

DUNSMUIR HIGH SCHOOL

# FOCUS ON LEARNING

A SELF-STUDY REPORT

TEACHERS, PARENTS AND STUDENTS  
2007-2008

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General Data  
Dunsmuir High School  
“*Shaping Responsible Citizens*”  
5805 High School Way  
Dunsmuir, CA 96025  
530-235-4835  
FAX: 530-235-2224

District:	Dunsmuir Joint Union High School District
Superintendent/Principal:	Leonard L. Foreman
Year Established:	1911
Grade Levels:	9-12
Current Enrollment:	October 2007 CBEDS 103
Feeder Schools:	Dunsmuir Elementary and Castle Rock Elementary
Year of Last Accreditation:	Focus on Learning 2002

**Focus On Learning Leadership Team**

Leonard L. Foreman— Superintendent/Principal  
Ellen McArron— WASC School Coordinator  
Kim Vardanega— CBO/Administrative Assistant  
Danelle Cascarina— Attendance Clerk

**Standards-based Student Learning: Curriculum**

Steve VanErt  
Gabriel Dougherty

**Standards-based Student Learning: Instruction**

Scott Porter  
Greg Spruill

**Standards-based Student Learning: Assessment and Accountability**

Ray Kellar  
Alena Jones

**Standards-based Student Learning: School Culture and Support for  
Student Personal and Academic Growth**

Linda Ryan  
Pat Devereaux  
Pam May

**Community Members: Parents and Students**

**Parents:**

Anita Allen  
David Clarno  
Dee Linse  
Trish Meyer  
Bill Parsons  
Corey Rossetto

**Students:**

Brandon Allen  
Michael Clarno  
Heather Coe  
Quencie Cox  
Nick Ewens  
Nate Gonzales  
Michael Martin  
Amanda McGee  
Matt Norton

**Other Certificated Professionals**

Tony Green: College of the Siskiyous-Drama  
Rose Wooldridge: -College Options  
Linda Roddy: School Behavioral Health Counselor  
Rebecca Franco: Dunsmuir Schools Watershed Project  
Kim Green: Siskiyou County ROP Director

**The Board of Trustees**

Norma Clemens  
Connie Crawford  
Janice Garrigus  
Dr. William Townsend  
Judith B. Welcome

**Support Staff**

Danelle Cascarina-Attendance  
Patricia Devereaux-Career and Academic Transition/COS Art  
Melissa Dougherty-Instructional Aide/Fall Semester  
Ellen McArron-Con. App. Coord. /GATE Coord. /Science Assistant  
Gary Robling-Maintenance-Transportation Director  
Virgil Tuman-Custodian/Bus Driver  
Rick Wasserlein-Instructional Aide-Spring Semester

**Certificated Staff**

Gabriel Dougherty-Mathematics/Creative Writing  
Alena Jones- Culinary Arts  
Edward Keelan-Music/Band  
Raymond Kellar-Woodshop/AD-VP/Yearbook/Physical Education/Computer Applications  
Pamela May-Community Day School Teacher  
Scott Porter-English 9, 10, 11, 12/Reading/Film as Literature  
Linda Ryan-Student Support/Resource Specialist  
Greg Spruill-Social Studies/Leadership/Student Council/World Cultures  
Steve Van Ert-Science/Outdoor Living/Spanish 1 & 2  
Kim Vardanega-Office Practices

**Acknowledgement**

**In the process of the Self-Study for “Focus on Learning”, we have experienced a renewed belief and understanding of what we do and how we impact the students of our high school. With this renewed affirmation of our dedication we present our self-study for Focus on Learning.**

**Art Work on section pages of our report was done by students during the 2006-2007 and 2007-2008 school years. The cover was done by our Art teacher Mrs. Pat Devereaux**

## **DUNSMUIR HIGH SCHOOL Expected Schoolwide Learning Results**

**WORKING TOGETHER TO PREPARE OUR STUDENTS for lives of personal, academic and professional growth and achievement to think conceptually, solve problems, acquire knowledge, communicate ideas, work independently and collaboratively, and internalize positive health and fitness stewardship.**

The Dunsmuir High School staff in partnership with parents and the community expect Dunsmuir High School graduates to be:

### **I. Informed, Ethical, and Active Citizens Who**

- A. Address significant ideas and issues of the day with an open and inquiring mind.**
- B. Consider economic, political, ethical, and environmental consequences in their decision-making process.**
- C. Value diversity of culture, language and thought.**
- D. Are aware of the relationship of local and global communities.**
- E. Engage in decision making which considers the consequences of their actions to themselves and others.**
- F. Engages in physical activity that promotes strength of mind and body.**

### **II. Knowledgeable Self-Directed Workers Who**

- A. Establish academic, personal, and career goals and develop a strategy for achieving those goals.**
- B. Develop positive attitudes and practices that enhance physical well-being.**
- C. Develop strategies to cope with personal problems and stress associated with their social and psychological needs.**
- D. Demonstrate self-esteem and pride in personal accomplishments.**
- E. Use appropriate interpersonal skills when working within groups and within systems.**

### **III. Discerning Participants in the Arts Who**

- A. Experience and create artistic forms to develop critical judgment and appreciation of the arts.**
- B. Express ideas, feelings, and creativity through the visual and performing arts.**
- C. Experience diverse forms of visual and performing arts.**

### **IV. Lifelong Learners Who**

- A. Listen actively and communicate effectively through oral and written expression.**
- B. Gathers, organizes, evaluates, and extends knowledge.**
- C. Use complex reasoning strategies and engage in individual and collaborative problem solving.**
- D. Use mathematical and scientific methods and processes.**
- E. Understand and apply essential concepts, facts, and procedures taught in each subject or discipline.**
- F. Integrate and connect ideas across subject areas to accomplish meaningful tasks.**

### **V. Effective, Informed, Ethical Users of Technology Who**

- A. Use technology effectively to communicate, solves problems, and acquires information.**
- B. Make informed choices concerning the evaluation and application of technology.**
- C. Incorporate ethical standards in the use of technology.**
- D. Understand and employ technology to enhance academic and career opportunities and personal development.**

Dunsmuir Joint Union High School District  
Reviewed 9/07

## **Mission and Vision**

Dunsmuir High School continues to work hard to implement objectives outlined in the school wide action plans developed during the WASC accreditation process in 2001-2002. We also have worked to complete

the critical areas of follow-up as determined by the visiting WASC committee. These efforts have led to a number of significant developments and implementation of programs that reinforce continual growth and improvement in the academic, cultural and educational environments of Dunsmuir High School.

## **Our Mission**

**The mission of the administration, faculty and staff at 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.**

Our mission remains the same in a continual process of upgrading and developing new methods and strategies to improve academic and personal growth for our students. We strive to provide a pleasant and healthy environment where students can attain their individual goals while developing skills and knowledge that will contribute to their success in all of their post secondary endeavors.

## **Our Schoolwide Goals**

To achieve our mission we establish the following goals:

- Provide and maintain a clean, safe and aesthetically appealing facility.
- Provide challenging, up-to-date and sequential pathways, opportunities and materials for all students, without regard to race, religion, ethnic background, handicap or learning ability.
- Attract and maintain a strong and diverse staff.
- Encourage communication between all members of the educational community.
- Enhance the development of well-rounded individuals by providing for and encouraging participation in the visual and performing arts, athletics, student government, and involvement in the community.

## **Our Vision**

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

During the fall of 2006 and the spring of 2007 the staff and administration worked to revise the vision statement to reflect the changing attitudes of our educational program. We found that we are more involved with the multiplicity of student success and that we needed a vision that more clearly and concisely proclaimed our goals. In revising the vision statement we met as a collaborative group to brainstorm and discuss the changing atmosphere of the educational community and how those changes reflect how we approach students and their success. While maintaining the essential alignment with our Expected Schoolwide Learning Results (ESLR's) we feel our new vision better addresses the methods and strategies we employ to educate and guide our students at home, at school and within the community.

