

Dunsmuir High School

5805 High School Way Dunsmuir, CA 96025 • www.dunsmuirhigh.k12.ca.us
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Grades 9-12 • CDS Code 47-70250-4732707



Paving the Way for Responsible Citizenship

Dunsmuir Joint Union High School District

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Principal's Message

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

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

Being an educational institution can be difficult in today's world. We have developed an atmosphere for learning that provides a foundation for relationships among students, parents, staff and community. We continue to implement new and relevant classes/programs that provide students post-secondary options. We consistently strive to enhance goals and add programs for student growth. We offer college coursework, online learning and necessary college/career exposure, which gives students a view of what is possible for them as they travel through high school and beyond. Teachers and staff continue to face challenges that come with attendance issues, declining enrollment, a difficult economy/state programs/requirements, and the increased reality of societal/educational policy changes/challenges related to health and educational safety. We continue to provide resources for our community; providing information, entertainment (athletics) and an academic foundation. We understand our responsibility and strive to be the community hub that is necessary for the success of our school.

We consistently develop programs and curriculum, design partnerships with community groups, find new ways to assess knowledge/outcomes, and provide academic and social interventions for students who struggle with school, and life in general. We recognize that these efforts will continue to be a necessary work in progress. We work within our community to enlist partnerships with stakeholders in the enhancement of our educational process.

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

The Dunsmuir High School staff and community honor the tradition of education, and acknowledge that innovation is valuable in providing opportunities for students. We work tirelessly to maintain expectations, support, rigor and value in everything that we offer students, while at the same time providing them with the opportunity to grow educationally, which provides a level of value for their postsecondary futures!

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.

School Mission Statement

To provide the student body, in partnership with our parents and community, the best possible educational opportunities and to instill a passion for lifelong learning.

School Vision Statement

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

Parental Involvement

It is the direction of Dunsmuir High School to maintain strong communication between our community, students and families. Faculty members are involved in community programs, groups and organizations. These community connections allow us to maintain programs in order to enlist support for school programs.

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

Dunsmuir High School's website and social media (Facebook page) is updated as necessary with information regarding school procedures, presentations, performances, community forums, extracurricular activities, upcoming events, safety protocols and programs that support the learning process. Parent and student access to ALMA (Student Information System) and class information can be used to review student attendance, grades and assignments. Parents are able to access teacher and administrator email and voice mail during the school day.

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

The monthly Board meetings, School Site Council (SSC), fundraising dinners, Athletic Awards Nights and LCAP Committee events are examples of supportive school groups consisting of parents, students and staff, where all are welcome to attend and participate in decision-making.

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

Governing Board

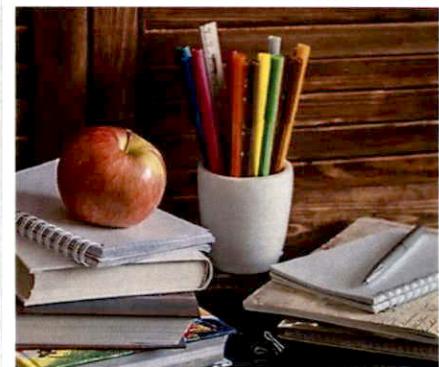
Robert Saltzgaver, President

Jean Rogers, Clerk

Jeremiah LaRue

Mariella Hines

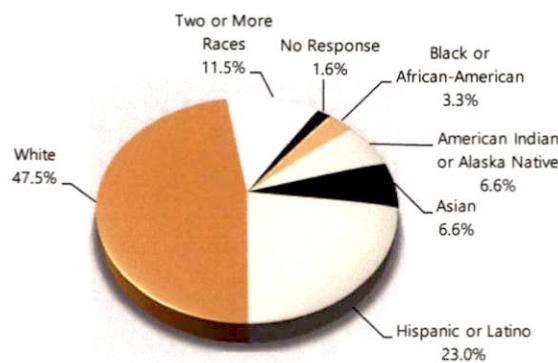
Brian Wilson



Enrollment by Student Group

The total enrollment at the school was 61 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

