair Status](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

### IV. Teachers

#### [Teacher Credentials](#)

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	28	35	40	862
Without Full Credential	9	6	4	41
Teaching Outside Subject Area of Competence	5	8	14	n/a

### 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	80.6	19.4
All Schools in District	81.9	18.1
High-Poverty Schools in District	79.7	20.3
Low-Poverty Schools in District	n/a	n/a

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

As there are two shifts of teachers, the AM Teachers are available (for the substitute pay rate) to sub for their PM colleagues, and likewise the PM Teachers are available to take AM sub assignments. Generally speaking, there are thus an adequate number of potential substitutes available.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated formally and informally on an ongoing basis by the educational administrator. Formal evaluations take place twice a year by the administrator. A standard evaluation form is used. Following the evaluations, the administrator meets with the teacher to discuss the observation.

## V. Support Staff

### [Academic Counselors and Other Support Staff](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1	1385
<b>Library Media Teacher (Librarian)</b>		n/a
<b>Library Media Services Staff (paraprofessional)</b>		n/a
<b>Psychologist (outside agency)</b>	1	1385
<b>Social Worker</b>		n/a
<b>Nurse</b>		n/a
<b>Speech/Language/Hearing Specialist</b>		n/a
<b>Resource Specialist (non-teaching)</b>		n/a
<b>Other</b>		n/a

## VI. Curriculum and Instructional Materials

### [Quality, Currency, and Availability of Textbooks and Instructional Materials](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Adequate materials	0%
<b>Mathematics</b>	Adequate materials	0%
<b>Science</b>	Adequate materials	0%
<b>History-Social Science</b>	Adequate materials	0%
<b>Foreign Language</b>	Adequate materials	0%
<b>Health</b>	Adequate materials	0%
<b>Science Laboratory Equipment (grades 9 – 12)</b>	Adequate supplies	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$	n/a	6277	52,000
District	n/a	n/a	6897	61797
Percent Difference – School Site and District	n/a	n/a	1.14%	16%
State	4943	n/a	7521	57604
Percent Difference – School Site and State	n/a	n/a	1.25%	9%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

DSCHS does accept categorical funding: Title II, Title IV and Title V. Title II is used for our staff development only. With our Title IV funds, we provide tutorial services to students to help them achieve academic standards, and with our Title V funds we have purchased supplemental materials to aid in the teaching of language arts and mathematics.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33952	\$39456
Mid-Range Teacher Salary	\$61797	\$66091
Highest Teacher Salary	\$82610	\$82529
Average Principal Salary (Elementary)	n/a	n/a
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	\$110380	\$116464
Superintendent Salary	\$163298	\$171138
Percent of Budget for Teacher Salaries	37.89%	37.39%
Percent of Budget for Administrative Salaries	5.29%	5.16%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	10	10	13	32	31	33	40	42	43
Mathematics	2	1	1	10	10	11	38	40	40
Science	4	5	6	22	24	25	27	35	38
History-Social Science	5	7	5	25	24	23	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	6	0	0	4
American Indian or Alaska Native	7	0	*	*
Asian	*	*	*	*
Filipino	*	*		*
Hispanic or Latino	10	*	5	2
Pacific Islander	*	*		*
White (not Hispanic)	19	2	10	8
Male	9	1	5	7
Female	17	1	8	3
Economically Disadvantaged	8	1	4	0
English Learners	4	0		*
Students with Disabilities	3	0	0	0
Students Receiving Migrant Education Services				

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (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. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05		2005-06		2006-07	
English						
Mathematics						

### CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	79.8	12.8	7.3	91.3	7.9	0.8
Male	91.1	2.2	6.7	92	8	0
Female	71.9	20.3	7.8	90.5	8.1	1.4
African American	88.2	5.9	5.9	95.5	4.5	0
American Indian or Alaska Native						
Asian						
Filipino				100	0	0
Hispanic or Latino	80	16	4	92	8	0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	70.6	14.7	14.7	87	10.9	2.2
English Learners						
Socioeconomically Disadvantaged	86.1	10.1	3.8	95.3	4.7	0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/colts/col/>. Note: Scores are not shown

5	n/a
7	n/a
9	9.5

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide		B	N/A
Similar Schools		B	N/A

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	52	B	29	500
African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	52	n/a	n/a	495
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	34	n/a	n/a	530
Socioeconomically Disadvantaged	n/a	n/a	n/a	529
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

DSCHS received funds for CAHSEE Preparation during this period.