The staff's vision of what students should know and be able to do upon graduation from high school is consistent with national, state and local standards, curriculum frameworks and current educational research and practice. All course descriptions currently describe the ESLR's and are aligned with curriculum standards. Teachers use materials and methods that are based in current teaching and learning research.

Our school's vision and the ESLR's is confirmed and supported by the Board of Trustees. The vision statement and ESLR's are reviewed and approved annually.



**Chapter 1**  
**Student/Community Profile and Supporting Data**

## **Chapter 1: Student/Community Profile and Supporting Data**

The City of Dunsmuir is a small community of 2,000 residents lying between two beautiful natural landmarks, Mt. Shasta to the north and Castle Crags to the south. In addition, the Sacramento River flows through the center of town. These three natural landmarks create an unmatched setting.

The main employer in the area is the Union Pacific Railroad with approximately 75 jobs. With the exception of a few government employees, all other employment opportunities revolve around small retail stores. Several excellent restaurants and unique shops can be found within the city limits. People from throughout northern-California and southern-Oregon come to Dunsmuir to enjoy its quaint ambiance and natural resources. A substantial number of homes in Dunsmuir are second homes for people who live primarily in Sacramento and the Bay Area.

In 1994, a spill of toxic chemicals into the Sacramento River just north of Dunsmuir had a catastrophic effect upon the economy of the town. The spill caused the death of the fish in the river which ultimately led to the demise of many of the fishing related businesses and other support businesses in town. Although the fishing returned to normal within two years of the spill, the resultant bad publicity laid an economic pall over the town that is just now beginning to lift. The Dunsmuir Chamber of Commerce and the City of Dunsmuir have sponsored many economic renewal activities in an effort to improve the economic viability of the area.

The loss of jobs in Dunsmuir has led to a decrease in the population especially in families of school age children. This is seen in Dunsmuir High School as a decline in student population from 240 in 1977 to its current enrollment of 108.

During the summer months and fishing season the population of Dunsmuir swells due to the excellent fishing provided by the Sacramento River. Other outdoor activities available within a few minutes of Dunsmuir include skiing, hiking and camping, boating and golf.

DHS has two feeder districts. Dunsmuir Elementary is a Pre K – 8 district of 170 students located in the city of Dunsmuir. Castle Rock Elementary School District is located in Castella, 6 miles south of Dunsmuir, and has a PreK – 8 enrollments of 75.

From its origins until the present, Dunsmuir High School has been central to the community. Dunsmuir residents are closely attuned to the high school and are very interested in life at the school. Although there are several art galleries and other types of culture evident in Dunsmuir, the town still considers its schools as the heart of the community. Many residents come to athletic contests at the school and show an obvious pride in the accomplishments of DHS teams.

The main building at DHS was built in 1973. Although it has not had any modernization during its tenure, the interior of the building is clean and well maintained, however the exterior of the building is in need of modernization. The exterior has largely been ignored except for some painting. The lack of upkeep is partly due to the size of the building. On its eastern side the building is four stories tall and makes painting an arduous task. In 2006-07, the school applied for a hardship deferred maintenance grant and a modernization grant. The deferred maintenance project was funded in December of 2007 and construction will begin in the summer of 2008. The exterior of the building will be completely replaced along with all new windows throughout, a new heating and air conditioning system and the main office will be remodeled. New lighting, flooring, as well as moving some classrooms around to better serve our student's needs will occur in the summer of 2009. Dwayne Evans, architect, has been retained to pursue the two grants and create the plans for the modernization. The staff, students and community anxiously await the remodeling project.

### **COMMUNITY SUPPORT**

There is a large amount of support for DHS within the community. The Rotary sponsors Interact, a student community service club as well as providing monetary support for high school fundraising efforts. Also, Rotary brings foreign exchange students to Dunsmuir as well as sending Dunsmuir students away as exchange students. When a DHS student wishes to become an exchange student, Rotary pays the majority of the costs related to the student's endeavor. During 2006-07 DHS hosted students from Germany and Brazil and sent two DHS students away; one to Belgium and another to Brazil. In 2007-2008 we again are hosting two foreign exchange students; one from Holland and one from Brazil.

College of the Siskiyous, the local community college, provides Upward Bound for all DHS students. This program combines summer educational opportunities with leadership training during the summer and assorted follow-up activities throughout the school year.

DHS graduates earn an astonishing amount of scholarships from the local community. In 2004-05 21 DHS graduates earned nearly \$250,000 in local scholarships and in 2005-06 the 23 graduates earned an amazing \$720,000 in scholarships.

The McConnell Foundation, a philanthropic organization from Redding, provides assistance for students who wish to go to college through the College Options program. A counselor comes to DHS two days a week to work with all students providing post secondary career and college assistance. The counselor assists students with identifying colleges that meet their needs. She also holds college application workshops for students and parents and organizes field trips to colleges throughout northern California and southern Oregon.

The DHS Boosters Club provides support to various DHS athletic teams as well as school clubs such as Odyssey of the Mind. The Boosters raise money through football concessions and a fireworks booth in June and early July. Any school organization that needs assistance contacts the Boosters with their request and the Boosters decide what support to provide.

The Superintendent/Principal has an open-door policy and encourages the community to contact him with any concerns they may have. Members of the community as well as parents also act as chaperones at dances, serve on the School Site Council and have provided input into the WASC process.

Every year, both Rotary and the Lion's Clubs provide hot breakfast for DHS students on the mornings of STAR testing and during PSAT testing. DHS orders all of the supplies for breakfast and the organizations provide the cooks and servers. This gesture is appreciated greatly by students and staff. It also provides an opportunity for students to interact with community members and to see how social service clubs work for the betterment of the community.

## **ACCREDITATION HISTORY**

Dunsmuir High School has historically received full six-year accreditation through the Western Association of Schools and Colleges. In 1996 under criteria for Pursuit of Excellence, Dunsmuir High School was granted a full six-year accreditation with a third year on-site review. Moving from Pursuit of Excellence to Focus on Learning, again Dunsmuir High School received a full six-year accreditation term with both a first year and third year on-site review. The one year reviewed provided reassurance to the school that it was moving in the right direction for addressing those areas that the visiting committee found weak; namely, curriculum alignment of the content standards. The third year on-site review reaffirmed that the school was still making progress, moving forward and meeting the needs of its students and the community.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

### Alignment of Curriculum, Instruction and Materials to Content and Performance Standards

In Dunsmuir High School there is an ongoing effort to align courses with state content standards. In 2002 staff worked collaboratively to develop course syllabi that aligned standards with classroom practice. In 2006-07, there was another effort to analyze the curriculum that was offered with content standards to assure alignment. New course syllabi were developed that included the standards covered by each course.

In 2006-07 the staff became disenchanted with the educational practices that had been followed for many years at DHS. Through declining or flat test scores along with a marked decline in student achievement as measured by classroom grades it became apparent that change was needed. A year-long effort was followed to ascertain what the overall needs of DHS students had become and to create a new methodology to meet those needs. In the spring of 2007 the staff unanimously voted to go to a 4X4 block schedule. The staff met with the Governing Board and presented their desire and asked the Board to support their decision. After lengthy discussion the Board unanimously chose to move to a block schedule.

This change caused the staff to dedicate themselves to a summer of creating new coursework and lessons with an eye on content standards and creativity. The staff spent three days in June working collaboratively to learn the demands of a 90 minute class and how to create lessons to meet those new demands. Practitioners of block scheduling addressed the staff and gave practical and philosophical tips to help the instructors. Teacher work days have been scheduled throughout the 2007-08 school year in order to provide teachers with the time to work together to meet the demands of the new schedule.

### Alignment of Staff Development to Standards, Assessed Student Performance and Professional Needs

Dunsmuir High School is committed to staff development. All teachers that wish to attend staff development opportunities are provided with the funds to attend. A team of 5 teachers and one administrator (Ray Kellar, Steve VanErt, Linda Ryan, Alena Jones, Greg Spruill and Len Foreman) attended the High School Best Practices convention in Chico in 2006.

