

Desert Sands Charter

Jessica Sherlock, Cheri Tuinstra Ed.D.

Principal, Desert Sands Charter

About Our School

Welcome! My name is Mrs. Jessica Sherlock, and I have worked at Desert Sands Charter High School for six years – first as a teacher and now as an administrator. Dr. Cheri Tuinstra is principal of the satellite sites in Los Angeles and Orange County. Both of us consider it an honor and a privilege to serve in the capacity of Principal to this great school. Although we are a public high school, you will see that we don't "look" like other schools you may have attended. However, we are fully accredited with highly qualified teachers, teach California state standards-based curriculum, and present students with earned high school diplomas.

The big difference between our school and a traditional high school is that our students meet one-on-one with their teachers, so they receive a personalized education based on their educational needs, interests, and future goals. Our staff truly gets to know each individual student. Many students who have not found success in the traditional school system gain a new enthusiasm for learning when they come to Desert Sands. As opposed to sitting in a classroom with 40 other kids, our students have the opportunity to be seen and heard each and every time they are here. At Desert Sands, the student and teacher discuss the content, engage in rich conversations, and work together to understand difficult subject matter.

If you have never visited Desert Sands Charter High School, we encourage you to stop in for additional information. If you are an existing student or parent/guardian to an existing student, we thank you! We are here to serve the community and provide our students with the best education possible. Please do not hesitate to contact either of us with questions or concerns.

Sincerely,

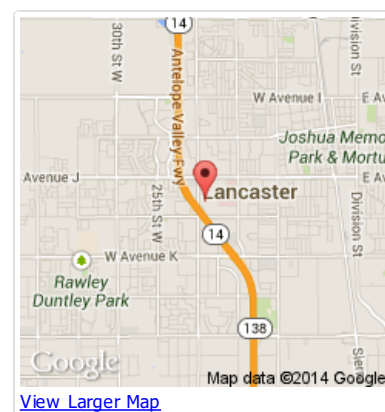
Jessica Sherlock, M.A.

Cheri Tuinstra, Ed.D.

Contact

44130 20th St. West
Lancaster, CA
93534

Phone: 661-418-4734, 661-575-7436
E-mail: jsherlock@dschs.org



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Desert Sands Charter
Street	44130 20th St. West
City, State, Zip	Lancaster, Ca, 93534
Phone Number	661-418-4734, 661-575-7436
Principal	Jessica Sherlock, Cheri Tuinstra Ed.D.
E-mail Address	jsherlock@dschs.org
County-District-School (CDS) Code	19642461996537

District	
District Name	Antelope Valley Union High
Phone Number	(661) 948-7655
Web Site	www.avdistrict.org
Superintendent First Name	David
Superintendent Last Name	Vierra
E-mail Address	dvierra@avhsd.org

Last updated: 1/29/2014

School Description and Mission Statement (School Year 2012-13)

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

The campuses have the feel of a friendly business office. Students have their own appointment every week with their teacher. At that time, their lesson is explained and assigned, and there is time for questions and discussion. Students take assignments home and return for the next appointment, ready to be evaluated on work completed during the previous week. The school has implemented workshops on CAHSEE Prep and enrichment electives such as Art 1, Art 2, Digital Photography, Robotics, and the Cisco Academy to augment student progress. Desert Sands provides daily tutoring as well for students. This program enables students to complete graduation requirements for a high school diploma and move on to careers and /or college.

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

MISSION:

Our mission is to provide personalized education to students seeking an alternative to traditional high school by working with each student to create an education plan that meets his/her academic, social and personal needs.

VISION:

Our vision is to change the lives of students whose needs are not being met at a traditional school. Students will take responsibility for their education, recognize opportunities for personal growth and success, and graduate with the skills they need for college and/or a career.

Opportunities for Parental Involvement (School Year 2012-13)

Desert Sands Charter High School encourages parental involvement on campus. Our Parent Advisory Committee/English Learner Advisory Committee meets quarterly throughout the school year. The Parent Advisory Committee provides advice in planning, developing, implementing, and evaluating our school program. Parents are notified by automated phone calls and communications from teachers. Parents may contact the school office at 661-942-3357, if interested in attending. Parent Conferences/Open House events are also held two times per year to facilitate communication between parents, teachers, and students. Parents are encouraged to call and meet with their child's teacher as needed to support academic progress towards graduation.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

