

# Dunsmuir Joint Union High School District

5805 High School Way Dunsmuir, CA 96025 ▪ (530) 235-4835 ▪ [www.dunsmuirhigh.k12.ca.us](http://www.dunsmuirhigh.k12.ca.us)



**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## Dunsmuir High School

Grades 9-12  
CDS Code 47-70250-4732707

Ray Kellar, Superintendent/Principal  
[rkellar@dunsmuirhigh.k12.ca.us](mailto:rkellar@dunsmuirhigh.k12.ca.us)

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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. We continue to enhance and enrich our goals and structures to provide examples for student growth. We are currently reviewing our vision, mission and Student Learner Outcomes in order to provide realistic insights to the educational process for our staff, students and community.

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 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), fundraising dinners, Athletic Awards Nights 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

Robert Saltzgaver, President

Jeann Rogers, Clerk

Jeremiah LaRue

Mariella Hines

Brian Wilson

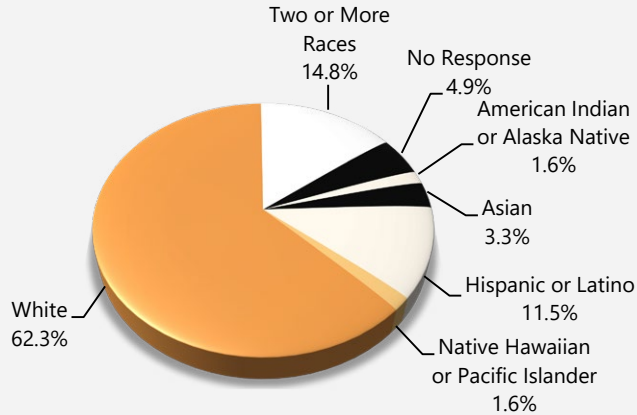


## Enrollment by Student Group

The total enrollment at the school was 61 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2021-22 School Year

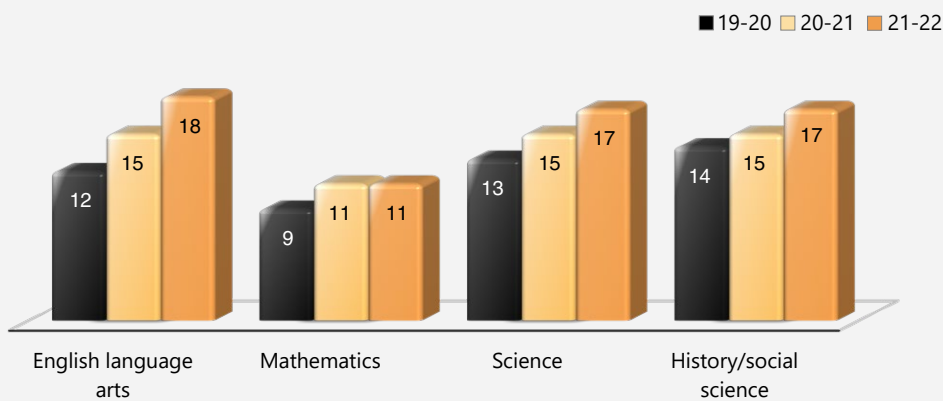


## Class Size Distribution

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

	2019-20			2020-21			2021-22		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1	1		2	1		4		
Mathematics	4			4			4		
Science	3			3			3		
History/social science	3			3			3		

## Enrollment by Student Group

### Demographics

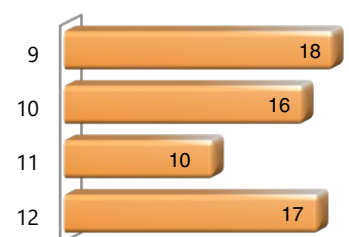
2021-22 School Year

Female	37.70%
Male	62.30%
Non-Binary	0.00%
English learners	0.00%
Foster youth	1.60%
Homeless	13.10%
Migrant	0.00%
Socioeconomically Disadvantaged	85.20%
Students with Disabilities	13.10%

## Enrollment by Grade

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

2021-22 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	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	1.6%	9.0%	1.6%	9.0%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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
<b>Suspension rates</b>	14.0%		14.0%		2.5%
<b>Expulsion rates</b>	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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
<b>All Students</b>	9.0%	0.0%		
<b>Female</b>	10.7%	0.0%		
<b>Male</b>	7.7%	0.0%		
<b>Non-Binary</b>	0.0%	0.0%		
<b>American Indian or Alaska Native</b>	0.0%	0.0%		
<b>Asian</b>	0.0%	0.0%		
<b>Black or African American</b>	0.0%	0.0%		
<b>Filipino</b>	0.0%	0.0%		
<b>Hispanic or Latino</b>	0.0%	0.0%		
<b>Native Hawaiian or Pacific Islander</b>	0.0%	0.0%		
<b>Two or More Races</b>	18.2%	0.0%		
<b>White</b>	10.3%	0.0%		
<b>English Learners</b>	0.0%	0.0%		
<b>Foster Youth</b>	0.0%	0.0%		
<b>Homeless</b>	0.0%	0.0%		
<b>Socioeconomically Disadvantaged</b>	10.7%	0.0%		
<b>Students Receiving Migrant Education Services</b>	0.0%	0.0%		
<b>Students with Disabilities</b>	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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	100%	100%	100%	100%	100%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	67	67	39	58.20%
Female	28	28	19	67.90%
Male	39	39	20	51.30%
American Indian or Alaska Native	2	2	2	100.00%
Asian	2	2	1	50.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	9	9	5	55.60%
Native Hawaiian or Pacific Islander	1	1	1	100.00%
Two or More Races	11	11	6	54.50%
White	39	39	22	56.40%
English Learners	0	0	0	0.00%
Foster Youth	1	1	0	0.00%
Homeless	8	8	4	50.00%
Socioeconomically Disadvantaged	56	56	35	62.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	8	8	5	62.50%