Prior to the spring of 2007, professional development revolved around what individual teachers attended and the information they brought back to the staff for discussion. In 2007 the staff discussed professional development focusing upon the needs of the entire staff. After much discussion, two topics were chosen for staff wide professional development, differentiated instruction and "How to Teach in the Block". In the spring of 2008, the staff will once again choose a focus for staff wide training. In addition, there have been discussions between Dunsmuir elementary and Dunsmuir High administrators about a common professional development day involving the entire staffs of both schools.

Even with an infant staff wide professional development program, individual teachers will still be sent to trainings and workshops that revolve around their particular set of needs and interests. The list below is not complete, but it does reveal the commitment by both staff and school.

### 2007-08 Trainings and Workshops

Staff Member	Workshop
Linda Ryan	Sensory Processing Disorder, Brief Intervention Training, Pyramid of Interventions
Pam May	Ruby Payne: Understanding Poverty, Girl's Circle
Ray Kellar	CA Assoc. of Work Experience Educators, Business, Computer Science Advisory Co., Northern Section Athletic Directors Conf.

<b>Pat Devereaux</b>	Cash for College
<b>Ellen McArron</b>	GATE, E-Rate, Girl's Circle
<b>Gabe Dougherty</b>	Pyramid of Interventions
<b>Len Foreman</b>	Pyramid of Interventions
<b>Kim Vardanega</b>	CBO Training

## **2006-07 Trainings and Workshops**

<b>Greg Spruill</b>	<b>CA State Social Science Conf., North State Social Science Project</b>
<b>Ray Kellar</b>	Microsoft Office Workshop, BTSA Mentor Training
<b>Pat Devereaux</b>	CAHSEE Workshop, Financial Aid Counselor's Workshop
<b>Pam May</b>	Verbal Crisis Intervention Training, Healing Angry Hearts-Adolescent Boys
<b>Steve Van Ert</b>	GATE Certification, BTSA Training
<b>Gabe Dougherty</b>	Redwood Area Academic Literacy Institute, BTSA Training
<b>Danelle Casarina</b>	Pupil Attendance Accounting

In 2006-07 the staff was given a survey to determine what professional development needs they perceived amongst themselves. The results of the survey were compiled and distributed to the staff for review. At a staff meeting, teachers were asked to choose the needs from the list that they felt were of the highest priority. Overwhelmingly, differentiated instruction was the choice. This survey will be distributed yearly to assist in determining the overall needs of the staff.

A BTSA presenter provided training for staff during back to school meetings in August of 2007. The staff was asked their opinion concerning the training and whether or not we should ask for a follow-up training. The staff recommended we have a follow-up training which has been scheduled for October.

Results of STAR and CAHSEE testing are distributed to staff. Due to the small numbers of students being tested, analysis of results is difficult. However, it has been noted that over the past several years test results have been generally in a slow decline. This discussion of test results, as well as overall student achievement schoolwide, led to the institution of block scheduling in 2007-08.

### **Availability of Standards-Based Instructional Materials Appropriate to All Student Groups**

Each department at DHS has chosen instructional materials that are aligned with California Content Standards. On a rotational basis, instructors are given the opportunity to review materials, select materials they feel best meets the needs of DHS and present these recommended materials to the principal and Governing Board.

During the 2007-2008 school year DHS worked with Dunsmuir Elementary School on the adoption of new math materials. Mr. Dougherty, DHS math teacher, received extensive training on math materials as a part of his summer work with the Northern California Math Project, and collaborated with DES teachers to select a text that met the needs of DES students and worked well with the DHS math program.

Materials are currently being reviewed to help increase the CAHSEE pass rate for our students.

### **Adopted Materials**

<b>Subject Area</b>	<b>Textbook</b>	<b>Year Adopted</b>
History/Social Science	World History	2002

<b>History/Social Science</b>	American Government	2004
<b>History/Social Science</b>	U.S. History	2004
<b>Social Science</b>	Economics	2004
<b>Social Science</b>	Geography	2005
<b>English/Language Arts</b>	Holt Literature & Language Arts 9-12	2003
<b>Math</b>	McDougal-Littell-Pre-Algebra	2004
<b>Math</b>	McDougal-Littell-Algebra I	2004
<b>Math</b>	McDougal-Littell-Geometry	2004
<b>Math</b>	McDougal-Littell-Algebra II	2004
<b>Science</b>	Glencoe-Biology	2006
<b>Science</b>	Glencoe-Earth Science	2007
<b>Science</b>	McDougal-Littell-Chemistry	2005
<b>Science</b>	Glencoe-Physics	2003
<b>Spanish</b>	Scott Foresman-Spanish SVS	2006
<b>Culinary Arts</b>	Prentice-Hall Culinary Arts	2007

### **Courses, Programs and Requirements for Graduation**

Dunsmuir High School is committed to a rigorous curriculum for all graduates. Graduates must complete: four courses in English, two courses in mathematics (one of which must be Algebra 1), two courses in science (one biological and one physical), four courses in social science, one course in visual and performing arts or foreign language, two courses in physical education, one course in practical arts and one course in computer literacy.

Students who do not demonstrate an ability to pass the California High School Exit Exam are provided support in mathematics and English. This support is in the form of tutoring before, after and during school hours. Tutors are provided with copies of students CAHSEE results to determine what their needs are as well as current support materials. Tutors are provided a salary to provide assistance outside normal school hours.

In September of 2007, DHS hired a math and reading aide to help provide remedial instruction to meet student needs. The District sought to hire a Reading Specialist to help as a consultant to the reading program for struggling students, but despite advertising locally as well as statewide, one was not available. Alternatives to an actual consultant, including the purchase of computer-aided reading and math assistance programs, are being considered as this report is being printed.

In 2006-07, the Governing Board voted to provide a Certificate of Completion for any student that met all graduation requirements but did not pass the CAHSEE. Until 2007, no student had failed to pass the CAHSEE at DHS. Two students failed at least one aspect of the CAHSEE in 2007. The Certificate of Completion allowed students to go through graduation and still continue to work on the CAHSEE.

An exciting aspect of the DHS educational program is that the College of the Siskiyous teaches college level courses on the DHS campus during the regular school day. These courses have included drama, dance, statistics, art, calculus and sociology. DHS pays all tuition and material costs related to these classes. We do not want the expenses related to college courses to be a hindrance to any DHS student that wishes to take a course.

College of the Siskiyous is a statewide leader in distance learning. As a result of bond issue passed by voters in 2006, COS has placed distance learning classes in all of the high schools in their attendance area. The distance learning equipment allows DHS students to take classes that are offered on the COS campus and remain in Dunsmuir. Not fully operational as of the writing of this report, it is expected that the distance learning program will be operational in January of 2008.

Unable to provide a foreign language teacher in 2006-07, DHS contracted with Kansas State University to provide Spanish 1 and 2 to our students. Direct instruction is provided through DVD's from KSU. Textbooks and copies of support materials are provided by DHS. Regularly scheduled telephone lessons enable the KSU staff to assess student progress and to give feedback to both teachers and students. The KSU program also provides computer links to enrichment lessons as well as extra help for Spanish students. In addition, students and teaching partners may call KSU at any time for assistance from the

KSU staff. It is generally felt that the current SVS program, while not perfect, is more rigorous than any traditional Spanish course taught in DHS in many years. The State of California has established that the Spanish program at DHS is NCLB compliant.

One of the benefits of the switch to a block schedule has been an increase in the elective offerings. For the 2007-08 year we added four electives, Film Appreciation, Creative Writing/Critical Thinking, Outdoor Living and Fundamental Conditioning. The effectiveness of these courses will be reviewed and changes made as necessary.

### **Faculty Support**

The teachers at Dunsmuir High School support the students, each other, administrators, classified staff and the entire school community. They collaborate formally and informally to provide assistance to students, to strengthen and integrate curriculum and have teacher social opportunities to build staff camaraderie. Several staff members meet at lunch to play cards and joke together. These daily gatherings are augmented by quarterly potluck dinners and card parties. In addition, all staff members are treated to a district paid lunch at the beginning and at the end of the school year in an effort to say thank you for all of the hard work the staff puts in throughout the school year.