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

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

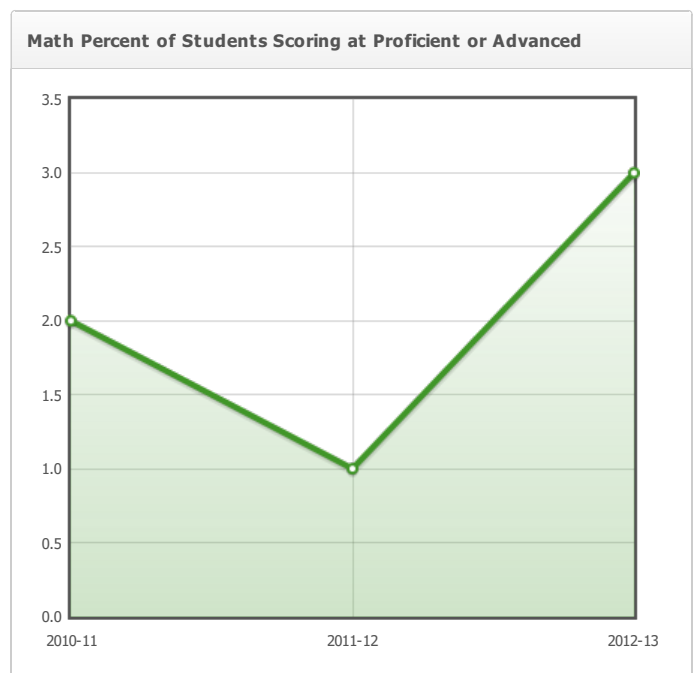
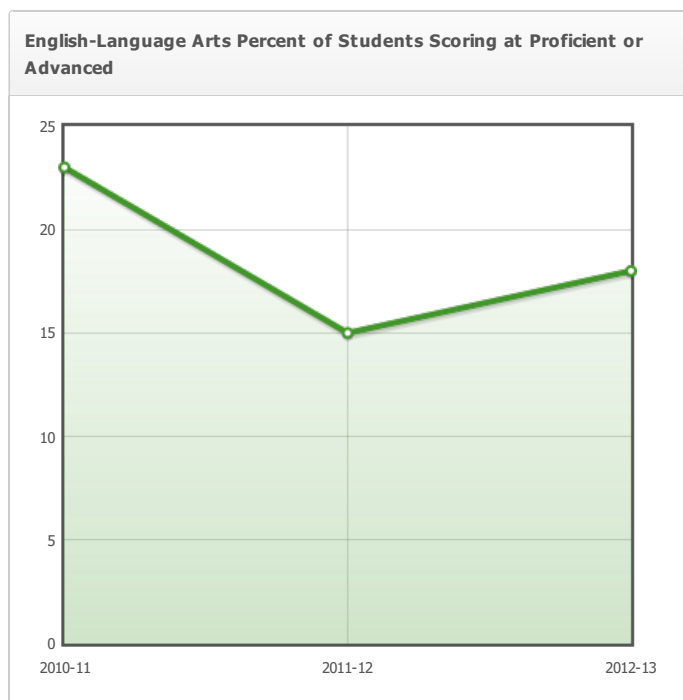
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

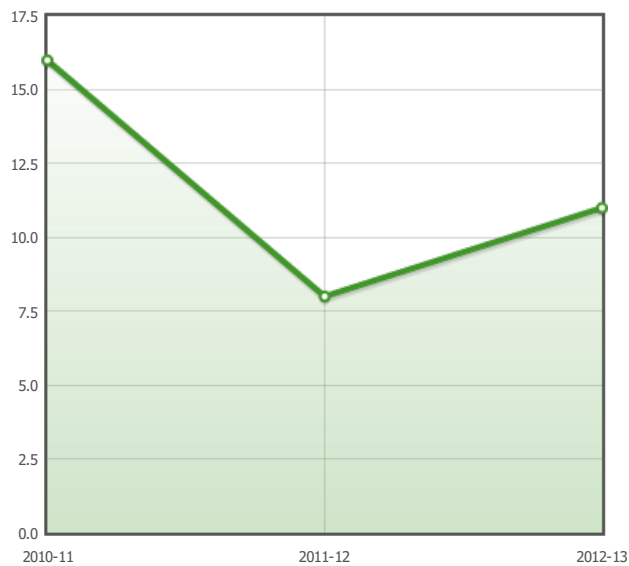
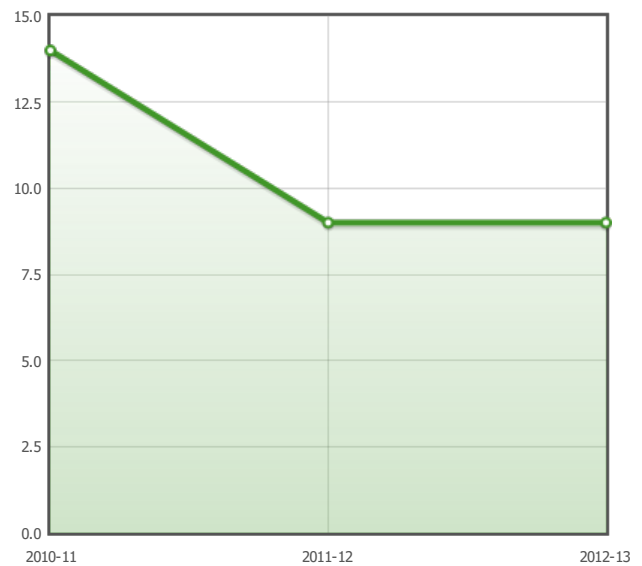
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	23%	15%	18%	38%	40%	42%	54%	56%	55%
Mathematics	2%	1%	3%	14%	15%	16%	49%	50%	50%
Science	16%	8%	11%	35%	38%	40%	57%	60%	59%
History-Social Science	14%	9%	9%	35%	32%	33%	48%	49%	49%

