

Dunsmuir High School



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 9-12

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Leonard L. Foreman
Superintendent/Principal

Principal's Message

Dunsmuir High School is a school where people work hard to provide a quality and comprehensive education for students. Our qualified, dynamic staff is committed to the education of our students both in and out of the classroom. Our goal at DHS is to create an environment that provides all students with access to a challenging and rewarding high school experience that includes quality programs in academic, vocational, performing, and extracurricular areas in a learning environment that is safe and comfortable.

Thanks to a high energy, student-oriented staff, and a tremendously supportive community, our students are provided with opportunities to take positive risks, learn more about themselves and others, and experience success or failure while having a safety net of caring adults to guide them through their experience. While we recognize that we are an academic institution, we strive to create a community atmosphere that operates on a basis of strong personal relationships among all stakeholders—students, parents, staff, and our community.

Professional Learning Communities (PLCs) is a nationally recognized school reform initiative that has been very successful in large, urban schools. DHS was selected, along with eight other schools in northern California, to partner with West-Ed (a nationally recognized educational think tank) California State University, Chico and five northern county offices of education in the creation of a PLC format specifically designed for small, rural schools. The plan that DHS is developing will become the model for other schools of similar size throughout the nation.

The information contained in our School Accountability Report Card is intended to provide interested people with an idea of what our school is like. However, to truly understand the uniqueness of Dunsmuir, you must visit our campus while school is in session. We welcome pre-arranged visits to our campus and will gladly provide tours for prospective students, parents, and interested community members.

Dunsmuir High School is a school where tradition is honored, innovation is a valued and excellence is a hallmark.

Mission Statement

The mission of the administration, faculty and staff of Dunsmuir High School is to provide a clean, pleasant, safe and productive environment for learning where students are encouraged and challenged to become life-long learners.

Parental Involvement

The District benefits from extensive support from our community. The Dunsmuir Lions Club and Dunsmuir Rotary Club generously donate their time and money to provide breakfast to the staff and students on mornings of important events, such as final exams and Standardized Testing and Reporting (STAR) testing.

Parents are valued and encouraged to become a member of the School Site Council. Contact Ellen McArron at (530)235-4835 for further information.

Dunsmuir High School is proud of its many opportunities for parents to volunteer their time. Parents who wish to participate in Dunsmuir High School's leadership teams, school committees, school activities, or become volunteers may contact Leonard L. Foreman, Superintendent/Principal, at (530) 235-4835.



Dunsmuir Joint Union High School District

5805 High School Way
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Phone: (530) 235-4835
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**"Shaping
responsible
citizens."**

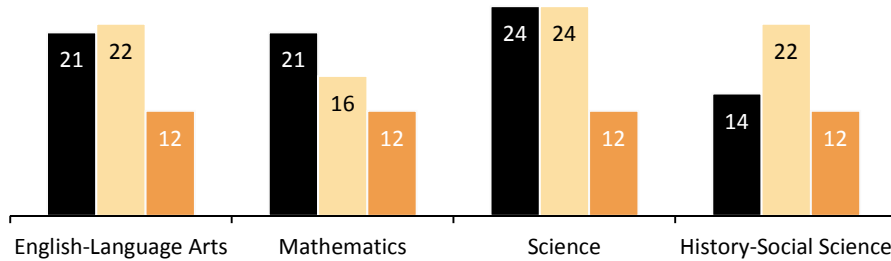
Vision Statement

Dunsmuir Joint Union High School District enhances individual learning through responsible, participatory, respectful and interactive educational practices.