Monthly staff meetings are opportunities for teachers to express opinions and engage each other in discussions of school and educational practices. Input is encouraged from all staff members. Because of our small size, it is important that all members of the DHS community voice their opinions and concerns.

### **Services Provided by Categorical Funds to Enable Under-Performing Students to Meet Standards**

Dunsmuir High School is privileged to participate in a wide variety of Categorical Programs from both the state and federal governments. A number of our excellent programs could not be possible without the extra funding these programs provide. All categorical programs encroach at varying degrees on the general fund. Rather than cut programs, the district continues to support and maintain all programs at quality levels for our students.

Dunsmuir High School is a Title I School-Wide Program school, which allows all students to participate in all programs without formal qualifications as mandated by each individual program. Various qualifying criteria do allow for formal placement in the programs, but as a school-wide program we can provide to all students the benefits of each program.

As a Title I school we use Title I funding to support our reading program. Currently we have a Reading class scheduled within the regular school day to provide reading improvement for all freshmen and others that have scored below the 35<sup>th</sup> percentile on CAT/6. Title I funding provides for a reading specialist and aide.

Title IIA, Teacher Quality funding supports our 9<sup>th</sup> grade English/Language Arts program. Title IID is used to support our technology program for both supplies and staff development.

Title IV Safe and Drug-Free Schools is flexed to Title V for our Independent Study program. Funds are used to provide an Independent Study Teacher. Students needing a modified schedule for various reasons and want to remain connected to our high school are allowed to meet their educational needs through Independent Study. Independent Study students can participate in all athletics and extracurricular activities.

REAP Title VI SP1 supports our services for careers and post-secondary education within the perimeters of our Career and Academic Transition Services (CATS) program. Through our program for personal education plans (PEP), career and post-secondary opportunities are explored in an individualized program that uses a variety of instruments to guide students down their chosen path. Students and their parents are introduced to the program before entering as freshmen and are continuously engaged from that point to graduation.

REAP Title VI SP1 also funds 17% of the salary for our Physical Education teacher.

Gifted and Talented Education funding supports a wide and diverse variety of successful programs and activities for our students. We are proud that our GATE plan has been approved for three years and the assurance of a three-year approval makes us confident that our plan is appropriate. Currently GATE funding provides a stipend for a GATE certified facilitator to lead our Odyssey of the Mind team. It also provides funding for music and drama docents locally and from the community college as a means to extend and enhance the learning experiences of our GATE students. With GATE funding students learn performance-based skills in music and in drama. In the spring GATE students present a full dramatic production in conjunction with our Culinary Arts program as a dinner-theatre experience for the public. GATE students learn and participate in all aspects of theatrical production. GATE funding also provides funds for a GATE coordinator.

School-Based Coordinated Programs funding provides additional funding for our Career and Academic Transition Services personnel and the Consolidated Applications Coordinator.

Our Pupil Retention Block Grant is used to provide supplies and other services needed by our students to participate fully in skills improvement and remediation to improve standardized test scores.

### **Services Provided by the Regular Education Program to Enable Under-Performing Students to Meet Standards**

During the course of the school year teachers address the needs of students who are under-performing in their classes. They spend time counseling students and making calls home to obtain parent assistance.

All DHS teachers are available to provide extra help before and after school and some are available during lunch as well. Any student who is struggling can acquire assistance whenever they wish.

The Student Study Team meets once a week to discuss the progress of students. This team consists of the superintendent/principal, the assistant-principal, the counselor and the student support teacher. In addition to these four members, a counselor from Siskiyou County Behavioral Health meets with the SST when appropriate. The SST develops plans to assist students to meet their personal needs.

This year DHS added a reading and mathematics aide. The aide's duties include working with students and teachers to provide support for students.

This year DHS added a 15 hours a week reading and mathematics aide who is located in the library. The aide's duties include working with individuals with identified weaknesses as well as tutoring.

### **Standardized Tests**

California Standards Test results are shared with all staff members. Due to the small number of tests it is difficult to form any concrete evaluation of an overall program. However teachers and support staff use test results to identify individual student needs and to provide the necessary support.

CAHSEE results are closely monitored. Students who do not pass are offered remedial training in an effort to help them be successful. Funds are available to pay teachers to remain after school hours to assist these students. Because many students have after school jobs, or are members of athletic teams, remedial training is offered during the regular school day as well. Students are "pulled out" of non-core classes to give them the test specific assistance they need.

### **Technology**

Most visitors to Dunsmuir High say that for a school of only 100 students, DHS has an impressive assortment of technology to assist teachers and students pursue learning. Several years ago the governing board established a technology fund that is maintained at \$10,000 a year to help with the ongoing purchases of equipment and software for the school.



The school's technology plan was approved by the California Department of Education in 2005 and provides the template for technology needs over the five years of the plan.

Dunsmuir High School has three computer labs available for student use. The business lab is currently utilized predominately by computer applications class and yearbook. In the past the lab has been used in accounting classes and computer programming classes. In 2007 all of the computers in the business lab were replaced and upgraded. We did not replace the monitors.

The upstairs lab is used by all teachers for student research, presentations, as well as preparing papers. A monthly calendar allows teachers to sign up for specific dates and periods of lab time. Using money from the Microsoft Settlement, new computers were purchased to expand the size of the upstairs lab from 25 to 31 workstations.

The science lab has five lab stations with new computers in each of them. These computers are used to conduct research, complete computer simulated labs and to write research papers.

Also, The Computers for Classrooms of Chico provided fully refurbished computers suitable for word processing and other relatively simple tasks at a very reasonable expense. These computers are installed into the business lab on the first floor.

In the summer of 2007 two Interactive White Boards were purchased for use in science and math. These allow teachers to integrate video and internet websites into classroom lessons presentations. That of which could be a standard presentation can now be colorful and include video clips from experts across the country. One of the Interactive White Boards has been installed in the science classroom and is used extensively. The second smart board is slated for use by the math teacher.

### **Students per Computer**

<b>Year</b>	<b>DHS</b>	<b>County</b>
<b>2006-07</b>	2.2	2.6
<b>2005-06</b>	2.0	2.5
<b>2004-05</b>	1.7	2.1
<b>2003-04</b>	3.0	2.7

### **The Foundation for Future Planning**

The re-visiting of vision and mission statements, ESLR's, and the development of a new school motto, in the spring of 2007, has added impetus to the focus of ESLR's in curriculum development. The 2007 re-visit was a staff-wide process which lasted several months with input from both the Board of Trustees and the School Site Council. The effort was led by Mr. Kellar and involved every member of the teaching staff as well as several members of the classified staff. Discussions revolved around the changing student at DHS and the expectations of each student. Suggestions were freely distributed to all and the discussion was brisk. The staff will revisit the vision and mission statements every three years to determine if any changes need to be made and also to re-examine the ESLR's as our driving purpose.

Course Syllabi are being re-written to list the ESLR driven base of the course. Lesson plans are written with the ESLR's, as well as curriculum standards, in mind.

## **STUDENT INDICATORS**

### **Attendance**

Dunsmuir High School has maintained a stable attendance rate over the past several years. Student attendance is monitored on a daily basis. When the results of first period attendance are reported to the attendance office the attendance clerk begins to call the home of each student marked absent to determine

why they are not at school. Students who cut school are referred to the assistant principal for appropriate discipline. Students with attendance problems are counseled by the assistant principal, the superintendent/principal or one of the counselors. If counseling, and progressive discipline, is not effective students are referred to the DHS Student Study Team which sets up a meeting with parents/guardians and the student to develop a plan to alleviate the problem.

Placement in the Community Day School is a possibility for students with attendance problems. The small class and individualized attention and education plan afforded by CDS frequently permits students to be successful. Students placed in CDS may return to the regular high school through the SST process.

If all of these interventions are not effective then the student is referred to the Siskiyou County Student Attendance Review Board.

## Class Size

The Dunsmuir High School Board of Trustees recognizes the importance of class size, and makes every effort to support smaller class sizes while maintaining fiscal responsibility and a positive classroom environment. Our current student/teacher ratio is 10.3 to1.