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



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/29/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42%	16%	40%	33%
All Students at the School	18%	3%	11%	9%
Male	15%	4%	16%	15%
Female	20%	3%	7%	4%
Black or African American	10%	1%	10%	8%
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	18%	4%	9%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	21%	3%	15%	9%
Two or More Races	14%	7%	N/A	N/A
Socioeconomically Disadvantaged	15%	3%	10%	7%
English Learners	4%	N/A	N/A	N/A
Students with Disabilities	10%	3%	9%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

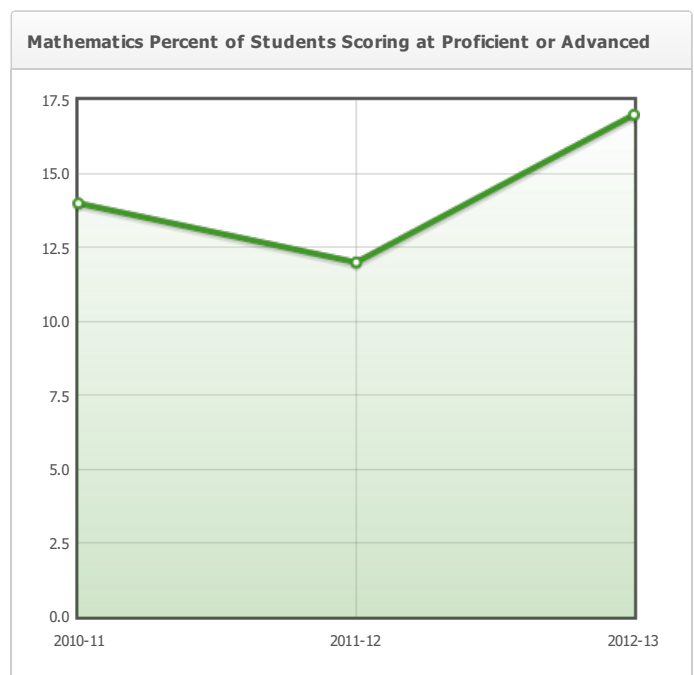
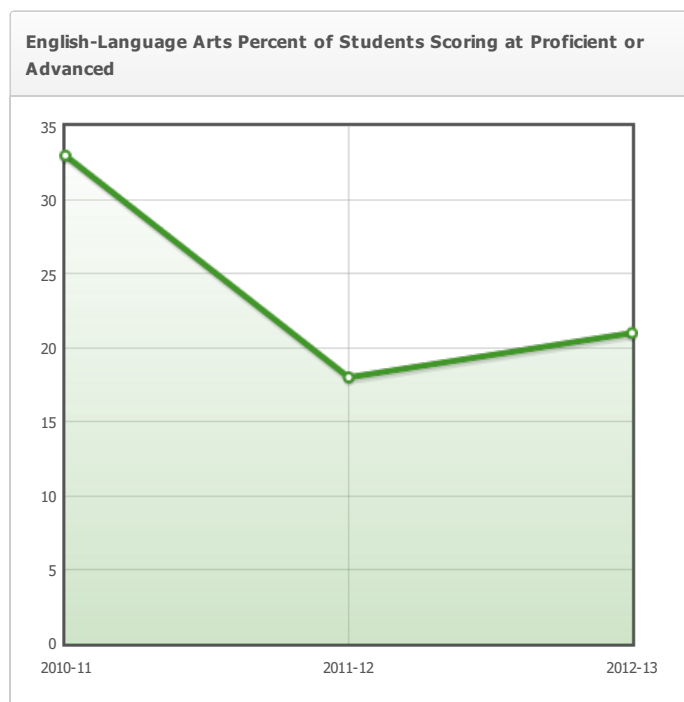
Last updated: 1/29/2014