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	2		2	2		4	2	
Mathematics	1	1		3			5	1	
Science		2			1		3	1	
History-Social Science	4			2			4	1	

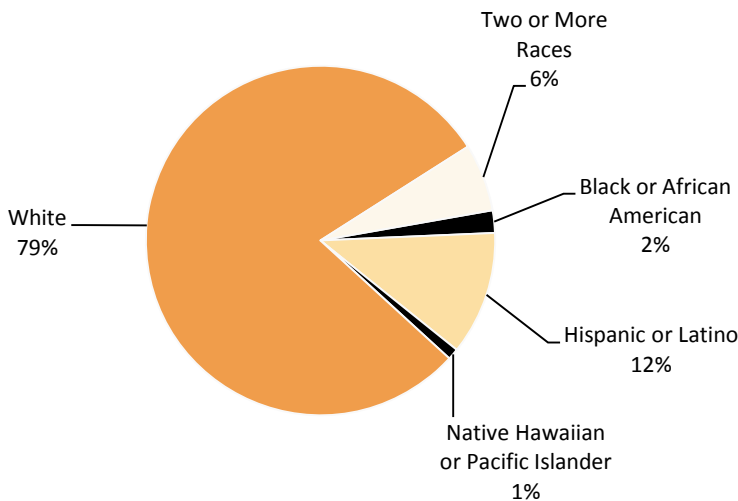
School Safety

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 November 2010.

Enrollment and Demographics

The total enrollment at the school 96 students for the 2009-10 school year.



Textbooks and Instructional Materials

Currently, all textbooks are new and 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. It was planned for the 2009-10 school year to purchase and implement State-approved biology textbooks and curriculum.

Textbooks and curriculum are routinely evaluated for relevance and alignment with state standards and current best practices. For the 2009-10 school year, we were on target for replacing and updating our biology textbooks and a new rotating cycle of textbooks and curriculum will begin again starting with English language arts.

Health is currently imbedded within our physical education program. Research and evaluation of State-aligned health textbooks and curriculum is currently being done to provide students with current health curriculum and materials. It is planned that a complete curriculum will be in place for the 2009-10 school year.

Each student, including English learners, have 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 continue to offer drama, art and music classes.



Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	English, Holt (Grades 9-12)	2003
Mathematics	Pre-Algebra	2004
Mathematics	Algebra I	2010
Mathematics	Algebra II	2004
Mathematics	Geometry	2004
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	Spanish	2006
Culinary Arts	Culinary Arts, Prentice-Hall	2007

Note: This data was most recently collected and verified in September 2010.

Suspensions and Expulsions

	Suspension and Expulsion Rates					
	Dunsmuir HS			Dunsmuir JUHSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.708	0.733	0.448	0.680	0.721	0.521
Expulsion Rate	0.000	0.020	0.000	0.000	0.019	0.000

Availability of Textbooks and Instructional Materials

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

Dunsmuir HS	
Subject	Percent Lacking
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%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

School Facility Items Inspected

The tables show 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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 condition.

School Facility Good Repair Status			
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			Good
Date of the Most Recent School Site Inspection			11/04/2010
Date of the Most Recent Completion of the Inspection Form			11/04/2010

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	Heating and air conditioning in modernization plan
Electrical	Upgraded for new technology and cost effectiveness in modernization plan
Restrooms/Fountains	Remodeling for ADA compliance in modernization plan and deferred maintenance
External	Completion of aluminum siding and energy efficient windows in modernization plan

School Facilities

Dunsmuir High School comprises one large main building and a music building. The main building comprises a gymnasium, auditorium, cafeteria, administrative offices, counseling center, library and technology center, a science lab, and 11 classrooms. The building is in good-to-fair condition and has been scheduled for modernization. The school was built in 1973.

The school is clean and restroom facilities have been upgraded to include new faucets and self-flushing toilets. Recently, the entire roof was redone, and our parking lots are resurfaced every two years and engineered for proper drainage. All classrooms have good industrial grade carpeting. Student desks and furniture are routinely repaired or replaced to ensure student safety.

Staffing for maintenance and custodial is two employees. In addition they do all transportation to and from school and to extracurricular events. A third transportation employee makes an afternoon run to Mt. Shasta for our inter-district students.

Our maintenance and operations director is on site from 6 a.m. till 3 p.m. The evening custodian comes on at noon and leaves at 8:30 p.m.

