

Dunsmuir High School

Grades 9-12
CDS Code 47-70250-4732707

Ray Kellar, Superintendent/Principal
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Dunsmuir Joint Union High School District

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Principal's Message

The goal at Dunsmuir High School (DHS) is to provide students with challenging experiences that include high quality academic, vocational, visual/performing arts and extracurricular programs and activities. Educational coursework provides students the opportunity to learn necessary skills for entry into college, and will enhance the success of Dunsmuir High School graduates in the postsecondary world.

Providing an educated, upbeat, creative staff, a supportive community, and innovative courses, students are offered opportunities to take risks, allowing them personal growth and experience in success and failure, which will provide the learning and maturing experiences necessary for their future.

Being an educational institution, we work endlessly to create an atmosphere that provides a basis of relationships among our students, parents, staff and community. We continuously work to develop new and relevant classes/programs that provide students the opportunity for hands-on learning and post-secondary options.

Teachers and staff continue to face challenges that come with declining enrollment, a difficult economy, new state requirements and programs, curriculum and standards expectations, along with the increased reality of educational policy changes, the current climate of COVID-19 and the challenges related to health and educational safety. As outlined in our Local Control and Accountability Plan (LCAP), the development of new programs and courses has helped to overcome many of the obstacles in education today. We continue to be a resource for our community, providing a primary source of academics, athletics, and visual and performing arts. We understand that it is our responsibility to maintain a stable and innovative education for our students and stakeholders.

We consistently find ways to make significant progress in developing curriculum, designing partnerships with community groups, finding ways to assess achievement, and provide academic and social intervention for students who struggle with school and life in general. We recognize that our efforts will continue to be a necessary work in progress as we look to improve our delivery of educational processes to provide the skills, needed to prepare our students for life. We strive to be pioneers in the realm of creating academic programs for the necessary growth of our students. We work hard to market and provide opportunities to the new and returning students to our school, and we work consistently within our community to enlist partnerships with stakeholders in the educational process.

Thanks to our motivated staff, we move forward with consistent upgrades, expansions and ideas to improve our school's educational approach. We find unique ways to enhance curriculum, develop relevant and innovative programs, and provide life experiences that allow for achievement, knowledge and growth in each and every student as they journey toward postsecondary life.

The Dunsmuir High School community honors the tradition of education, and acknowledges that innovation is valuable in providing opportunities and success. We work hard to keep expectations high and provide all necessary support, rigor and value for students, providing them the opportunity to grow educationally and place real value on their postsecondary futures ahead!

Parental Involvement

It is the philosophy of Dunsmuir High School to develop and maintain strong ties between our community, students and families. Many faculty members are involved in community programs, groups and organizations. These connections allow us to open lines of communication in order to maintain support for school all of the school programs.

The Dunsmuir community has a sense of belonging, ownership and responsibility in the education of our students. This is a real mission and focus for our school. Parents are encouraged to attend school functions. Invitations to special events are mailed, and our electronic information system is enabled to keep our families informed of all school functions and activities.

Dunsmuir High School's website is updated daily with current information regarding school procedures, presentations, performances, community forums, extracurricular activities, upcoming events, safety protocols and programs that support the learning process. Parent and student access to PowerSchool and class information can be used to review student attendance, grades and daily assignments. Parents are able to access teacher and administrator email and voice mail during the school day.

There are several student/parent/community nights provided throughout the school year. These events focus on student information and achievement; postsecondary educational opportunities; financial aid; eighth-grade parent information; athletic banquets; parent and community informational forums; Back-To-School Night; and the Student Showcase. These events provide a hands-on opportunity for parents and community members to be involved with faculty, board members and staff.

The monthly Board meetings, School Site Council (SSC) and LCAP Committees are other supportive school groups consisting of parents, students and staff, where all are welcome to attend and participate in decision-making.

For more information on how to become involved with the school, contact Superintendent/Principal Ray Kellar or Arlene Dinges, Consolidated Applications Coordinator, at (530) 235-4835.