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	33%	18%	21%	52%	45%	47%	59%	56%	57%
Mathematics	14%	12%	17%	43%	44%	46%	56%	58%	60%

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



Last updated: 1/29/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	53%	23%	24%	54%	33%	13%
All Students at the School	79%	15%	6%	83%	17%	0%
Male	89%	5%	6%	78%	21%	1%
Female	70%	24%	7%	87%	13%	N/A
Black or African American	84%	11%	4%	87%	13%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	76%	20%	5%	78%	21%	1%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	78%	10%	12%	85%	15%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	80%	14%	6%	84%	16%	1%
English Learners	87%	13%	N/A	88%	12%	N/A
Students with Disabilities	97%	N/A	3%	100%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.2%	29.0%	5.4%

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

Last updated: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Last updated: 1/28/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-12	47	-48
Black or African American	-23	51	-85
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	70	-38
Native Hawaiian or Pacific Islander			
White	-18	4	-60
Two or More Races			
Socioeconomically Disadvantaged	-4	58	-50
English Learners	-15	84	-35
Students with Disabilities	-5		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	295	558	15,463	701	4,655,989	790
Black or African American	55	473	2,732	625	296,463	708
American Indian or Alaska Native	4		110	730	30,394	743
Asian	6		254	830	406,527	906
Filipino	1		264	825	121,054	867
Hispanic or Latino	138	575	8,160	693	2,438,951	744
Native Hawaiian or Pacific Islander	2		41	738	25,351	774
White	86	563	3,548	756	1,200,127	853
Two or More Races	3		345	709	125,025	824
Socioeconomically Disadvantaged	102	552	9,896	682	2,774,640	743
English Learners	58	527	4,687	665	1,482,316	721
Students with Disabilities	45	406	1,945	486	527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	No	Yes

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

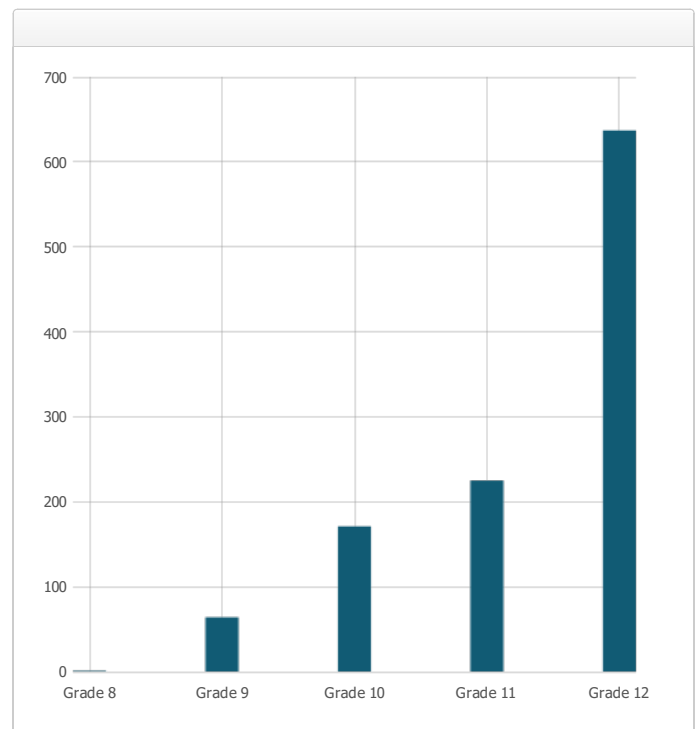
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/30/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