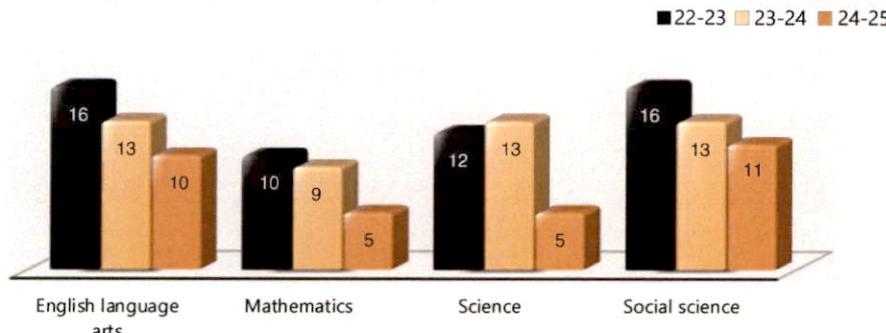
Demographics (2024-25 School Year)



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4			4			2		
Mathematics	3			4			1		
Science	3			3			1		
Social science	3			3			1		

Tiget Traits of Character

Respect • Responsibility • Citizenship

Demonstrating respectful interactions with others

Demonstrating responsibility for our education, environment and community

Demonstrating exceptional citizenship

Enrollment by Student Group

Demographics

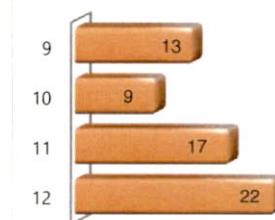
2024-25 School Year

Female	52.50%
Male	47.50%
Non-Binary	0.00%
English Learners	1.60%
Foster Youth	1.60%
Homeless	19.70%
Migrant	0.00%
Socioeconomically Disadvantaged	72.10%
Students with Disabilities	21.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

	Suspension and Expulsion Rates (Three-Year Data)									
	Dunsmuir HS			Dunsmuir JUHSD			California			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Suspension rates	21.50%	4.20%	6.20%	21.50%	4.20%	6.20%	3.60%	3.30%	2.90%	
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	6.20%	0.00%
Female	12.10%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	13.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	6.50%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.70%	0.00%
Socioeconomically Disadvantaged	6.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.30%	0.00%

Types of Services Funded

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

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

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

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

We have instituted Natural Resources/Forestry educational opportunities and other areas of study that are complementary of the area in which we live. An in-school music program consisting of instrumental/music, along with the addition of art/ceramics, Robotics and drama, has given our students the ability to access fine arts, adding more educational diversity to their lives and experiences.

California School Dashboard

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

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

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	100%	100%	100%	100%	100%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	65	63	33	52.40%
Female	33	33	18	54.50%
Male	32	30	15	50.00%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	15	14	8	57.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	31	30	17	56.70%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	13	13	8	61.50%
Socioeconomically Disadvantaged	50	48	29	60.40%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	15	14	8	57.10%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Student Learning Outcomes

Student Learner Outcomes (SLOs) represent the most essential traits that students should know and possess by the time they graduate. SLOs represent not only what students should know and how they will approach their learning, but also how they will relate that knowledge in the world around them. SLOs are embedded into the courses that students take, and provide a focus and continuity for the students learning experiences.

- 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 the community through positive citizenship.
- Develop positive practices that promote physical and emotional wellbeing.
- 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 complies with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Comprehensive Safety Plan includes steps for ensuring student and staff safety during many facets of disaster. Due to the campus' proximity to a major highway (I-5, Hwy 89), procedures have been implemented to guarantee immediate communication to local emergency services.