School Accountability Report Card

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

Mission Statement

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

Governing Board

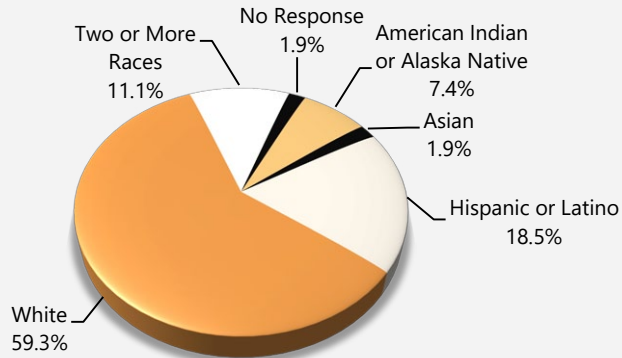
President-Robert Saltzgaver
 Clerk-Jean Rogers
 Jeremiah LaRue
 Mariella Hines
 Brian Wilson

Enrollment by Student Group

The total enrollment at the school was 54 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

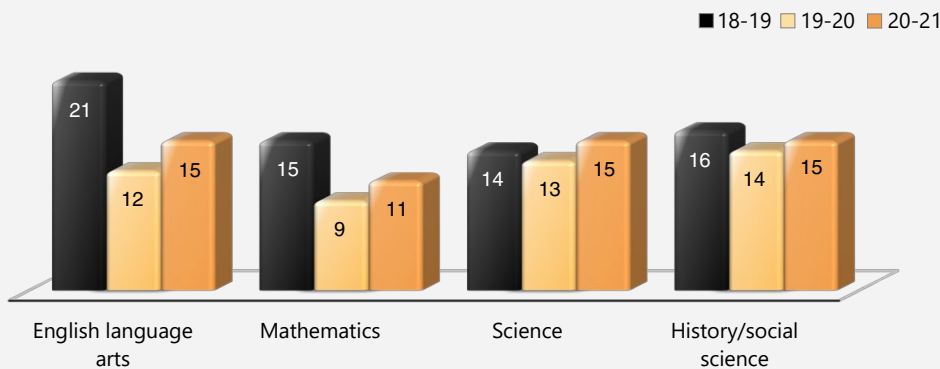


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	1		1	1		2	1	
Mathematics	4			4			4		
Science	3			3			3		
History/social science	3			3			3		

Enrollment by Student Group

Demographics

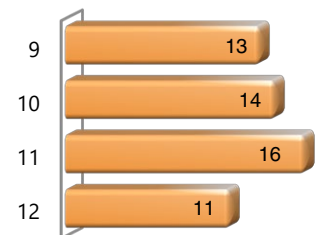
2020-21 School Year

Female	42.60%
Male	57.40%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	5.60%
Migrant	0.00%
Socioeconomically Disadvantaged	79.60%
Students with Disabilities	9.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Dunsmuir HS		Dunsmuir JUHSD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	16.1%	1.60%	16.1%	1.60%	3.5%	0.2%
Expulsion rates	0.0%	0.00%	0.1%	0.00%	0.1%	0.0%
Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.						

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Dunsmuir HS	Dunsmuir JUHSD	California
	19-20	19-20	19-20
Suspension rates	14.0%	14.0%	2.5%
Expulsion rates	0.0%	0.0%	0.1%
Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.			

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	1.6%	0.0%	
Female	0.0%	0.0%	
Male	2.6%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	2.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

Types of Services Funded

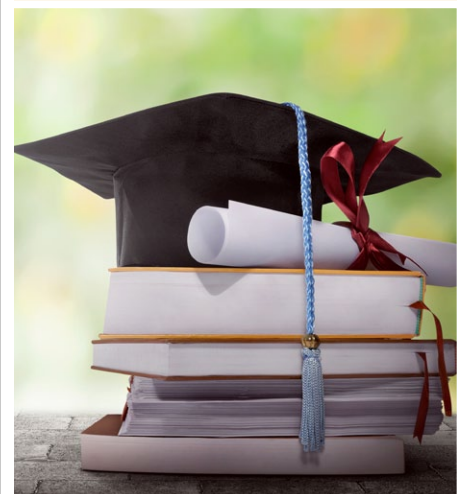
Dunsmuir Joint Union High School District participates in a variety of federal and state special funding programs. We participate as both a schoolwide and a school-based coordinated program school.

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

Each year, personnel meet individually with all students to update their Personal Education Plan (PEP) and set up the steps for class scheduling aligned with accomplishments. Through this interaction, all students receive up-to-minute information about colleges, scholarships, career options, the Free Application for Federal Student Aid (FAFSA) and assistance in filling out forms, and tutoring services for all subjects taught on request.