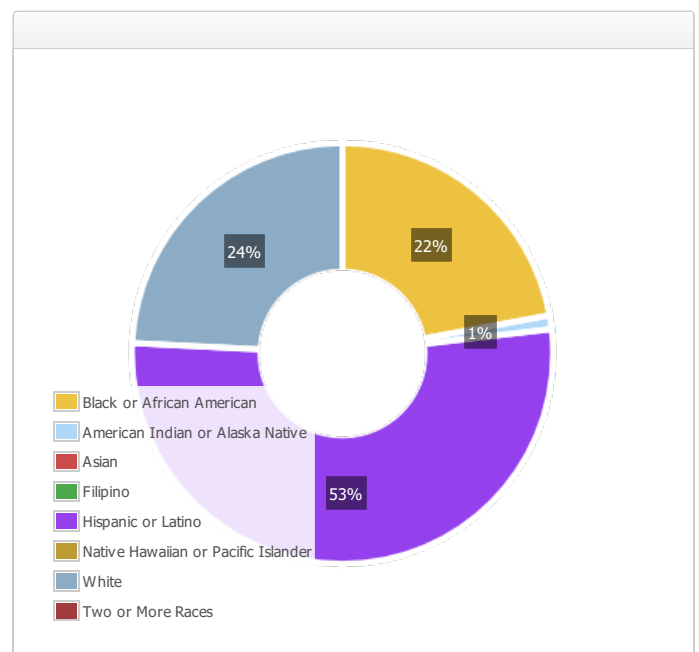
Grade Level	Number of Students
Grade 8	1
Grade 9	64
Grade 10	171
Grade 11	225
Grade 12	637
Total Enrollment	1098



Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	21.0
American Indian or Alaska Native	1.5
Asian	0.9
Filipino	0.0
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	0.3
White	23.9
Two or More Races	0.1
Socioeconomically Disadvantaged	41.8
English Learners	18.9
Students with Disabilities	4.2



Last updated: 1/29/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.1	254	14	9	5.2	301	2	6	7.0	125	11	1
Mathematics	5.8	163	2	3	5.5	154	2	4	6.0	100	1	5
Science	10.1	48	1	6	11.0	33	1	6	13.0	20	3	4
Social Science	11.1	66	7	4	8.2	89	4	5	14.0	26	8	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2014

School Safety Plan (School Year 2012-13)

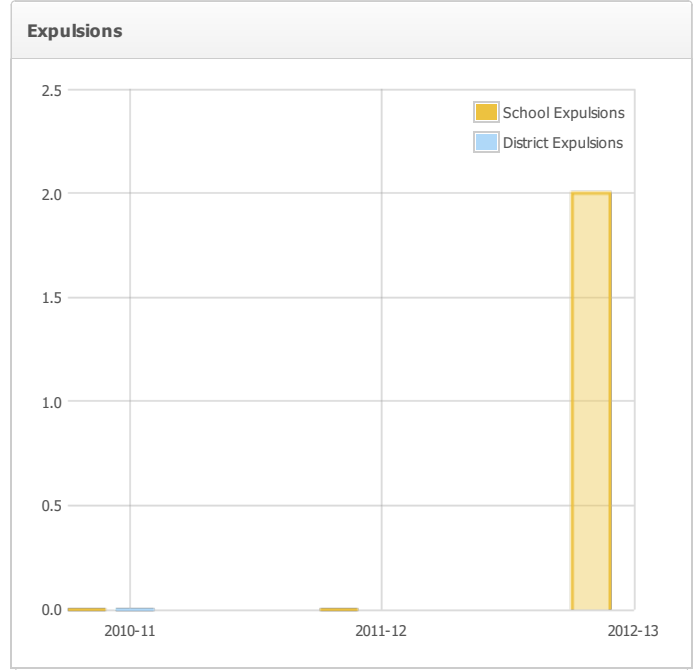
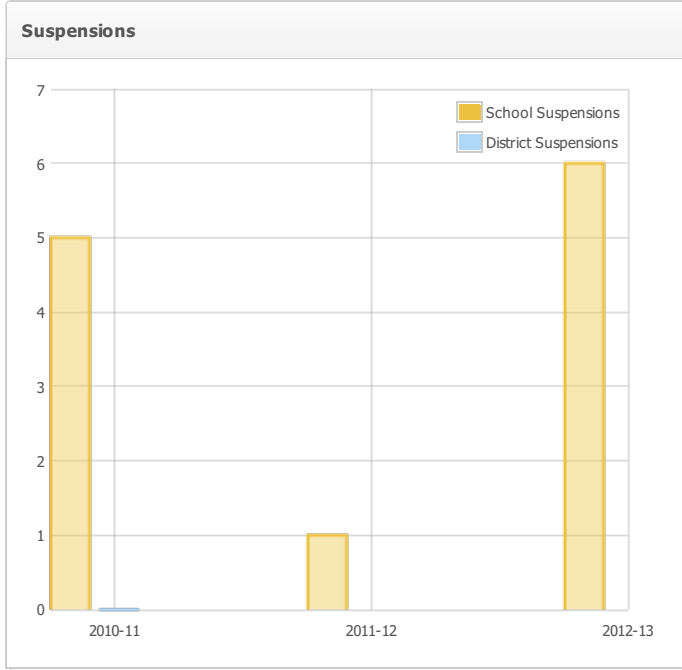
Desert Sands Charter High School has a comprehensive safety plan in place. Desert Sands has monthly safety meetings. Twice each year students and staff participate in an earthquake and fire drill. Evacuation routes are posted in strategic places on the campuses and training is done with teachers early in the school year. Each fire extinguisher is checked on a monthly basis. In addition, Human Resources trains teachers in safety and risk management at the beginning of the school year. This training meets the Cal/OSHA standards. Because students are engaged in a personalized learning environment, there are very few behavior issues. Student surveys indicate students feel safe. Finally, an Emergency Preparedness Binder is located at each at each teacher desk, the front office, and offices. The Emergency Preparedness Binder details how to respond to each potential emergency. An emergency drill log is also kept at the front office indicating dates and times drills were held. We also receive internal safety inspections from our Safety Coordinator and all of our sites are up to code.