Student safety is important to DHS. All students are supervised during the school day by staff as well as before and after school. In addition, an administrator and at least one staff member is in attendance at all extracurricular events.

The Fire Marshall, the Occupational Safety & 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.

Continued on page 5



School Facilities

Continued from page 4

In 2008, DHS began an extensive two-year modernization project valued at nearly \$3.6 million dollars. The project will include new exteriors and windows, new heating and air conditioning systems, upgraded library, and computer lab. The Governing Board and staff believe that the desire to provide a great education begins with a suitable facility. Funding for these improvements are provided through a modernization grant and two deferred maintenance grants from the Office of Public School Construction and the State Allocation Board.

In conjunction with the replacement of the old wood siding with new metal siding, Dunsmuir High School has two additional modernization projects currently in the planning stages.

The first is a new heating and air conditioning system. The system in use now was built in 1973 and due to decreased capacity related to age, has long passed its ability to keep up with the wide fluctuations in temperatures related to living in Siskiyou County. The new system will provide comfortable classrooms at a fraction of the current costs.

The second project is the modernization of classrooms and offices coupled with new lighting throughout the school. The new lighting will provide a better learning environment for students as well as a better working environment for staff. Similar to the new HVAC system, the new lighting will be much more efficient than the old and will also provide decreased utility costs to the district. The main office will be revamped to provide better security for students as well as a more efficient workspace for staff.

The \$2.3 million dollar cost for the HVAC system and schoolwide facility modernization is provided through the State of California' Office of Public School Construction.

Currently we have completed three fourths of a project to completely refurbish the exterior siding of the school. Our project was approved and placed upon a five year funding pattern by the Office of Public School Construction. As soon as the next portion of funding is received we will be able to complete the exterior project.

During the summer of 2010 we updated our gymnasium with new paint and had our various student recognition placards refurbished. The gymnasium floor was completely stripped, refinished, re-lined and sealed to bring it back to looking brand new. In addition we had our bleachers completely cleaned and refinished as well as making them IDEA compliant.

Continuing our gymnasium upgrade through the summer of 2011, we plan to completely update and refinish the locker rooms. This project has been funded through ARRA funding.

We also have had plans approved and have received unfunded project status for a completely new heating and air conditioning system throughout the school. This will replace the current inefficient 1970s era system. This replacement will provide better heating and cooling at a much lower cost. This project will also result in a newly remodeled library and upstairs computer lab.

DHS has applied for priority funding for this project and as soon as funding is completed by OPSC the project will begin in less than 90 days.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$26,202 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Dunsmuir HS			Dunsmuir JUHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	87.50%	89.47%	84.00%	84.00%	90.48%	80.77%	80.61%	80.21%	78.59%
1-year Dropout Rate	5.66%	2.08%	2.97%	6.54%	2.00%	2.88%	5.46%	4.88%	5.69%

Professional Development

Dunsmuir High School believes that an effective teaching staff is one in which each teacher is a lifelong learner. Dunsmuir High School also believes that teachers need to drive what professional development opportunities are available each year. To that end, Dunsmuir High School dedicates one full day of professional development prior to the beginning of school in August, each year. In addition, 10 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 90 minutes early on collaboration days. The staff then dedicates 90 minutes to meeting the goal 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 perceived need. Due to our small size, Dunsmuir High School can respond quickly to professional development needs. Also, a small staff makes it possible to take note of staff progress in an area of training and the need for follow-up.

In addition to these days, 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 a very reasonable cost to the District.

Teachers are encouraged to participate in professional development opportunities such as the History-Social Science Consortium and the Northern California Writing Project.