English class size increased in 2005 as a result of the reduction of a teaching position due to declining enrollment. Even with the reduction in teaching staff over the past several years, DHS maintains class sizes much smaller than similar high schools.

## Average Class Size

Year	School-wide	English	Math	Soc. Sci.	Science
2007	18.9	26.2	13.8	19.0	20.8
2006	18.8	20.8	15.6	25.7	20.8
2005	18.3	19.0	15.2	16.8	29.7
2004	17.2	13.0	18.8	21.3	20.0
2003	16.2	12.5	18.7	19.7	25.0
2002	17.9	13.4	19.0	20.4	23.5
2001	19.0	14.9	20.2	21.8	21.6

## Dropout Rate

Year	# of Dropouts	4 Year Derived Rate
2006 - 07	3	0.7
2005 - 06	1	0.9
2004 - 05	0	0
2003 - 04	0	0
2002 - 03	0	0
2001 - 02	1	0.7
2000 - 01	1	0.7

As is apparent by the data, the dropout rate at DHS, in most years, is virtually non-existent. This is a direct result of two factors. The first is that due to its small size, students receive a lot of attention from staff. Secondly, maintaining contact with students and parent/guardians concerning student success is a priority at DHS.

In 2006-07 three students failed to graduate from DHS because of a failing grade in their senior year. Of the three, two of the students completed their requirements in summer school and received their DHS diploma. The non-graduation of these students was extremely troubling to the DHS teachers. While they believe that this is an anomaly, they are closely monitoring current student progress to see if there needs to be a change in educational practice.

## Enrollment

### Opening Day

Year	Enrollment
2007-08	104
2006-07	102
2005-06	106
2004-05	108
2003-04	119
2002-03	129
2001-02	134

As is evidenced by the table, enrollment at DHS has been declining for the past several years. Current projections indicate that enrollment should stay at present levels for the next two years and then drop slightly. The governing board and the superintendent are monitoring enrollment closely.

The evolution of the economy of Dunsmuir into one of tourism and service related jobs, and the lack of a major employer, are the obvious causes of the decline in school age children in Dunsmuir. In addition, the creation of two independent study based charter schools in the area has siphoned away approximately 30 students from both Dunsmuir High and Dunsmuir Elementary school districts. The establishment of an independent study program within DHS is designed to help keep some of the students thinking of alternative methods of achieving a diploma at Dunsmuir High School. The Independent Study program is capped at 5 students by Board action.

### Current Enrollment by Grade (August 24, 2007)

Dunsmuir High		Independent Study	
Freshmen	29	Freshmen	0
Sophomores	29	Sophomores	2
Juniors	25	Juniors	0
Seniors	21	Seniors	2
<b>Total</b>	<b>104</b>		<b>4</b>

Just like virtually all districts north of Sacramento, Dunsmuir High School is in declining enrollment. The lack of good paying jobs in Siskiyou County has caused many residents to leave the area in search of work. The Union Pacific Railroad is still the largest employer in Dunsmuir, but the approximately 75 jobs is a far cry from the mid-60's rail boom.

Enrollment studies predict that DHS enrollment will remain stable for the next two years and then drop slightly. These projections are monitored closely by administration and the governing board.

An Independent Study program was instituted in 2006. This allows students that are unable to perform well in the comprehensive high school to stay on track to graduate with a Dunsmuir High School diploma. While the program is capped at 5 students a year, it has allowed several students to maintain contact with DHS and even return to the regular education program.

### Number of Freshman Entering DHS Compared with Seniors Leaving

Year	Entering 9 <sup>th</sup> Graders	Graduated 12 <sup>th</sup> Graders
2007-08	29	23
2006 - 07	33	25
2005 - 06	32	24
2004 - 05	25	21
2003 - 04	28	16

Dunsmuir High School draws students from Dunsmuir and Castle Rock Elementary Schools. Some students choose to come to DHS from Lakehead instead of entering Central Valley High School in Shasta Lake City.

## Graduation Rate

DHS has an excellent graduation rate that exceeds both the county and state graduation rates. The high graduation rate is directly attributable to the concern, and monitoring efforts, the staff has for their students.

The 2006-07 school year saw a spike in the number of non-graduates. The staff believes that this is an anomaly confined to the class of 2007. However, there have been many discussions of how to make sure this spike is a one time event. The change to the block schedule and a master schedule that enrolls senior students in the most difficult courses in the fall (allowing time for recovery) is expected to help.

The new block schedule has two terms, rather than semesters. There are four grading periods within each term. This means that parents/guardians will receive grade reports more often than in the past.

In addition, the implementation of Power School will allow parents to view student progress in both attendance and class grades. Armed with this information it is our hope that better communication between the school and parents and students will help alleviate this situation.

	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01
<b>DHS</b>		96.3	95.8	100	96.2	100.0	97.0
<b>County</b>		81	79.4	83.0	85.4	87.4	79.5
<b>State</b>		83	85.0	85.4	86.7	87.0	81.0

## Ethnicity

Dunsmuir High School is predominately white. In any given year, there are a small number of students representing other ethnic designations. Hispanic and American Indian are the two largest ethnic designations other than white.

	2006	2005	2004
<b>American Indian</b>	8	4	1
<b>Asian</b>	1	1	3
<b>Pacific Islander</b>	0	1	1
<b>Filipino</b>	0	0	0
<b>Hispanic</b>	7	11	12
<b>African American</b>	5	6	10
<b>White</b>	85	85	92
<b>Multiple/No Response</b>	0	0	0

## Socioeconomic Status

Dunsmuir is a rural incorporated city that features small retail businesses and several excellent restaurants. Dunsmuir residents range from affluent to subsistence living with a relatively small middle class.

One indicator of socioeconomic status is the number of students enrolled in the National School Lunch Program. Outreach and awareness has contributed to increased identification and resultant sign-up, of students. Our school uses the direct certification model which will reflect the number of students whose family receives Aid to Families with Dependent Children (AFDC). The increase in qualified students for NSLP reflects the general economic situation in Siskiyou County as well as a change in the manner participation is calculated.

## Student Participation in Free/Reduced Lunch Program

	2006	2005	2004
Number of Students	75	57	55
% of Enrollment	71	53	47

## Enrollment in Upper Level Math and Science

Despite its small size, Dunsmuir High School has always strived to offer a complete upper level math and science curriculum. Chemistry and Physics are offered to both juniors and seniors on alternating years. Also, please note that during the 2005-06 school year the advanced math class was taught through the partnership with College of the Siskiyous. The courses taught by COS instructors in math were Statistics and Pre-Calculus. Enrollment was not large enough in 2006-07 or 2007-8 to offer the advanced math classes through COS and so the pre-calculus class was taught by our own instructor.

Course	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02
Algebra 2	6	13	12	16	13	14
Chemistry	NA	25	NA	0	NA	17
Physics	8	NA	16	NA	20	NA
Adv. Math	4	10	9	4	6	3

## 12<sup>th</sup> Grade Graduates Completing All Courses Required for U.C/CSU Entrance

In four of the past five years, DHS has had more graduates complete courses required for entrance into U.C and/or CSU than the countywide average.

DHS is proud of the success of its graduates as they pursue higher education. Graduates have recently been accepted into, and are still attending, in UC Irvine, St. Mary's College, UC Berkeley, the Air Force Academy, Oregon Institute of Technology, CSU Chico, Cal Poly San Luis Obispo, and CSU Sacramento. Dunsmuir High may be small but its graduates can compete with students in any university in the country.

Year	# Of Grads	Grads with UC/CSU required Courses	% of Class	Countywide. %
2006	25	9	36	33
2005	23	5	22	39
2004	15	6	40	35
2003	25	14	56	28
2002	25	9	36	33

## Special Needs Students

Special Education students are fully integrated into the general education core curriculum classes. Services are provided to student in the Resource Program to support their successful acquisition of the core curriculum. The Resource room is utilized as a learning center for all students. Students can use the center to receive individual assistance in understanding and completing assignments, receive peer tutoring, take tests in a quiet environment and have extended time to complete tests.