Last updated: 1/30/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.00	1.00	6.00			
Expulsions	0.00	0.00	2.00			

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



Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

All facilities are in safe and functioning condition. All sites meet city and state codes. There are no improvements planned at this time.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

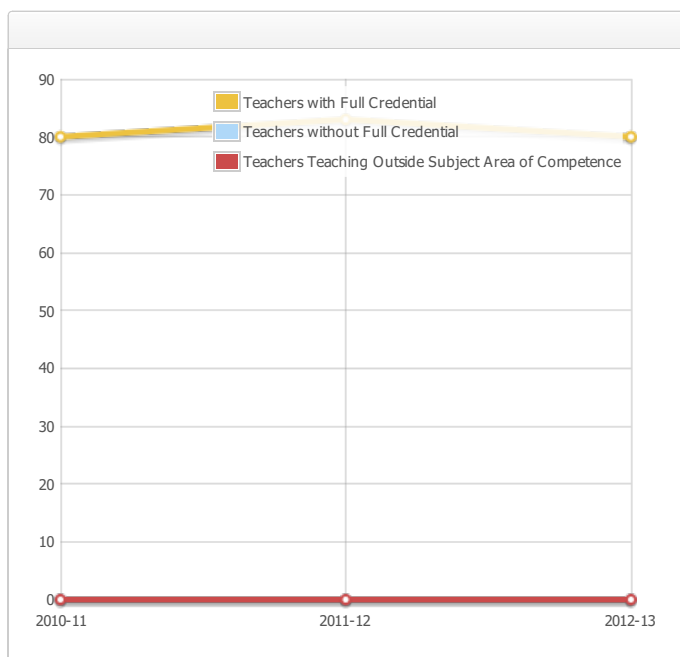
Overall Rating	Good
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Last updated: 1/30/2014

Teachers

Teacher Credentials

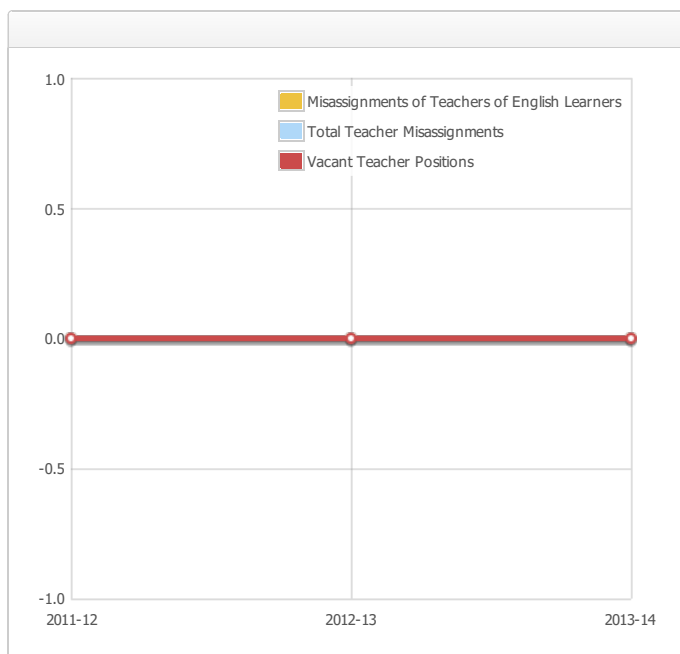
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	80	83	80	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	1000.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature and Language Art - 3rd course, 4th course, 5th course, 6th course Holt Handbook - 3rd course, 4th course, 5th course, 6th course Hampton-Brown Edge - National Geographic (Level B) Hampton-Brown Edge - National Geographic (Level C)	Yes	0.0
Mathematics	Algebra 1 - Prentice Hall California Edition (2001) Geometry - Prentice Hall Mathematics (2004) Algebra and Trigonometry structure and method book 2 - McDougal Littell (2009)	Yes	0.0
Science	Biology - Prentice Hall California Edition (2007) Earth Science - Prentice Hall California Edition (2006) Chemistry - Prentice Hall (2008)	Yes	0.0
History-Social Science	Macgruder's American Government - Prentice Hall California Edition (2006) World History - Prentice Hall California Edition (2007) Economics Principles in Action - Prentice Hall California Edition (2007) Ameriocan Anthem: Modern American History - Holt California Edition (2007)	Yes	0.0
Foreign Language	uen Viaje! - Glencoe Spanish 1 (2005) Buen Viaje! - Glencoe Spanish 2 (2005)		0.0
Health	Life skills Health - Pearson (2007)		0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)	Microscopes, test tubes, beekers, portable science cart		0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,928	\$640	\$7,288	\$59,221
District	N/A	N/A	\$8,930	\$67,820
Percent Difference – School Site and District	N/A	N/A	-18.39%	-12.68%
State	N/A	N/A	\$5,537	\$71,584
Percent Difference – School Site and State	N/A	N/A	31.62%	-17.27%

