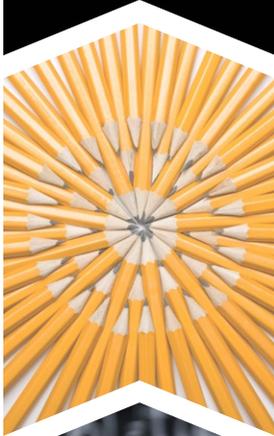# SARC

2015-16
School Accountability
Report Card

Published in 2016-17

Dunsmuir High School

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CDS Code: 47-70250-4732707

Dunsmuir JUHSD

Principal's Message

The goal for Dunsmuir High School (DHS) is to create an environment that provides students access to challenging and rewarding high-school experiences including quality academic, vocational, visual and performing arts and extracurricular programs. This, coupled with the educational opportunities provided, will allow for learning useful workplace skills, enhancing the probability of Dunsmuir High School graduates succeeding in the world after high school.

Thanks to a creative and innovative staff and a wonderfully supportive community, our students are allowed opportunities to take positive risks, allow for personal growth, and experience success and failure, which guide them through the learning and maturing experience.

While we understand that we are an academic institution, we work diligently to create a familial atmosphere that supports a basis of strong personal relationships among all stakeholders—students, parents, staff and our community.

The staff of Dunsmuir High School continues to face challenges that come with declining enrollment, a consistently difficult local, state and national economy, new program and curriculum expectations, and the increased reality of state and federal education policy changes. As outlined in our Local Control and Accountability Plan (LCAP), the development of new programs and courses—as well as staff and community efforts—has helped us overcome some of the obstacles facing education today. We continue to be an important resource for our community, providing the primary source of academics, athletics, and visual and performing arts. We understand that it is our responsibility to maintain a stable and innovative educational path for our students and stakeholders.

We have made significant changes and progress in developing relevant curriculum, determining ways to assess student achievement, and providing academic and social interventions for students who struggle not only with school, but life in general; we recognize that our efforts will continue to be a work in progress as we look to improve student performance. We continue to work toward pioneering academic programs which allow for growth of our students and community. We continue to draw new and returning students to our school, and we continue to work within our community to enlist a partnership in the educational process.

Thanks to our caring and motivated staff, we continue with confidence and strive daily to make improvements to our school's educational approach. We consistently look for ways to enhance curriculum, develop new and innovative programs and provide experiences that allow for positive achievement, knowledge acquisition and the personal growth of each student as they move toward the college and career environment after high school.

Dunsmuir High School is a school where tradition is honored, innovation is valuable and excellence is the norm. We consistently strive to keep the expectations high and provide support, rigor and value to allow students the opportunity to grow educationally and place value   on the college and career futures that they see for themselves.

Student Learning Outcomes

The staff at Dunsmuir High School is a cohesive, collaborative and engaged team of individuals who are dedicated to providing students with opportunities to take positive risks and experience success with a network of support to guide 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

School Safety

The safety of students and staff is a primary concern of Dunsmuir High School. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Due to its proximity to a major highway, procedures have been implemented to guarantee immediate communication to local emergency services.

Fire and disaster drills are conducted on a regular basis throughout the school year. The School Site Safety Plan was last reviewed and updated in October 2016.
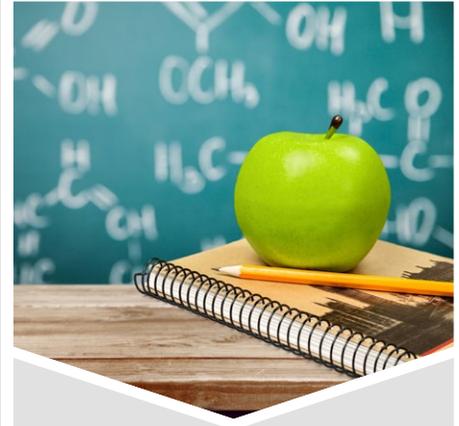
School Accountability Report Card