Teachers utilize the center for students in their classes as appropriate. Consistent collaboration with teachers by the Resource Specialist regarding student progress and current assignments is a key element in this model. There is a high degree of cooperation among the staff at DHS.

## Student Mobility

Historically, more students leave DHS during the school year than enter DHS during the same time period. This fact is reflected in the declining overall enrollment of the school. DHS is not unusual in this respect in high schools in Siskiyou County or other areas of the State.

School Year	Students Entering after First Week	Students Withdrawing after First Week
2001-02	17	30
2002-03	20	34
2003-04	22	35
2004-05	14	25
2005-06	23	36

## STUDENT OUTCOME DATA

### Academic Performance Index

As evidenced by the scores in the table below, Dunsmuir High School has struggled with API scores since the inception of the program. The unfocused performance results became a point of emphasis in the 2006-07 school year. After discussing the situation there were several changes made by teachers and the administration. First, teachers emphasized student effort prior to, and during, testing. Secondly, a new schedule was created that spread the test over more days which reduced test fatigue. Third, teachers used released test questions, as well as similar test questions structure, to improve student familiarity with the test format during the school year. Also, teachers structured some of their own test questions to mimic the format used in the tests. Most importantly, although DHS had been using content standards for a number of years, there was a greater emphasis on following the standards by the staff. The rise in scores in 2007 was a result of the additional effort by students and staff. The staff will continue this effort in the future.

Year	# Tested	Growth	Base	Growth Target	Actual Growth
2007	69	675	NA	9	57
2006	66	617	675	6	-58
2005	72	675	680	6	-5
2004	82	670	681	6	-11
2003	78	666	623	9	43
2002	78	624	634	8	-10
2001	83	626	675	6	-49

### Adequate Yearly Progress

Current proficiency rates with respect to AYP are above the state targets. However, with the benchmark for AYP increasing, DHS will be challenged to meet the minimum requirements.

The 2006-07 STAR testing revealed a general rise in test scores. The focus for DHS now will be to take this improvement and build upon it in the future.

Criteria	2007		2006		2005		2004		2003	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
API	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Graduation rate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

# CALIFORNIA HIGH SCHOOL EXIT EXAM

## English/Language Arts

After several years of scoring above both county and state levels, the 2005 and 2006 CAHSEE English results have been below county and state levels. This has been the topic of faculty meetings and staff has increased emphasis on standards based curriculum as well as offering more opportunities for tutoring and intervention.

Students who have trouble passing the tests receive extra help from both our mathematics instructor as well as our College Options coordinator.

The addition of the reading aide for remedial students will assist in the effort to have all students do well on the CAHSEE.

### 2007

Sub Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	28	20	71	82	77	367
Grade 11	2	1	50	64	27	NA
Grade 12	1	0	0	19	23	NA
Total	31	21	68	73	66	NA
Males	20	11	55	75	72	NA
Females	11	9	82	89	81	NA
White	27	18	67	84	88	NA
Econ.Disadvantaged	15	7	47	68	65	NA

### 2006

Sub-Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	17	13	76	87	77	359
Grade 11	14	4	29	43	34	374
Grade 12	1	1	100	65	32	NA
Total	32	18	56	75	61	359
Male	20	11	55	65	56	353
Female	12	7	58	87	66	370
White	27	17	63	78	81	363
Econ.Disadvantaged	21	9	43	61	48	350

### 2005

Sub-Group	# Tested	# Passed	Percent Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	30	19	63	80	76	364
Grade 11	6	4	67	53	35	NA
Grade 12	0	0	NA	NA	44	NA
Total	35	22	64	74	65	365
Male	21	13	62	68	60	360
Female	14	9	64	83	70	370
White	29	18	62	78	83	366
Econ.Disadvantaged	23	13	57	63	51	360

**2004**

Sub-Group	# Tested	# Passed	Percent Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	37	32	86	86	75	385
Grade 11	0	0	NA	NA	NA	0
Grade 12	0	0	NA	NA	33	0
<b>Total</b>	37	32	86	86	75	385
Male	21	16	76	81	70	378
Female	16	16	100	93	79	394
White	31	29	94	87	88	390
Econ.Disadvantaged	23	19	83	80	60	376

**2003**

Sub-Group	# Tested	# Passed	DHS % Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	28	23	82	88	78	378
Grade 11	5	4	80	61	36	NA
Grade 12	0	0	NA	NA	45	NA
<b>Total</b>	33	27	82	81	66	377
Male	17	13	76	75	61	371
Female	16	14	88	87	71	383
White	27	21	78	87	84	378
Econ.Disadvantaged	18	16	89	72	51	378

**2002\***

Sub-Group	# Tested	# Passed	Percent Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 10	7	NA	NA	57	54	NA
Grade 11	0	NA	NA	NA	47	NA
Grade 12	0	NA	NA	NA	41	NA
<b>Total</b>	7	NA	NA	57	54	NA
Male	4	NA	NA	54	50	NA
Female	3	NA	NA	61	59	NA
White	5	NA	NA	64	74	NA
Econ.Disadvantaged	3	NA	NA	49	40	NA

\*CDE did not report results because the number of DHS students taking the test was too small for statistical accuracy and privacy protection.

**2001**

Sub-Group	# Tested	# Passed	Percent Passed	County % Passed	State % Passed	DHS Mean Scaled Score
Grade 9	30	23	77	74	64	369
Grade 10	0	NA	NA	NA	30	NA
Grade 11	0	NA	NA	NA	32	NA
Grade 12	0	NA	NA	NA	38	NA
<b>Total</b>	30	23	77	74	64	369



<b>Male</b>	14	12	86	66	57	373
<b>Female</b>	16	11	69	83	71	366
<b>White</b>	21	19	90	82	82	378
<b>Econ.Disadvantaged</b>	18	14	78	63	45	367

## Math

Dunsmuir High has consistently scored above the state average and equal, or above, the county average in all significant subgroups on the CAHSEE math test. After several years without a credentialed math instructor, one was hired in 2006-07. We have the expectation that the addition of this highly qualified teacher will help our scores.

### 2007

<b>Sub Group</b>	<b># Tested</b>	<b># Passed</b>	<b>% Passed</b>	<b>County % Passed</b>	<b>State % Passed</b>	<b>DHS Mean Scaled Score</b>
<b>Grade 10</b>	24	18	75	82	76	357
<b>Grade 11</b>	0	0	NA	64	32	NA
<b>Grade 12</b>	0	0	NA	44	30	NA
<b>Total</b>	24	18	75	77	67	NA
<b>Males</b>	18	14	78	79	75	NA
<b>Females</b>	10	5	50	85	76	NA
<b>White</b>	24	18	75	82	88	NA
<b>Econ.Disadvantaged</b>	13	7	54	68	65	NA

### 2006

<b>Sub-Group</b>	<b># Tested</b>	<b># Passed</b>	<b>% Passed</b>	<b>County % Passed</b>	<b>State % Passed</b>	<b>DHS Mean Scaled Score</b>
<b>10</b>	18	14	78	85	76	376
<b>11</b>	11	3	27	37	33	341
<b>12</b>	1	1	100	53	31	NA
<b>Total</b>	<b>30</b>	<b>18</b>	<b>60</b>	<b>73</b>	<b>59</b>	<b>366</b>
<b>Male</b>	17	10	59	72	59	362
<b>Female</b>	13	8	62	74	59	370
<b>White</b>	24	14	58	76	77	366
<b>Econ.Disadvantaged</b>	19	8	42	60	48	352

### 2005

<b>Sub-Group</b>	<b># Tested</b>	<b># Passed</b>	<b>% Passed</b>	<b>County % Passed</b>	<b>State % Passed</b>	<b>DHS Mean Scaled Score</b>
<b>10</b>	31	23	74	79	74	365
<b>11</b>	6	3	50	49	34	NA
<b>12</b>	0	0	NA	NA	50	NA
<b>Total</b>	<b>36</b>	<b>25</b>	<b>70</b>	<b>72</b>	<b>63</b>	
<b>Male</b>	20	15	75	70	62	364
<b>Female</b>	16	10	63	74	63	359
<b>White</b>	31	22	71	73	80	362
<b>Econ.Disadvantaged</b>	26	16	62	61	50	357