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



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Dunsmuir HS			Dunsmuir JUHSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	26%	19%	36%	25%	20%	35%	46%	50%	52%
Mathematics	1%	3%	6%	1%	3%	6%	43%	46%	48%
Science	40%	43%	55%	40%	43%	55%	46%	50%	54%
History-Social Science	19%	30%	25%	19%	32%	25%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	35%	6%	55%	25%
All Students at the School	36%	6%	55%	25%
Male	31%	❖	62%	30%
Female	42%	14%	❖	17%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	35%	7%	53%	29%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	30%	2%	58%	17%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

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

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	4*	3*	2*
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-6	-17	58
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	0	-28	65
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Dunsmuir HS	Dunsmuir JUHSD	California
All Students	709	704	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	710	703	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Dunsmuir HS	Dunsmuir JUHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards 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	
Grade 9	
Four of Six Standards	78.2%
Five of Six Standards	60.8%
Six of Six Standards	30.4%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Dunsmuir HS		Dunsmuir JUHSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	▲		▲	

▲ The graduation rate criteria for AYP was not calculated because there were fewer than 50 students in the graduation denominator (graduates plus dropouts). Therefore, the graduation rate is not applicable to the school.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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.

Academic Counselors and School Support Staff

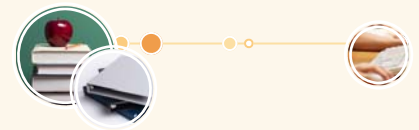
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.4
Ratio of Students Per Academic Counselor	93:1
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0 (provided by COE)
Social Worker	0.0
Nurse	0.0 (provided by COE)
Speech/Language/Hearing Specialist	0.0 (provided by COE)
Resource Specialist (non-teaching)	0.5
Other	0.0

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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).



Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. For more information, visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Dunsmuir HS	Dunsmuir JUHSD	California
All Students	95.2%	95.2%	94.5%
Socioeconomically Disadvantaged	100.0%	100.0%	91.3%
English Learners	❖	❖	98.5%
Students with Disabilities	❖	❖	53.4%
Black or African American	❖	❖	89.7%
American Indian or Alaska Native	❖	❖	95.3%
Asian	❖	❖	97.4%
Filipino	❖	❖	98.2%
Hispanic or Latino	❖	❖	91.6%
Native Hawaiian or Pacific Islander	❖	❖	95.2%
White	100.0%	100.0%	98.1%
Two or More Races	❖	❖	❖

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

❖ Data not available from the state at this time.

Career Technical Education Programs

Dunsmuir High School offers a variety of Career Technical Education (CTE) courses, which are 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 employment in the world outside of school. It is also a necessity to teach the students applicable work related skills that will enable them to continue successfully into the college or career field of their choosing.

Programs offered at DHS include, but are not limited to, computer applications (word processing, spreadsheet, presentation and publishing programs); desktop publishing, (photography, design, layout, ad sales, marketing, distribution); culinary arts (food prep, hands-on, planning, budgeting, kitchen skills); and work experience (résumé, application, interview, job safety).

DHS employees conduct all of the courses listed above on the DHS campus. The programs are overseen by the Siskiyou ROP JPA, which is comprised of principals and board members from the county high schools. Leonard Foreman (Principal) and Connie Crawford (Board Rep) are the current members of this committee. Ray Kellar is the current District representative for our liaison with the County Schools Office and is the director for DHS Tech Prep and ROP activities and committees. Small local 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 allows DHS staff to inform students with regard to expectations of them in the local business economy. The smallness of our student body and staff structures allows us to offer cross-curricular projects. An example of this would be demonstrated through our freshman research project. The project is detailed and distributed through the English class and the computers applications class. The project entails the student to research a preferred career goal for themselves and analyze the necessary components of education, experience, interviewing techniques, etc., in drafting a written paper regarding the information gained.

Continued on sidebar

Career Technical Education Programs

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This written project is read and graded by both the English teacher (who looks for grammar, text, punctuation, etc.) and the computer applications teacher (who looks for format, technique, and overall readability). The project then is put into PowerPoint form and presented to the computer applications class as part of the final project of the class.

This project is multi-faceted and allows the students to strive for many educational goals, while at the same time giving them practical experience in research, writing, design, and presentation techniques.