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

Janice Garrigus, president
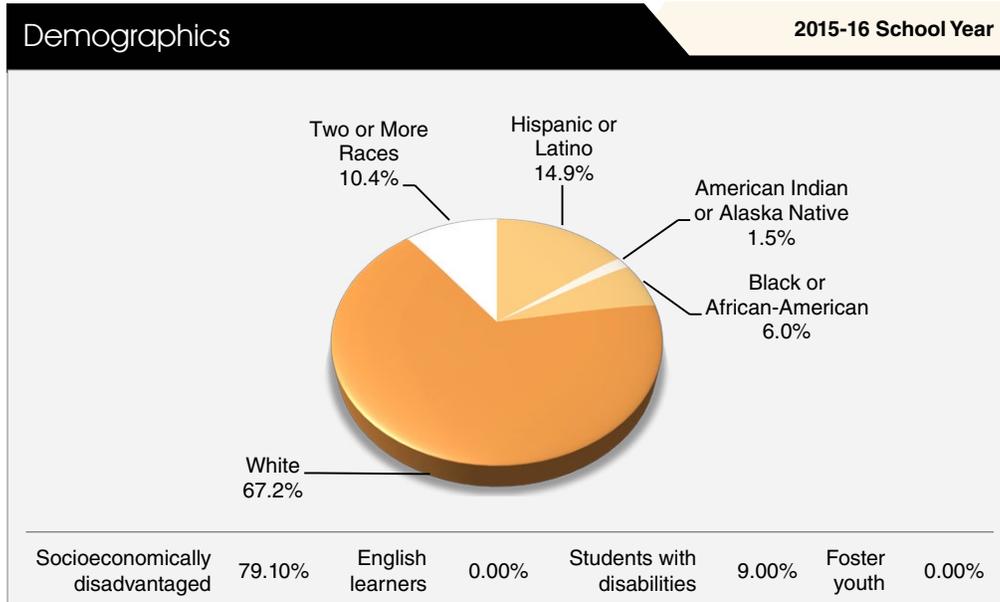
Chris Langston

Jimmy Palmer, board representative

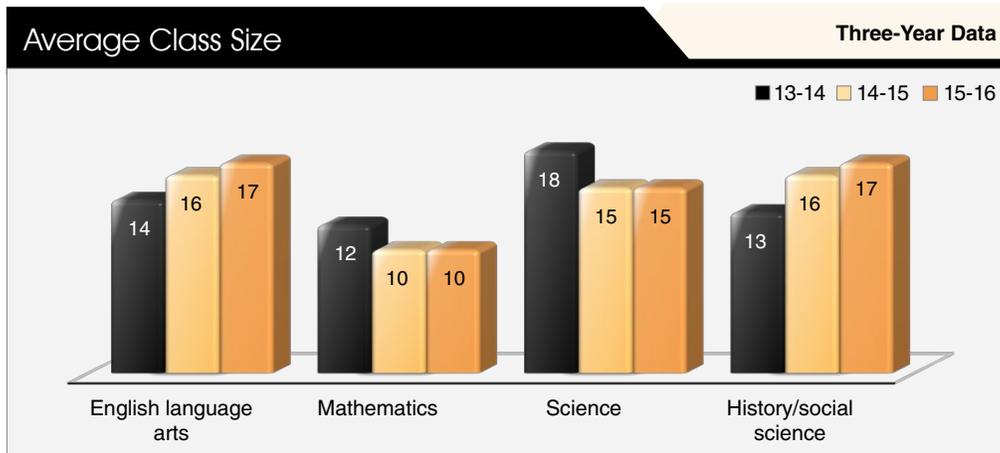Bob Saltzgaver

William Townsend, clerk

Enrollment by Student Group

The total enrollment at the school was 67 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year

- Two or More Races 10.4%
- Hispanic or Latino 14.9%
- American Indian or Alaska Native 1.5%
- Black or African-American 6.0%
- White 67.2%

Socioeconomically disadvantaged	79.10%	English learners	0.00%	Students with disabilities	9.00%	Foster youth	0.00%