## 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	20-21	21-22	20-21	21-22	20-21	21-22
Science	0.00%	4.55%	0.00%	4.55%	28.50%	29.47%

## 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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	25%	*	25%	*	47%
Mathematics	*	0%	*	0%	*	33%

\* 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).



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

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



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

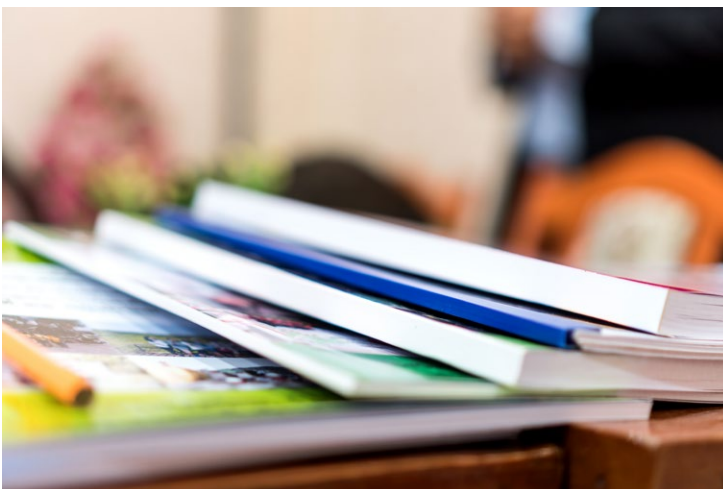
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	22	75.86%	24.14%	4.55%
Female	11	8	72.73%	27.27%	❖
Male	18	14	77.78%	22.22%	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	19	14	73.68%	26.32%	0.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	25	18	72.00%	28.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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)

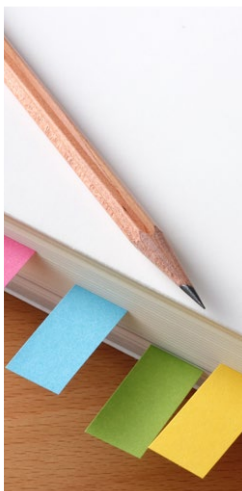
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	12	12	100.00%	0.00%	25.00%
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	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.



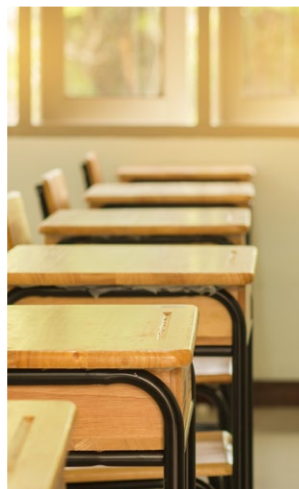




## CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	12	12	100.00%	0.00%	0.00%
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	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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, 12 to 14 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

	2020-21	2021-22	2022-23
<b>Number of school days dedicated to staff development and continuous improvement</b>	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

#### 2021-22 Participation

<b>Number of pupils participating in a CTE program</b>	14
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	2%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	0%



## 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		
	19-20	20-21	21-22	19-20	20-21	21-22
Dunsmuir HS	100.00%	60.00%	62.50%	0.00%	26.70%	0.00%
Dunsmuir JUHSD	100.00%	60.00%	62.50%	0.00%	26.70%	0.00%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

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

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	10	62.50%
Female	0	0	0.00%
Male	11	6	54.50%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	12	7	58.30%
English Learners	0	0	0.00%
Foster Youth	0	0	0.00%
Homeless	0	0	0.00%
Socioeconomically Disadvantaged	15	9	60.00%
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	0	0	0.00%

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>.

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

UC/CSU Admission	
Dunsmuir HS	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	11.11%



## 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		2022-23 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	
2022-23 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%

## Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## 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	
2022-23 School Year	
Data collection date	9/14/2022





## 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		2022-23 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		10/12/2022

## 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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Carpet replacement. Getting bids for replacement.	Summer 2023
<b>External</b>	Parking lot, tennis courts. Crack repair and resurfacing (courts) in progress.	Summer 2022-2023

## 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 2023, 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), and utilize the Navigate 360 App for drill and emergency communications internally for all emergency management and drill situations. Drills are completed schoolwide many times each year.