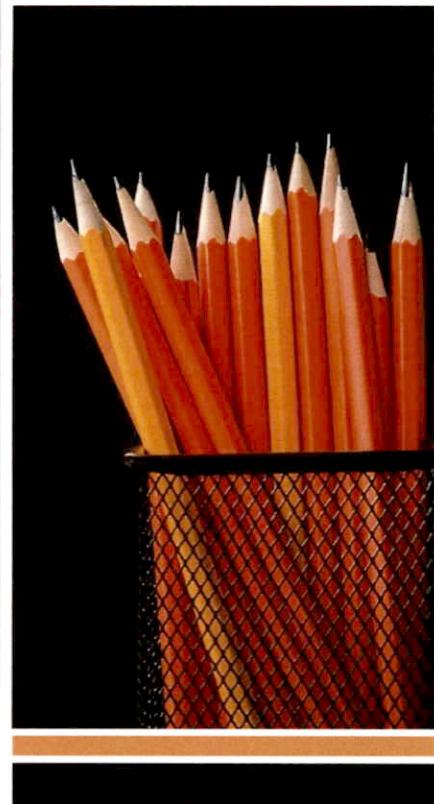
Fire, lock down, intruder/active shooter and emergency disaster drills are conducted throughout the school year. The School Site Safety Plan was last reviewed and updated in October 2025, and is a living document that is updated frequently. For the benefit and safety of everyone on campus, staff receive training many times each year on ALICE (Alert, Lockdown, Inform, Counter, and Evacuate), and utilize the Navigate 360 App for drill and emergency communications internally for all emergency management and drill situations. Schoolwide drills are completed numerous times each year.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

- 1. Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

Subject	Dunsmuir HS		Dunsmuir JUHSD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	6.25%	8.82%	6.25%	6.25%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)

Subject	Dunsmuir HS		Dunsmuir JUHSD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	38%	20%	38%	20%	46%	48%
Mathematics	14%	13%	14%	13%	34%	37%

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

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

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent 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 (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

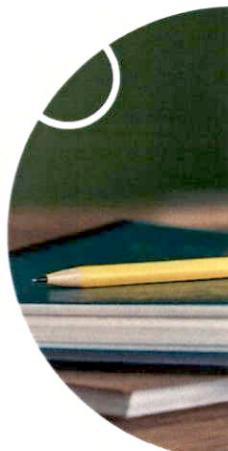
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	37	34	91.89%	8.11%	8.82%
Female	19	17	89.47%	10.53%	5.88%
Male	18	17	94.44%	5.56%	11.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	17	16	94.12%	5.88%	6.25%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	26	24	92.31%	7.69%	4.17%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

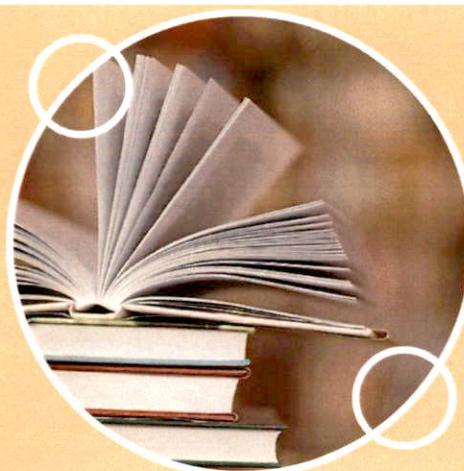


CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	15	93.75%	6.25%	20.00%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	12	11	91.67%	8.33%	9.09%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	15	93.75%	6.25%	13.33%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	12	11	91.67%	8.33%	0.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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 staff and students with the current technical and vocational skills necessary to find relevant career placement after high school. It is necessary to teach students the applicable skills that will enable them to successfully transition into a college and career field of their choice.

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

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

The uniqueness of our school, student body and staff structures allow us to offer cross-curricular projects. Projects are detailed and distributed through all curricular areas of study and utilize knowledge gained.