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

With funding for STEAM (science, technology, engineering, art and math) education, we have been blessed with the ability to provide some varied and unique opportunities for our students. We have instituted Natural Resources/Forestry educational opportunities and other areas of study that are complementary of the area in which we live. An in-school music program consisting of instrumental/music, along with the addition of art/ceramics, Robotics and drama, has given our students the ability to access fine arts, adding more educational diversity to their lives and experiences.



California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Dunsmuir HS
	Grade 9
Four of six standards	◆
Five of six standards	◆
Six of six standards	◆

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	62	58	27	46.60%
Female	24	23	13	56.50%
Male	38	35	14	40.00%
American Indian or Alaska Native	4	4	0	0.00%
Asian	1	1	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	10	10	5	50.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	8	7	4	57.10%
White	38	35	18	51.40%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	3	3	3	100.00%
Socioeconomically Disadvantaged	49	47	26	55.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	8	6	1	16.70%

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Student Learning Outcomes

The staff at Dunsmuir High School is a collaborative and engaged group of individuals who are dedicated to providing students with opportunities to take positive risks and experience failure and success, while providing a network of support to help them through their experiences.

Dunsmuir High School prepares students to:

- Acquire knowledge to think conceptually and critically
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Effectively communicate ideas through multiple modalities
- Work independently and collaboratively in an open and responsive manner
- Make ethical and informed decisions that benefit themselves and the community
- Actively participate in community through positive citizenship
- Develop positive practices that promote physical and emotional well-being
- Solve problems in both conventional and innovative ways



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Dunsmuir HS		Dunsmuir JUHSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	0.00%	■	0.00%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Dunsmuir HS		Dunsmuir JUHSD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	25	14	56.00%	44.00%	0.00%
Female	11	3	27.27%	72.73%	❖
Male	14	11	78.57%	21.43%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	17	10	58.82%	41.18%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	21	11	52.38%	47.62%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



CAASPP Test Results by Student Group: English Language Arts (grade 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	15	10	66.67%	33.33%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	9	64.29%	35.71%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



CAASPP Test Results by Student Group: Mathematics (grade 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	15	10	66.67%	33.33%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	9	64.29%	35.71%	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.



Career Technical Education Programs

Dunsmuir High School offers a variety of Career Technical Education (CTE) courses open to all students. It is the goal of DHS to equip our student population with the current technical and vocational skills necessary to find relevant career placement after high school. It is necessary to teach students the applicable skills that will enable them to successfully transition into the college and career field of their choice.

Programs offered at DHS include computer applications/communications (word processing, spreadsheet, presentation and publishing programs), desktop publishing (photography, design, layout, advertising, sales, marketing, distribution and website maintenance), food service and culinary arts (hands-on food prep, planning, budgeting and kitchen skills), woodworking (tool use, measurements, small-project building, building maintenance and repair), natural resources/forestry (science, forestry and GIS) and work experience (résumé, application, interviews and job safety).

DHS employees conduct all courses listed above on the DHS campus. Ray Kellar is the current district representative with the county office of education. Local small-business owners, local government offices, employment agencies and other regional business people represent our local business advisory committee. Our alliance with these business and professional groups allows us to keep our students informed of trends in industry and local economy. The information gained from the advisory/resources allow staff to inform students of expectations in the local business community.

The uniqueness of our school, student body and staff structures allow us to offer cross-curricular projects. Projects are detailed and distributed through the English, math, social studies, culinary arts, elective and science classes and utilize knowledge gained.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-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.

Professional Development

Dunsmuir High School believes that effective teaching results from staff who are motivated to expand their knowledge. Dunsmuir High School believes that teachers need to have a voice in the professional development opportunities each year. Dunsmuir High School staff dedicates one and one-half days of professional development prior to the beginning of school in August. In addition, nine to 10 collaboration (Teacher Work Days) days are sprinkled throughout the school year. These days provide an opportunity for ongoing interaction and professional development as well as time for training. During Teacher Work Day sessions, staff dedicates 150 minutes to meeting the goals of the day.