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

Legend: ■ 13-14 ☐ 14-15 ■ 15-16

Subject	13-14	14-15	15-16
English language arts	14	16	17
Mathematics	12	10	10
Science	18	15	15
History/social science	13	16	17

Number of Classrooms by Size

Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	3			2			2		
Mathematics	4			1			1		
Science	2			1			1		
History/social science	2			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

Grade	Enrollment
9	15
10	15
11	16
12	21
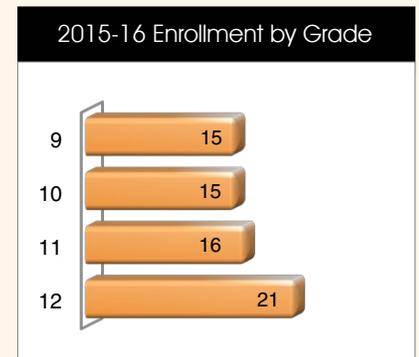
School Motto
"Paving the Way to Responsible Citizenship"

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Dunsmuir HS			
	13-14	14-15	15-16
Suspension rates	0.0%	8.0%	12.8%
Expulsion rates	0.0%	0.0%	1.6%
Dunsmuir JUHSD			
	13-14	14-15	15-16
Suspension rates	0.0%	7.9%	12.8%
Expulsion rates	0.0%	0.0%	1.6%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

Dunsmuir High School believes that effective teaching results from a staff which is motivated to train and expand its knowledge. Dunsmuir High School also believes that teachers need to have a voice in the choices of professional development opportunities delivered each year. Dunsmuir High School staff dedicates one half-day of professional development prior to the beginning of school in August. In addition, 12 collaboration days are sprinkled throughout the school year. These days provide an opportunity for ongoing professional development as well as time for specific trainings. School is let out 115 minutes early on these Teacher Work Days. The staff then dedicates 150 minutes to meeting the goals of the day.

Professional development topics are generated by the teachers themselves, or in some cases, by the administration in response to a mandate from the state or federal government or a perceived need. Due to our size, Dunsmuir High School responds quickly to professional development needs. The small staff makes it possible to track staff 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. The Siskiyou County Office of Education offers a wide variety of trainings that are offered 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 and the countywide Mathematics PLC.

When teachers attend a professional development opportunity, the district pays all related costs. Transportation, room, meals and registration costs 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.

For the previous three school years, we have had at least one day each year dedicated to staff and professional development. In the past year, and in the current year, the staff has been able to participate in an average of three to four days per staff member per year of professional development opportunities within their own curricular area. As new courses and curriculum are implemented, staff needs for professional growth will become consistently necessary.

Professional Development Days			Three-Year Data
	2014-15	**2015-16**	**2016-17**
Dunsmuir HS	1.5 days	4.5 days	4 days

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Dunsmuir HS	**Dunsmuir JUHSD**
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2012-2013	✧
Year in Program Improvement	Year 2	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

✧ Not applicable. The district is not in Program Improvement.

Tiger Traits of Character

Respect • Responsibility • Citizenship

Demonstrating respectful interactions with others

Demonstrating responsibility for our education, environment and community

Demonstrating exceptional citizenship

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.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 9	
Four of six standards	22.2%
Five of six standards	27.8%
Six of six standards	27.8%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Dunsmuir HS			Dunsmuir JUHSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82%	53%	33%	82%	53%	33%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	15	15	100.00%	33.33%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Dunsmuir HS		Dunsmuir JUHSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	56%	44%	56%	44%	44%	48%
Mathematics	12%	19%	12%	19%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASSP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

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 CAAs 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 Results by Student Group: English Language Arts and Mathematics - Grade 11

| Percentage of Students Meeting or Exceeding State Standards | | | 2015-16 School Year |

English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	17	16	94.10%	43.80%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	11	91.70%	27.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	14	93.30%	50.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	17	16	94.10%	18.80%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	12	11	91.70%	27.30%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	15	14	93.30%	21.40%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or 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.

UC/CSU Admission	2014-15 and 2015-16 School Years
	Dunsmuir HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	53.85%

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 education and employment in the world after high school. It is also necessary to teach students applicable work-related skills that will enable them to continue successfully into the college or career field of their choice.