**2004**

Sub-Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
10	37	33	89	84	74	381
11	0	0	NA	NA	36	NA
12	0	0	NA	NA	38	NA
<b>Total</b>	37	33	89	84	74	381
<b>Male</b>	21	18	86	82	73	380
<b>Female</b>	16	15	94	86	74	382
<b>White</b>	31	28	98	84	87	382
<b>Econ.Disadvantaged</b>	23	19	83	76	61	371

**2003**

Sub-Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
10	27	20	74	70	59	371
11	11	6	55	34	22	345
12	0	0	NA	NA	18	NA
<b>Total</b>	37	25	68	57	43	364
<b>Male</b>	18	13	72	56	44	366
<b>Female</b>	19	12	63	58	43	362
<b>White</b>	31	21	68	63	63	365
<b>Econ.Disadvantaged</b>	23	16	70	47	31	360

**2002**

Sub-Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
10	14	6	43	33	32	347
11	0	0	NA	NA	20	NA
12	0	0	NA	NA	9	NA
<b>Total</b>	14	6	43	32	32	347
<b>Male</b>	NA	NA	NA	34	33	NA
<b>Female</b>	NA	NA	NA	31	31	NA
<b>White</b>	NA	NA	NA	36	49	NA
<b>Econ.Disadvantaged</b>	NA	NA	NA	25	22	NA

**2001**

Sub-Group	# Tested	# Passed	% Passed	County % Passed	State % Passed	DHS Mean Scaled Score
9	29	15	52	59	44	349
10	NA	NA	NA	NA	13	NA
11	NA	NA	NA	NA	16	NA
12	NA	NA	NA	NA	19	NA

<b>Total</b>	29	15	52	59	44	349
<b>Male</b>	14	6	43	60	46	340
<b>Female</b>	15	9	60	57	43	358
<b>White</b>	21	13	62	64	64	356
<b>Econ.Disadvantaged</b>	17	7	41	45	26	342

## SCHOLASTIC APTITUDE TEST

In a typical year, approximately 60% of the senior class participates in the SAT College Entrance Examination. DHS students consistently score above county and state levels in mathematics with somewhat less success in English. SAT preparation is available free of cost to all DHS students through the efforts of one of our governing board members who teaches classes for SAT prep to students throughout the county.

### 2003 - 04

	# of Students	Verbal	Math
<b>DHS</b>	12	500	545
<b>County</b>	NA	508	524
<b>State</b>	NA	496	519

### 2004 - 05

	# of Students	Verbal	Math
<b>DHS</b>	17	481	541
<b>County</b>	NA	509	525
<b>State</b>	NA	499	521

### 2005 - 06

	# of Students	Verbal	Math	Writin g
<b>DHS</b>	26	473	545	487
<b>County</b>	NA	513	533	512
<b>State</b>	NA	495	516	495

## SUMMARY CONTENT STANDARDS SCORES

Any conclusions drawn from studying test scores at Dunsmuir High School must be tempered with the realization that the scores are based upon very few numbers. The numbers of students taking the tests vary from slightly over 10 to the low 30's. Because of the few tests involved a shift of one or two students from one category to the next can have a profound effect upon the summary data. What information that can be drawn from the test is any long-term trends that can be seen.

Grades 9 and 12 scores have seen an improvement in the percentage of students scoring in the advanced category. However, there has also been a significant increase in the percentage of students scoring far below basic.

Grade 10 scores have not enjoyed the increase in advanced scores but have also suffered the increase in far below basic scores.

### CST English/Grade 9

Year	# of Students Tested	Mean Scale Score	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Far Below Basic
<b>2007</b>	30	336.3	13	30	30	20	7
<b>2006</b>	30	324.3	17	20	23	23	17
<b>2005</b>	20	351.2	10	40	35	10	5
<b>2004</b>	28	332.3	7	21	46	21	4

<b>2003</b>	31	352.0	16	32	42	10	0
<b>2002</b>	33	324.1	6	26	29	29	10
<b>2001</b>	35	NA	3	19	38	38	9

### **CST English/Grade 10**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	26	314.3	12	19	19	23	27
<b>2006</b>	17	309.5	0	24	29	24	24
<b>2005</b>	29	302.0	3	14	31	28	24
<b>2004</b>	34	344.3	18	29	32	15	6
<b>2003</b>	26	329.2	12	19	42	23	4
<b>2002</b>	26	321.4	0	20	52	20	8
<b>2001</b>	40	NA	5	25	38	30	3

### **CST English/Grade 11**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	19	298.6	0	11	42	26	21
<b>2006</b>	26	294.3	12	4	23	27	35
<b>2005</b>	32	333.2	16	22	34	19	9
<b>2004</b>	28	311.3	4	22	37	15	22
<b>2003</b>	23	301.6	0	17	25	30	17
<b>2002</b>	30	311.8	7	27	20	27	20
<b>2001</b>	27	NA	7	19	37	33	4

### **CST World History**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	31	303.3	4	18	29	25	25
<b>2006</b>	17	320.0	6	12	29	35	18
<b>2005</b>	29	307.2	3	17	38	14	28
<b>2004</b>	34	322.2	6	24	38	15	18
<b>2003</b>	26	317.7	4	15	50	15	15
<b>2002</b>	26	303.2	0	12	50	12	27

In 2006 there was a decrease in the number of students scoring at the far below basic level.

Unfortunately, this was matched by a decrease in the number of students scoring at the basic level. The mean scale score fluctuates from a low of 303.2 in 2002 to a high of 322.2 in 2004. These years of growth were followed by a year with a drop back to 307.2 with a subsequent rebound to 320.0 in 2006.

Once again, anyone doing an analysis of DHS data needs to be cautious due to the low number of students taking tests.

### **CST U.S. History**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	19	312.1	5	11	37	32	16
<b>2006</b>	26	312.5	8	12	27	35	19
<b>2005</b>	32	324.8	3	31	28	13	25
<b>2004</b>	27	314.3	7	4	52	19	19
<b>2003</b>	23	311.5	4	22	30	30	13
<b>2002</b>	30	341.5	10	33	37	17	3

The percentage of students scoring above the basic level has dropped from 43% in 2002 to 20% in 2006. In addition, the percentage of students scoring at below basic and far below basic has increased from 20% in 2002 to 54% in 2006.

### CST General Mathematics/Grade 9

Year	# of Students Tested	Mean Scale Score	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Far Below Basic
2007	6	NA	NA	NA	NA	NA	NA
2006	11	306.8	0	18	36	18	27
2005	11	317.5	0	18	55	27	0
2004	17	313.0	6	18	29	29	18
2003	14	330.8	0	36	57	0	7
2002	NA	NA	NA	NA	NA	NA	NA

The extremely small numbers of students taking this test makes analysis difficult. For example, if only one student in 2006 scored at the advanced level rather than the far below basic level there would be 9% advanced and 18% far below basic. However, there is concern that only one student has scored at the advanced level in the past four years.

### CST Algebra 1

2007 testing saw a halt to a profound increase in the number of students scoring at the below basic and far below basic levels. Even though the actual number of students is low, the shift towards low scores is troublesome. The change in staffing in math is expected to improve the number of students' scoring at the advanced and proficient levels will increase in the future.

Year	# of Students Tested	Mean Scale Score	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Far Below Basic
2007	28	310.0	0	25	29	39	7
2006	32	283.2	0	3	19	59	19
2005	21	304.1	0	19	24	48	10
2004	20	308.0	0	15	40	35	10
2003	29	297.1	0	14	28	45	14

### CST Geometry

Year	# of Students Tested	Mean Scale Score	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Far Below Basic
2007	22	289.2	0	5	32	45	18
2006	8	NA	NA	NA	NA	NA	NA
2005	20	306.3	0	30	25	20	25
2004	18	287.6	0	0	39	56	6
2003	21	322.2	0	29	29	43	0

### CST Algebra 2

Year	# of Students Tested	Mean Scale Score	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Far Below Basic
2007	3	NA	NA	NA	NA	NA	NA
2006	12	264.7	0	0	25	33	42
2005	20	306.3	0	30	25	20	25
2004	18	287.6	0	0	39	56	6

<b>2003</b>	21	322.2	0	29	29	43	0
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### **CST Science – Grade 10 Life Science**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2006</b>	17	309.6	12	12	35	18	24

There are not enough scores to draw any definitive conclusions about performance on the Life Science test.