Note: Cells shaded in black or with N/A values do not require data.

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

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

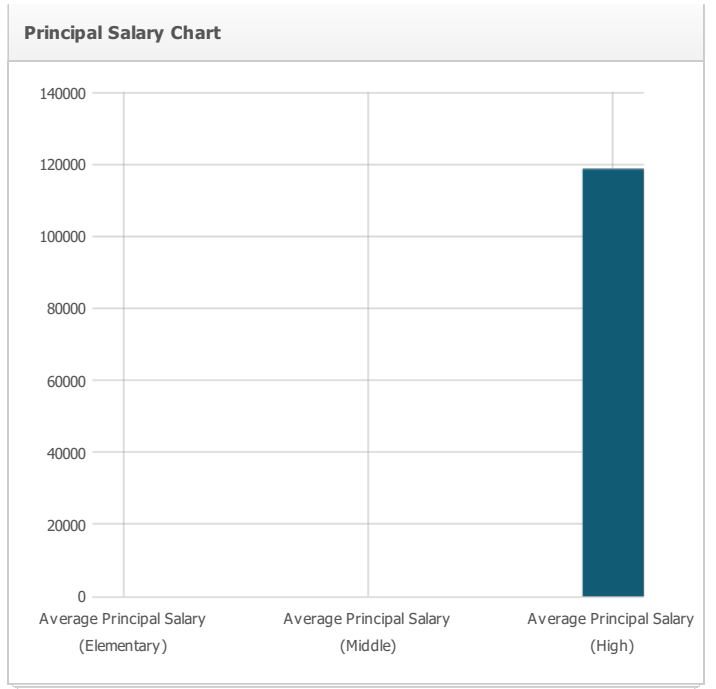
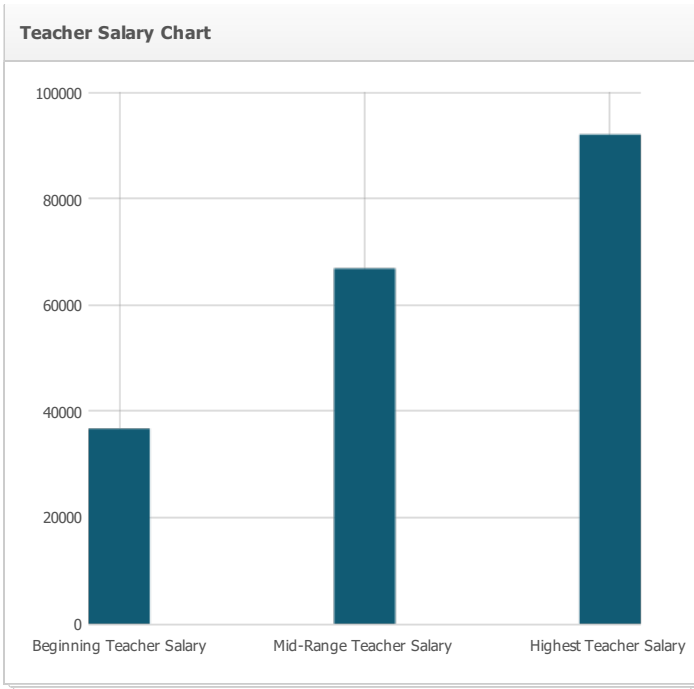
DSCHS does accept categorical funding: Title II Part A is used for our staff development only. Title III-LEP funds, we support the learning of the English Learner Students. ARRA (Ed Jobs) funding was used to retain teachers positions. Special Education programs for SELPA, students with special needs.