Programs offered at DHS include but are not limited to computer applications (word processing, spreadsheet, presentation and publishing programs), desktop publishing (photography, design, layout, advertising, sales, marketing, distribution and website maintenance), culinary arts (hands-on food prep, planning, budgeting and kitchen skills), woodworking (tool use, measurements, small-project building, building maintenance and repair), natural resources (science, forestry and GIS) and work experience (résumé, application, interviews and job safety).

DHS employees conduct all of the courses listed above on the DHS campus. Ray Kellar is the current district representative liaison with the county schools office and is the director for DHS Tech Prep and ROP activities and committees. 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 people allows us to keep our students informed of current trends in industry and local business. The information gained from the advisory and community resources allow DHS staff to inform students of the expectations in the local business community.

The uniqueness of our student body and staff structures allows 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 the knowledge gained in the computer-applications class. Students must research a preferred topic or goal for themselves and analyze the topic through the necessary components of education, experience, interviewing techniques, research areas, etc., in drafting a written paper regarding the information gained. The projects differ and allow students to utilize skills learned in many curricular areas. Project presentation formats also vary, but generally utilize communication skills learned throughout the educational process.

These projects are usually multifaceted and allow students to strive for multiple educational goals, while at the same time giving them practical experience in research, writing, design and presentation techniques.

The projects offered allow for growth in each individual student. The goal is for students to learn information and technique that can be and will be used onward in their futures. The whole process of teaching with CTE pathways allows students to be involved in conversations with regard to the workplace; promotes thoughts of career pathways; and allows students to experience the work ethic, research skills and timeliness necessary to accomplish goals. Classes are offered to all students, regardless of academic ability, with the goal of successful learning for each student.

Advanced Placement Courses

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

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	
2015-16 Participation	
Number of pupils participating in a CTE program	28
Percentage of pupils who completed a CTE program and earned a high school diploma	10.3%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	30.0%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsgradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2015
Group	**Dunsmuir HS**	**Dunsmuir JUHSD**	**California**
All students	72.22%	72.22%	85.66%
Black or African-American	❖	❖	76.88%
American Indian or Alaska Native	❖	❖	74.87%
Asian	❖	❖	92.78%
Filipino	❖	❖	96.80%
Hispanic or Latino	100.00%	100.00%	84.49%
Native Hawaiian or Pacific Islander	❖	❖	84.88%
White	76.92%	76.92%	87.23%
Two or more races	❖	❖	91.36%
Socioeconomically disadvantaged	61.54%	61.54%	76.61%
English learners	❖	❖	50.90%
Students with disabilities	❖	❖	68.38%
Foster youth	◇	◇	◇

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, counseling personnel meet individually with all students to revise or update their Personal Education Plan (PEP) and set up the next steps for class scheduling aligned with their accomplishments. Through this interaction, all students receive up-to-the-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 counselor. 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 GIS education, along with implementing Natural Resources-Forestry educational opportunities and other areas of study which are complementary of the area in which we live. An in-school music program consisting of guitar and band, along with the addition of art, ceramics and drama, has given our students the ability to access fine arts, adding more educational diversity to their lives and experiences.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

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. For more information, please visit http://dq.cde.ca.gov/dataquest.

Graduate and Dropout Rates			
Graduation Rate			
	12-13	**13-14**	**14-15**
Dunsmuir HS	91.30%	94.74%	81.25%
Dunsmuir JUHSD	91.30%	94.74%	76.47%
California	80.44%	80.95%	82.27%
Dropout Rate			
	12-13	**13-14**	**14-15**
Dunsmuir HS	8.70%	0.00%	0.00%
Dunsmuir JUHSD	8.70%	0.00%	5.90%
California	11.40%	11.50%	10.70%

Textbooks and Instructional Materials

Currently, all 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 Common Core State Standards (CCSS) 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 is currently imbedded within our freshman physical education 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. This year, we anticipate the addition of a new art course as well as after-school music programs and in-school guitar class. These offerings expand our need for fine arts and culturally expanding resources.