Public Internet Access

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

Professional Development

Dunsmuir High School believes that effective teaching results from staff who are trained, informed and motivated to expand their knowledge. Dunsmuir High School's teachers need to have a voice in the professional development opportunities available to them each year. Dunsmuir High School staff dedicates one day of professional development prior to the beginning of school in August and three additional days (one per school quarter) for teacher in-service/parent conferences. There is also one day at the end of the school year for in-service activities and planning for the upcoming school year. In addition, 12 to 14 collaboration (Teacher Work Days) days are scheduled throughout the school year. These days provide an opportunity for ongoing interaction and professional development as well as time for training. During Teacher Work Day sessions, staff dedicates 150 minutes to meeting the goals of the day. Collaboration time has been scheduled with local elementary feeder schools, in order for staff to gain familiarity with other school staff and programs, allowing a coordination of effort to engage with students on all campuses.

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

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

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

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

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

Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	5	4	4

Career Technical Education Participation

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

Career Technical Education Data	
Dunsmuir HS	
2024-25 Participation	
Number of pupils participating in a CTE program	21
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2024-25 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

Graduation and Dropout Rates

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

Graduation and Dropout Rates (Three-Year Data)

	Graduation Rate			Dropout Rate		
	22-23	23-24	24-25	22-23	23-24	24-25
Dunsmuir HS	66.70%	90.90%	69.60%	26.70%	9.10%	8.70%
Dunsmuir JUHSD	66.70%	90.90%	69.60%	26.70%	9.10%	8.70%
California	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	16	69.60%
Female	❖	❖	❖
Male	13	10	76.90%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	20	13	65.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the 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 website at <https://www2.calstate.edu>.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2023–24 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Dunsmuir HS	
2023-24 and 2024-25 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2024-25	98.36%
Percentage of graduates who completed all courses required for UC/CSU admission in 2023-24	27.78%

Textbooks and Instructional Materials

Currently, textbooks are up-to-date. We will be updating our mathematics textbooks in the 2026-27 school year. Textbooks are aligned with state standards and approved by our board of trustees as meeting all criteria as delineated for the core curriculum by the State Board of Education.

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

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

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

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

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

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

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	English Collections , Houghton/Mifflin (9-12)	2018
Mathematics 1A	21st Century Math Projects, Khan Academy Online	2024
Mathematics 1	21st Century Math Projects, Khan Academy Online	2024
Mathematics 2	21st Century Math Projects, Khan Academy Online	2024
Mathematics 3	21st Century Math Projects, Khan Academy Online	2024
Mathematics-Consumer	How to Money	N/A
Science-Physics	Physics in the Universe	2019
Science-Biology	Biology-The Living Earth	2019
Science-Chemistry	Chemistry in Earth Systems	2019
Science-Anatomy/Physiology	Principles of Anatomy and Physiology	2019
History/social science-World History	World History, Culture and Geography	2019
History/social science-Government	Principles of American Democracy	2019
History/social science-US History	United State History and Geography	2019
History/social science-Economics	Principles of Economics	2019
Music	Guitarology	2012
Success 101	Career Choices and Changes, 6th edition	2019
Woodshop	Various resources/publications as necessary	N/A
Physical Education	Resources for Better School- Physical Education; (Advantage Press)	N/A

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	
2025-26 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	
2025-26 School Year	
Data collection date	9/10/2025

Quality of Textbooks

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

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Computer Applications/Communication Arts	Learn By Doing-Microsoft Word/PowerPoint/Excel; Exploring Computer Science	2016
Desktop Publishing	Adobe In-Design, Adobe Press, Photoshop Elements	2023
Office Practices	Office Skills, The Finishing Touch, Barrett, Kimbrell, Rodgers	N/A
Library Aide	Library Skills Guide	N/A
Business	Introduction to Business and Finance	N/A
World Languages	Edgenuity	2024
Culinary Arts	Hospitality Services, Nutrition and Wellness for Life, Introduction to Culinary Arts	2019
Edgenuity	Online A-G coursework	2019
College Courses	Offerings through local Community Colleges	N/A

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	10/6/2025

Deficiencies and Repairs

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

Deficiencies and Repairs (2025-26 School Year)

Items Inspected	Repairs Needed and Action Taken or Planned
Interior	Some carpet replacement needed. Planned replacement summer 2026.
External	Walkway has areas of minimal damage. Repair summer 2026.