Last updated: 1/29/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,720	\$42,865
Mid-Range Teacher Salary	\$66,834	\$69,484
Highest Teacher Salary	\$92,023	\$89,290
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	\$00	\$119,946
Average Principal Salary (High)	\$118,695	\$128,378
Superintendent Salary	\$236,870	\$202,664
Percent of Budget for Teacher Salaries	38.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/29/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

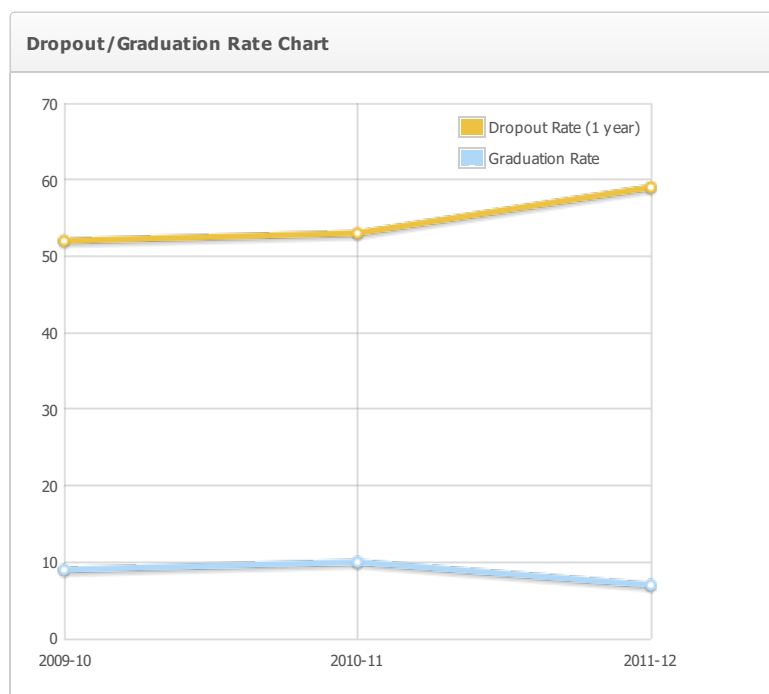
Eligibility for admission to the California State University (CSU) is determined by three factors:

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	52.4	53.0	59.5	12.8	12.7	11.0	16.6	14.7	13.1
Graduation Rate	9.87	10.00	7.10	68.71	77.27	78.03	74.72	77.14	78.73



Last updated: 1/29/2014

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2012		
	School	District	State
All Students	192	4,624	418,598
Black or African American	25	834	28,078
American Indian or Alaska Native	4	32	3,123
Asian	2	86	41,700
Filipino	2	88	12,745
Hispanic or Latino	114	2,430	193,516
Native Hawaiian or Pacific Islander		14	2,585
White	45	1,112	127,801
Two or More Races		20	6,790
Socioeconomically Disadvantaged	153	2,783	217,915
English Learners	36	1,299	93,297
Students with Disabilities	51	485	31,683

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

Last updated: 1/29/2014

Career Technical Education Programs (School Year 2012-13)

A few courses are offered that specifically focus on career preparation and/or preparation for work. We are currently working to build our CTE program and course offerings.

DSCHS also works with Work Source/WIA program participants to help them meet the high school diploma requirement of the program.

These courses are part of the overall academic program, and count towards elective credits while giving student 21st century skills.

These courses are evaluated by the number of students taking the course and the grades and credits earned. We also analyze the number of students enrolled in WIA programs and in DSCHS, and the number of credits completed, and graduation attained.

Several people at the main office help the school coordinate these programs, reach out to establish partnerships, and support programs already in place.

Last updated: 1/31/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/29/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	53.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/29/2014

Advanced Placement Courses (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/29/2014

Instructional Planning and Scheduling

Professional Development

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

At least twice yearly student performance data is reviewed, analyzed, and evaluated by all teachers and administrators. From this work, goals are set for staff with regard to student achievement.

This year, many days have been spent on preparation for the upcoming CCSS and SBAC. Teachers have all taken sample tests using SBAC so they know what is awaiting the students with the new testing system.

In addition, staff is engaged in training for a skills diagnostic for students and a learning styles inventory for students. The results of these guide the teacher in assigning courses and delivering curriculum.

Teachers are supported in all these through teacher-principal meetings, webinars, student performance data reporting, professional learning community work, conference attendance, and individual mentoring.

Last updated: 1/29/2014