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

Textbooks and Instructional Materials List — 2016-17 School Year

Subject	Textbook	Adopted
Reading/language arts	English, Holt (9-12)	2003
Mathematics	Pre-Algebra	2004
Mathematics	Integrated Math I	2015
Mathematics	Integrated Math II	2015
Mathematics	Integrated Math III	2015
Science	Physics	2006
Science	Earth Science	2005
Science	Chemistry	2005
History/social science	World History	2002
History/social science	American Government	2004
History/social science	U.S. History	2004
History/social science	Geography	2005
History/social science	Economics	2004
Spanish	University of Kansas, online	2012
Culinary Arts	Culinary Arts, Prentice Hall	2007
French	Apex Learning, online	2012
UC Scout	Online A-G coursework offered through University of California	2014
Cyber High	Online coursework catalog that is offered by Fresno County Office of Education	2015

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

2016-17 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

2016-17 School Year	
Data collection date	9/14/2016

Quality of Textbooks

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

Quality of Textbooks

Criteria — 2016-17 School Year	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			2016-17 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			9/21/2016
Date of the most recent completion of the inspection form			9/21/2016

Parental Involvement

It is the philosophy of Dunsmuir High School to develop and maintain strong ties between our community, students and their families. Many of the faculty members are involved in community groups and organizations. It is through this close connection that allows us to open lines of communication and maintain support for school programs.

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

Dunsmuir High School maintains a website that is updated with current information regarding school procedures, extracurricular activities and programs that support student learning. The site also contains the PowerSchool program, which parents can use to check their student's daily attendance and teachers' daily assignments. Parents are able to access teacher and administrator voice mails during the school day. The school and staff are in the process of developing a new website for individual classroom web pages that will be accessed by parents and community members as necessary.

Several student-parent nights are provided throughout the school year. These nights focus on student information and achievement; postsecondary educational opportunities; financial aid; eighth-grade student and parent information; athletic banquets; parent and community informational forums; back-to-school night; the Student Showcase, etc. These events provide an excellent opportunity for parents and the community to be involved with faculty, board members and staff.

The School Site Council (SSC) and LCAP Committees are other supportive school groups consisting of parents, students and staff.

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

School Facilities

Dunsmuir High School occupies one large main building, a separate classroom annex building and a bus garage. The main building consists of a gymnasium, cafetorium, administrative offices, a counseling center, library, computer lab, science lab and 11 classrooms. Built in 1973, the main building underwent a $4 million modernization in the summer of 2012, which consisted 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. Seventy-five 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 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. All students are supervised by staff before school, during the school day and after school. In addition, an administrator and at least one staff member is in attendance at 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 Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information				Three-Year Data
	Dunsmuir JUHSD	Dunsmuir HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	8	10	7	8
Without a full credential	1	0	2	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data	
	Dunsmuir HS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers		2015-16 School Year
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Dunsmuir HS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

✧ Not applicable.

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	66
Support Staff	FTE
Social/behavioral counselor	0.5
Career development counselor	0.5
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.0
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.5

Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data	2014-15 Fiscal Year	
	Dunsmuir JUHSD	**Similar Sized District**
Beginning teacher salary	$36,428	$43,787
Midrange teacher salary	$49,605	$64,314
Highest teacher salary	$53,043	$85,084
Average high school principal salary	✪	$111,896
Superintendent salary	$88,000	$131,536
Teacher salaries: percentage of budget	19%	26%
Administrative salaries: percentage of budget	4%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Dunsmuir HS	$17,559	$40,569
Dunsmuir JUHSD	$17,559	$40,569
California	$5,677	$67,969
School and district: percentage difference	◆	◆
School and California: percentage difference	+209.3%	-40.3%

✪ 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	
2014-15 Fiscal Year	
Total expenditures per pupil	$27,924
Expenditures per pupil from restricted sources	$10,365
Expenditures per pupil from unrestricted sources	$17,559
Annual average teacher salary	$40,569

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.