Professional development topics are generated by the teachers, or in some cases, the administration in response to a mandate from the state or federal government or a perceived need. Due to school size, Dunsmuir High School responds quickly to professional development needs. The staff makes it possible to track progress in areas of training and need, with follow-up as necessary.

In addition, teachers are encouraged to attend trainings outside of Dunsmuir High School. For this school year, many of the staff attended online workshops. The Siskiyou County Office of Education offers a wide variety of trainings at either no cost or a very reasonable cost to the district.

Teachers are encouraged to participate in professional development opportunities in their fields of study, such as the History-Social Science Consortium, STEM Project, Get Focused-Stay Focused Workshops and countywide mathematics and English language arts (ELA) professional learning communities (PLC).

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

In the past two years, staff has been able to participate in an average of two to three days, per staff member, per year of professional development opportunity within their curricular area. As new courses and curriculum are implemented, staff needs for professional growth will become increasingly necessary.

Professional Development Days

Three-Year Data

	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	4	4	4

Career Technical Education Participation

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

Career Technical Education Data

Dunsmuir HS

2020-21 Participation

Number of pupils participating in a CTE program	12
Percentage of pupils who completed a CTE program and earned a high school diploma	20%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	50%

Tiger Traits of Character

Respect • Responsibility • Citizenship

Demonstrating respectful interactions with others

Demonstrating responsibility for our education, environment and community

Demonstrating exceptional citizenship



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
Dunsmuir HS	81.30%	100.00%	60.00%	18.80%	0.00%	26.70%
Dunsmuir JUHSD	81.30%	100.00%	60.00%	18.80%	0.00%	26.70%
California	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	15	9	60.00%
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	11	6	54.50%
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	13	7	53.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Advanced Placement Courses

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



Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission

Dunsmuir HS

2019-20 and 2020-21 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2020-21	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20	100.00%



Textbooks and Instructional Materials

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

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

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

Textbooks and curriculum are routinely evaluated for relevance and alignment with state standards and current best practices. We are currently working with the California State Standards (CSS) structure and have opted to utilize online resources and other curricular resources, and we have begun adopting and purchasing new texts that are currently relevant for the curricular area needs. There are many new published options for each curricular area, and necessary research is currently being done in order to determine the correct fit for our students and classrooms.

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

Each student, including English learners, has access to current standards-based textbooks and other instructional materials for all core subjects for use in the classroom and at home.

Our staff is perpetually looking at and investigating all curriculum opportunities, both text and online. This process will be ongoing, as the educational process and information necessary to be disbursed to students continually evolves.

Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	English, Houghton/Mifflin (9-12)	2018
Mathematics	Pre-Algebra	2004
Mathematics	Carnegie Integrated Math I	2018
Mathematics	Carnegie Integrated Math II	2018
Mathematics	Carnegie Integrated Math III	2018
Science	Physics in the Universe	2019
Science	Biology-The Living Earth	2019
Science	Chemistry	2019
History/social science	World History	2019
History/social science	American Government	2019
History/social science	U.S. History	2019
History/social science	Geography	2019
History/social science	Economics	2019
Spanish	Shasta College Online	2020
Culinary arts	Hospitality Services	2019
UC Scout	Online A-G coursework offered through University of California	2019
Cyber High	Online coursework catalog that is offered by Fresno County Office of Education	2019

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2021-22 School Year

Data collection date	9/8/2021
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Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Fair	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/5/2021	

Deficiencies and Repairs

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

Deficiencies and Repairs		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Office, rooms 200 and 207: carpet damage. Replace carpet where needed.	Planned repair/ replace summer of 2022
Cleanliness	Parking lot and roadway in need of cleaning. Plan in place to clean these areas.	ASAP
Structural	Walkway showing signs of damage. Replace worn sections of walkway.	Planned replace summer of 2022
External	Tennis court cracks; track needs surface material added; parking lot cracks and some painting. Fill cracks on tennis courts; add materials to track; repair and repaint parking lot.	Planned repair/ replace summer of 2022

School Safety

The safety of students and staff is a primary concern of Dunsmuir High School. The school complies 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 many facets of disaster. Due to the campus proximity to a major highway, procedures have been implemented to guarantee immediate communication to local emergency services.