## School Facilities

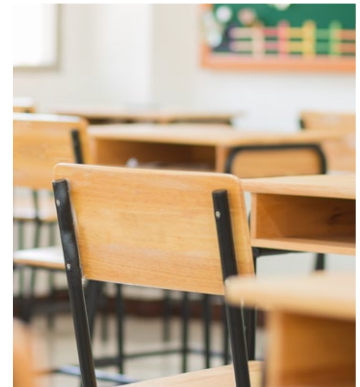
Dunsmuir High School occupies one large main two-story building, a separate Annex classroom, a maintenance garage, a bus garage and a secondary vehicle garage. The main building consists of a gymnasium, cafeteria, administrative offices, a counseling center, library, computer lab, science lab and 11 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, OneScreen digital 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 and the 2021-22 school years. 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/>.

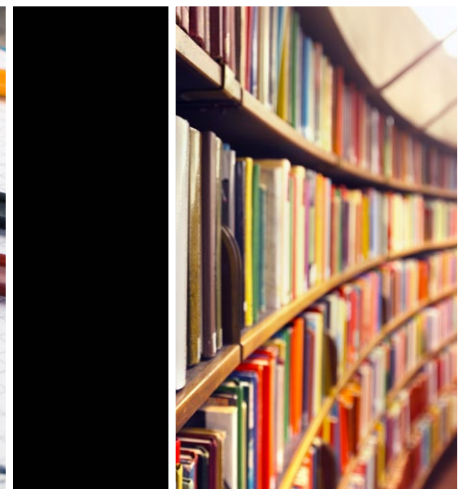
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.4	62.8%	4.4	62.8%	228,366.1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

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.6	72.9%	5.6	72.9%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.5	7.5%	0.5	7.5%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.5	19.4%	1.5	19.4%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	7.7	100.0%	7.7	100.0%	279,044.8	100.0%

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/calpadsupdfdash201.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>.





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.5	0.0
Misassignments		0.0	0.0
Vacant Positions		0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>		0.5	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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>.

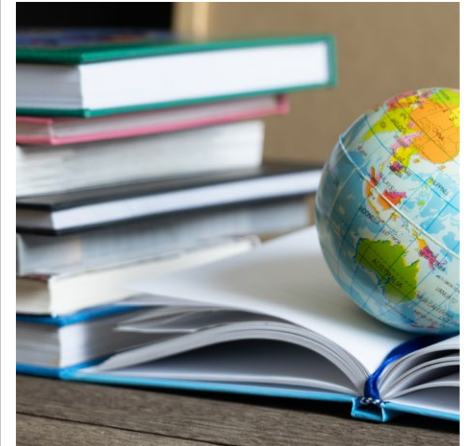
Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.0
Local Assignment Options		2.1	1.5
<b>Total Out-of-Field Teachers</b>		2.1	1.5

## Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%	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%	0.0%



## 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

2021-22 School Year	
	Ratio
Pupils to Academic counselors	65:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.75
Library media services staff (paraprofessional)	0.00
Psychologist	0.10
Social worker	0.33
Nurse	0.15
Speech/language/hearing specialist	0.15
Resource specialist (nonteaching)	0.50

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>.



## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data			2020-21 Fiscal Year
	Dunsmuir JUHSD	Similar Sized District	
Beginning teacher salary	\$37,800	\$50,126	
Midrange teacher salary	\$54,655	\$61,890	
Highest teacher salary	\$71,895	\$99,120	
Average high school principal salary	✱	\$128,609	
Superintendent salary	\$139,875	\$145,986	
Teacher salaries: percentage of budget	24%	27%	
Administrative salaries: percentage of budget	7%	6%	

## 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			2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Dunsmuir HS	\$33,605	\$54,130	
Dunsmuir JUHSD	\$33,605	\$54,130	
California	\$6,594	\$79,321	
School and district: percentage difference	◆	◆	
School and California: percentage difference	+409.6%	-31.8%	

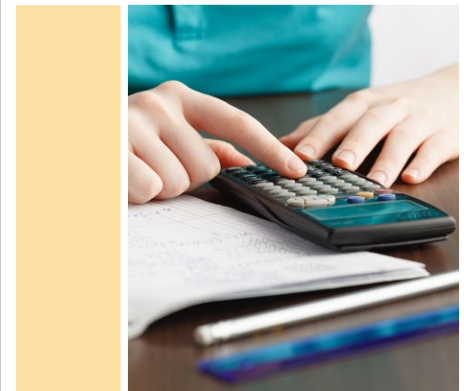
✱ The principal and superintendent are combined as one position.

◆ 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$39,675
Expenditures per pupil from restricted sources	\$6,070
Expenditures per pupil from unrestricted sources	\$33,605
Annual average teacher salary	\$54,130



## 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 2023.

## School Accountability Report Card

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