These classes and the projects offered and completed allow for the growth of each individual student. Not only will they learn valuable information, it is information that can be and will be used onward into their future. This whole process of teaching through CTE allows conversation with regard to workplace, promotes thoughts of career paths, and allows students to experience the necessary work, research, and time needed to accomplish goals. Classes are offered to all students, regardless of academic ability, with the goal of successful learning for each student.

Career Technical Education Participation

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

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	55
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	100%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	40%

California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels						
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Dunsmuir HS	40.9%	33.3%	33.3%	59.1%	33.3%	42.1%
Dunsmuir JUHSD	39.1%	33.3%	33.3%	56.5%	33.3%	42.1%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

CAHSEE Results by Student Group: English-Language Arts

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

Percentage of Students Achieving at Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	66.7%	16.7%	16.7%
All Students at the School	66.7%	16.7%	16.7%
Male	❖	❖	❖
Female	❖	❖	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	61.5%	23.1%	15.4%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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



“Dunsmuir High School is a school where tradition is honored, innovation is valued and excellence is a hallmark.”



CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	57.9%	36.8%	5.3%
All Students at the School	57.9%	36.8%	5.3%
Male	45.5%	54.5%	0.0%
Female	❖	❖	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	50.0%	42.9%	7.1%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

Courses Required for UC/CSU Admission

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 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 more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.



“Our qualified, dynamic staff is committed to the education of our students both in and out of the classroom.”



Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	6.2%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	28.6%

Teacher Qualifications

Teacher Credential Information				
	Dunsmuir JUHSD	Dunsmuir HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	11	9	9	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	1

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Dunsmuir HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0.5	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Dunsmuir HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Advanced Placement Courses

No information is available for Dunsmuir Community Day School regarding advanced placement (AP) courses offered.



Types of Services Funded

Dunsmuir Joint Union High School District participates in a variety of Federal and State specialized 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 Title I Reading teacher and aide. Through Title IIA, Teacher Quality, we have designed an intensive survey of English/Language Arts class for our ninth graders. The emphasis is placed on evaluation of skills and prescription for remediation or advancement.

Title IID and Title IV funding sources have been flexed to Title IVB for purposes of supporting our Career and Academic Transition Services (CATS) program. The CATS Center is the first place new students and their parents come to when they arrive. All academic services are highly individualized and students begin an academic plan based on post-secondary goals.

Each year CATS personnel meet individually with all students to revise or update their Personal Education Plan (PEP) and set up the next steps for class scheduling goals, aligned with their accomplishments. Through CATS, all students receive up-to-the-minute information for scholarships, career options, college information, FAFSA information and assistance in filling out the forms, and may request tutoring services for all subjects taught.

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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		
Category	Dunsmuir JUHSD	Similar Sized District
Beginning Teacher Salary	\$36,428	\$39,950
Mid-Range Teacher Salary	\$49,605	\$57,576
Highest Teacher Salary	\$53,043	\$74,879
Average Principal Salary (High School)	⊕	\$97,622
Superintendent Salary	\$105,446	\$127,424
Teacher Salaries — Percent of Budget	28.7%	34.5%
Administrative Salaries — Percent of Budget	7.4%	6.3%

⊕ The Principal and Superintendent are combined as one position for Dunsmuir Joint Union HSD.

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	
	Dunsmuir HS
Total Expenditures Per Pupil	\$14,393
Expenditures Per Pupil From Restricted Sources	\$4,091
Expenditures Per Pupil From Unrestricted Sources	\$10,302
Annual Average Teacher Salary	\$43,821

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunsmuir HS	\$10,302	\$43,821
Dunsmuir JUHSD	\$10,457	\$43,072
California	\$5,681	\$59,654
School and District — Percent Difference	-1.5%	+1.7%
School and California — Percent Difference	+44.9%	-36.1%

Types of Services Funded

Continued from page 10

All testing services are provided and coordinated through CATS. 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 Gifted and Talented Education (GATE) we have been blessed with the ability to provide some varied and unique opportunities for our students. In response to our annual needs assessment, our GATE funding this year is being used to offer one period a day for a guitar class.



Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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.

All data accurate as of February 2011.