Fire, lock down, intruder/active shooter and emergency disaster drills are conducted consistently throughout the school year. The School Site Safety Plan was last reviewed and updated in February 2022, and is a living document that is updated frequently. For the benefit and safety of all on campus, staff receive training many times each year on ALICE (Alert, Lockdown, Inform, Counter, and Evacuate), emergency management and drill situations and drills are completed schoolwide many times each year.

School Facilities

Dunsmuir High School occupies one large main two-story building, a separate Annex classroom, a maintenance garage, a bus garage and a secondary vehicle garage. The main building consists of a gymnasium, cafeteria, administrative offices, a counseling center, library, computer lab, science lab and 11 classrooms. Built in 1973, the main building underwent a \$4 million modernization that was completed in 2012, consisting of a new HVAC system; flooring; lighting; a reconfigured library, computer lab and classrooms; wall systems; and office reconfiguration. Not only has this modernization improved classroom conditions, it has also been an economical savings to the district due to the energy savings from the use of energy-efficient systems and materials. Dunsmuir High is the most modern school facility in Siskiyou County. One hundred percent of classrooms are equipped with the latest technology and have classroom sets of Chromebooks, SMART boards, and upgraded Ethernet and Wi-Fi systems.

The maintenance and custodial staff consist of two full-time positions. In addition, maintenance and custodial staff undertake all of the daily transportation, as well as to and from extracurricular/athletic events.

Our maintenance staff is on-site from early morning to afternoon. The evening custodian comes in the afternoon and leaves late at night.

Student safety is important to DHS. Staff supervise all students before school, during the school day and after school. In addition, an administrator and at least one staff member attends all extracurricular activities.

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



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2020-21 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.4	62.8%	4.4	62.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	7.0%	0.5	7.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	30.1%	2.1	30.1%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	7.1	100.0%	7.1	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Dunsmuir HS	
Permits and Waivers	0.5	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.5	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Dunsmuir HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.1
Total Out-of-Field Teachers	2.1

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

202-21 School Year

Indicator	Dunsmuir HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



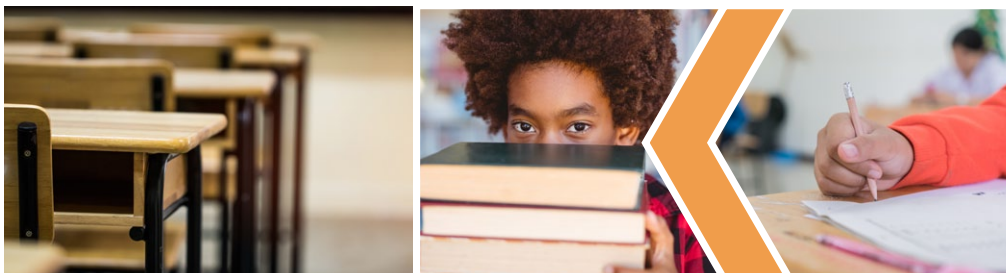
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2020-21 School Year

	Ratio
Pupils to Academic counselors	62:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.3
Library media teacher (librarian)	0.2
Library media services staff (paraprofessional)	0.3
Psychologist	0.2
Social worker	0.2
Nurse	0.3
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.2



Financial Data

The financial data displayed in this SARC is from the 2019-20 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data			2019-20 Fiscal Year
	Dunsmuir JUHSD	Similar Sized District	
Beginning teacher salary	\$36,428	\$47,995	
Midrange teacher salary	\$52,672	\$65,131	
Highest teacher salary	\$69,266	\$99,908	
Average high school principal salary	✱	\$129,582	
Superintendent salary	\$130,750	\$140,551	
Teacher salaries: percentage of budget	23%	23%	
Administrative salaries: percentage of budget	7%	5%	

Financial Data Comparison

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

Financial Data Comparison			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Dunsmuir HS	\$21,065	\$51,229	
Dunsmuir Joint Union High School District	\$21,065	\$51,229	
California	\$8,444	\$77,422	
School and district: percentage difference	◆	◆	
School and California: percentage difference	+149.5%	-33.8%	

✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$31,830
Expenditures per pupil from restricted sources	\$10,764
Expenditures per pupil from unrestricted sources	\$21,065
Annual average teacher salary	\$51,229



Expenditures Per Pupil

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

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

All data accurate as of January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	15	10	66.67%	33.33%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	14	9	64.29%	35.71%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	15	10	66.67%	33.33%	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	14	9	64.29%	35.71%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