School Facilities

Dunsmuir High School occupies one large main two-story building, a separate Annex classroom, a maintenance garage, a bus garage and a secondary vehicle garage. The main building consists of a gymnasium, cafeteria, administrative offices, a counseling center, library, computer lab, science lab and 11 classrooms. Built in 1973, the main building has been remodeled and has been kept in fantastic condition. The modernization of 2011-12 improved classroom conditions, and also provided an economical savings to the district due to energy savings from the use of energy-efficient systems and materials. Dunsmuir High is the most modern school facility in Siskiyou County. One hundred percent of classrooms are equipped with the latest technology and have classroom sets of Chromebooks, One Screen digital boards, and upgraded Ethernet and Wi-Fi systems. All light fixtures have been changed over to LED, which provides a better light source, with an economical advantage for energy efficiency.

Our gym sustained major snow weight damage during the storms of February and March 2023. The repair, which is currently underway, will take many months and approximately \$2.3 Million to completion. The construction was completed in January 2025 and the gym opened that month.

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

Our maintenance staff is on-site from early morning to afternoon. The evening custodian comes in around noon and works until mid-evening.

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

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

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.6	72.9%	5.6	72.9%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.5	7.0%	0.5	7.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	19.4%	1.5	19.4%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	7.7	100.0%	7.7	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.8	65.90%	4.8	65.90%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.6	8.30%	0.6	8.30%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	1.50%	0.1	1.50%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	23.9%	1.7	23.9%	11,746.9	4.2%
Unknown	0.0	0.00%	0.0	0.00%	14,303.8	5.2%
Total Teaching Positions	7.3	100.00%	7.3	100.00%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.5	51.8%	4.5	51.8%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.6	7.7%	0.6	7.7%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	10.1%	0.8	10.1%	12,112.8	4.3%
Unknown	2.6	30.3%	2.6	30.3%	13,705.8	4.9%
Total Teaching Positions	8.8	100.0%	8.8	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	0.0	0.1	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.1	0.0



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.5	1.7	0.8
Total Out-of-Field Teachers	1.5	1.7	0.8

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	8.3%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	1.5%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	39:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.5
Library media teacher (librarian)	0.2
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.1
Resource specialist (nonteaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data (2023-24 Fiscal Year)		
	Dunsmuir JUHSD	Similar Sized District
Beginning teacher salary	\$42,525	\$54,938
Midrange teacher salary	\$61,487	\$77,181
Highest teacher salary	\$80,859	\$105,502
Average high school principal salary	◊	\$149,893
Superintendent salary	\$166,750	\$173,469
Teacher salaries: percentage of budget	21.72%	25.33%
Administrative salaries: percentage of budget	6.37%	6.27%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Dunsmuir HS	\$38,591	\$62,419
Dunsmuir JUHSD	\$38,591	\$62,419
California	\$11,146	\$84,462
School and district: percentage difference	◆	◆
School and California: percentage difference	+246.2%	-26.1%

◊ The principal and superintendent are combined as one position.

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

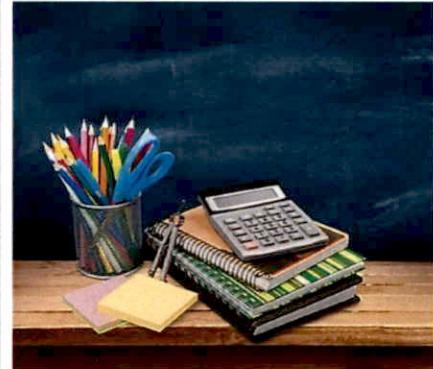
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>.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

All data accurate as of December 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$90,592
Expenditures per pupil from restricted sources	\$52,001
Expenditures per pupil from unrestricted sources	\$38,591
Annual average teacher salary	\$62,419



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.

School Accountability Report Card

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