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	NO	NO
<b>Participation Rate - English-Language Arts</b>	NO	NO
<b>Participation Rate - Mathematics</b>	NO	YES
<b>Percent Proficient - English-Language Arts</b>	NO	NO
<b>Percent Proficient - Mathematics</b>	NO	YES
<b>API</b>	YES	YES
<b>Graduation Rate</b>	YES	YES

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	NOT IN PI	IN PI
<b>First Year of Program Improvement</b>	n/a	2004-2005
<b>Year in Program Improvement</b>	n/a	YEAR 3
<b>Number of Schools Currently in Program Improvement</b>	n/a	7
<b>Percent of Schools Currently in Program Improvement</b>	n/a	50%

## **X. School Completion and Postsecondary Preparation**

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Dropout Rate (1-year)</b>	20.9	8.9	11.8	2.3	1.8	2.3	3.2	3.1	3.5
<b>Graduation Rate</b>	89.3	89.6	75.3	89.3	89.6	88.6	85.3	85.0	83.0

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
<b>All Students</b>	124	3556	349,191
<b>African American</b>	17	268	n/a
<b>American Indian or Alaska Native</b>	2	4	n/a
<b>Asian</b>	1	38	n/a
<b>Filipino</b>	0	43	n/a
<b>Hispanic or Latino</b>	54	598	n/a
<b>Pacific Islander</b>	0	5	n/a
<b>White (not Hispanic)</b>	50	713	n/a
<b>Socioeconomically Disadvantaged</b>	49	955	n/a
<b>English Learners</b>	4	439	n/a
<b>Students with Disabilities</b>	11	248	n/a

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The purpose of DSCHS' Career Technical Educational Program is to provide students with relevant career education in preparation for the working world, while earning elective credits. DSCHS recognizes that part-time jobs can give students needed supplementary income, valuable work experience, and enhanced self-esteem.

The training program, called Work Experience Education of WEE, is designed to help students develop job skills and learn about career opportunities following the State of California's Work Experience Education Framework. It began operating full tilt in the Fall of 2007 and we expect to have graduates in the Spring of 2008.

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
<b>Number of pupils</b>	n/a
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	n/a
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	n/a

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

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

### SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	0	0	0
Average Verbal Score	n/a	n/a	n/a
Average Math Score	n/a	n/a	n/a
Average Writing Score	n/a	n/a	n/a

## **XI. Instructional Planning and Scheduling**

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

This year we implemented a Leadership Team, comprised of the Principal, the Administrative Resource Teachers, representative teachers elected by their peers, the Operations Manager, a parent and a Board Member. This entity and its operation have been well received.

The school's basic instructional program is based on personalized learning. Students meet one-on-one with their teacher for one hour a week minimum and also attend a 90-minute lab during the week, in order to increase their academic skills.

## [Professional Development](#)

This section provides information about the program for training the school's teachers and other professional staff.

DSCHS does have a professional development plan. Several days per year are designated as in-service days and usually these trainings are provided on site. These trainings are paid and often are done by in-house presenters; however, depending on the topic, on occasion there are some paid trainers hired.

## [Instructional Minutes](#)

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	n/a	36,000
1	n/a	50,400
2	n/a	50,400
3	n/a	50,400
4	n/a	54,000
5	n/a	54,000
6	n/a	54,000
7	n/a	54,000
8	n/a	54,000
9	65136	64,800
10	65136	64,800
11	65136	64,800
12	65136	64,800

## [Minimum Days in School Year](#)

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Because of the nature of our school, we are not able to utilize "minimum days". In-service days are subtracted from the total school days in the year, but each year there are at a minimum of 180 school days.