### **CST Science – Integrated Science**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	25	312.5	0	0	76	16	8

### **CST Biology/Life Science**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	19	320.9	11	11	47	21	11
<b>2006</b>	30	305.9	3	10	37	30	20
<b>2005</b>	28	310.6	4	11	43	25	18
<b>2004</b>	35	328.0	6	20	49	17	9
<b>2003</b>	31	316.9	3	13	55	19	10
<b>2002</b>	18	335.5	6	28	56	6	6

Following a trend seen in other CST tests, the number of students scoring at the below basic and far below basic levels is increasing. Although the actual number of students is small, this is a trend that is causing concern within the school.

### **CST Earth Science**

<b>Year</b>	<b># of Students Tested</b>	<b>Mean Scale Score</b>	<b>Percent Advanced</b>	<b>Percent Proficient</b>	<b>Percent Basic</b>	<b>Percent Below Basic</b>	<b>Far Below Basic</b>
<b>2007</b>	6	NA	NA	NA	NA	NA	NA
<b>2006</b>	18	321.5	6	22	33	11	28
<b>2005</b>	NA	NA	NA	NA	NA	NA	NA
<b>2004</b>	NA	NA	NA	NA	NA	NA	NA
<b>2003</b>	14	320.6	0	14	57	29	0
<b>2002</b>	NA	NA	NA	NA	NA	NA	NA
<b>2001</b>	NA	NA	NA	NA	NA	NA	NA

There are not enough scores to draw any definitive conclusions about performance on the Life Science test.

Please Note: Due to the limited number of students taking the Chemistry and Physics test, there are no scores to report.

### **STAFF**

For the 2007-08 school year the faculty is comprised of 6 full-time and 2 part-time instructors. In addition, there is one academic counselor, and beginning with the 2006-07 school year a two-day a week behavioral health counselor. A school nurse makes regularly scheduled visits to DHS and is also available in case of emergency.

Beginning with the 2007-08 school year, the District hired a 50% reading/math aide to primarily work with students in those two areas. The District searched for a reading specialist to act as a consultant to DHS but was unsuccessful in hiring one due to the lack of reading specialists in the area.

College of the Siskiyous partners with DHS to provide college classes on the DHS campus for DHS students, as well as members of the community. There are two COS classes currently taught at DHS; Art and Drama. In the past DHS has offered Calculus, Sociology, and Statistics.

We are also currently collaborating with College of the Siskiyous to offer distance learning classes. All of the equipment is on campus and we are now working out scheduling conflicts that exist in the community. Many of our students take COS classes in tandem with their regular high school classes at COS.

## Administration

For the 2007-08 year, the Dunsmuir Joint Union High School District employs one full-time administrator in the combined position of superintendent/principal. In addition to DHS, the superintendent/principal has oversight of the Community Day School. In the 2006-07 school year, the superintendent/principal also oversaw the operation of the Spanish 1 class.

The Superintendent has 9 years of experience as an administrator, the last three of which has been at Dunsmuir High School.

DHS has an assistant principal in charge of attendance and athletics who is in charge of the school when the superintendent/principal is called away. He acquired his administrative credential in the spring of 2007 although he has acted as Assistant Principal for eight years.

	<b>Enrollment</b>	<b>Administrators</b>	<b>FTE</b>	<b>Teachers</b>	<b>Pupil Services</b>	<b>Classified Staff</b>
<b>2007</b>	102	2	1.0	9	1	5
<b>2006</b>	106	2	0.9	9	1	7
<b>2005</b>	108	2	1.2	11	1	8
<b>2004</b>	119	2	1.3	12	1	9
<b>2003</b>	129	2	1.1	12	1	10
<b>2002</b>	134	3	1.4	13	1	10
<b>2001</b>	143	3	1.3	13	2	10

## Highest Degree Level of All DHS Staff

<b>Doctorate</b>	<b>0</b>
<b>Master's</b>	3
<b>Bachelor's Art/Science</b>	13
<b>Vocational Educ. Credential</b>	2

The total includes classified and certificated staff.

## Teacher Experience

DHS is fortunate to have a mix of longtime teachers and new teachers. The varied and diverse combinations of experience and expertise allows for mentorship of less experienced teachers combined with the enthusiasm of "new" teachers.

<u>Name</u>	<u>Years Experience</u>
Dougherty, Gabe	2
Jones, Alena	3
Keelan, Ed	16
Kellar, Ray	12
May, Pam (CDS teacher)	10
Porter, Scott	26

Ryan, Linda	14	
Spruill, Greg	21	
Van Ert, Steve	4	
Vardanega, Kim		25

## Classified Personnel

Dunsmuir High School is fortunate to have a dedicated classified staff that has been with the district for many years.

Kim Vardanega is the business manager/administrative assistant to the superintendent/principal. Ms Vardanega is currently pursuing certification as a Chief Business Official through CASBO. When completed in the spring of 2008, DHS will have one of only four CBO's in Siskiyou County. In addition to her administrative duties, Ms Vardanega has a vocational education credential and is in charge of our Office Practices class. She has been with the district for 29 years.

Ellen McArron is our fulltime Consolidated Applications Coordinator CPM/GATE Coordinator/Science Assistant who also serves as our WASC Coordinator. Her other duties include MAA, E-RATE, National School Lunch Program/Express Enrollment, the SARC, School Site Council, writing and maintaining the Single Plan for Student Achievement and the Local Education Agency Plan and all things assistive in the Science classes. She has been with the district for 28 years.

DHS employs two fulltime employees, Mr. Robling and Mr. Tuman, in the maintenance, operations and transportation department. These two gentlemen work long hours to maintain DHS as a clean and safe place for our students and staff.

Danelle Cascarina is our registrar/attendance clerk. She has been with the district for 12 years.

Pat Devereaux is our academic counselor. Starting out as an aide to the academic counselor, she assumed full academic counseling duties in 2004. In addition to her duties as academic counselor and testing coordinator she also teaches our Art classes as a docent instructor from College of the Siskiyou.

## SCHOOL RESOURCES

### Computers on Campus

Technology has long been a priority at DHS. The upstairs computer lab is over 20 years old and has been upgraded routinely to meet the needs of our students. The downstairs business lab has received new computers this year as part of the ROP Program. All teachers have received new computers in the last 2 years for use in their classrooms dedicated teacher's computers.

### Students per Computer

Year	DHS	County
2006-07	2.2	2.6
2005-06	2.0	2.5
2004-05	1.7	2.1
2003-04	3.0	2.7

### Interactive White Boards

In the spring of 2007 DHS purchased two Interactive White Boards for use in mathematics and science classes. The boards allow teachers to integrate website video and data into lessons which are projected onto the screen in the front of the classroom. This technology allows teachers to manipulate images to increase the power of their lessons.



## **Power School**

Prior to 2007-08, DHS used a student data system first put into place in the late 80's. While the system kept attendance data it did not have any of the features of current student data systems. DHS applied for, and received a CSIS grant in 2007. This \$15,000 grant allowed the purchase of Power School and made training less cost prohibitive. It is expected that Power School will be on board by the beginning of our next school term.

**Chapter II: Student/Community Profile –  
Overall Summary from Analysis Profile Data**

## **Chapter II: Student/Community Profile – Overall Summary from Analysis Profile Data**

**Improve Student Achievement** – A review of student grades indicates a slight decline in the overall grade point average for DHS students. This is reflective of the change in our community’s socio-economics in the past few years. Rather than wring our hands, it is imperative that we make changes in how we operate in order to meet the needs of our students.

To help meet this need DHS has made several recent changes.

- Adoption of the block schedule
- Training in differentiated instruction.
- Hiring of Math aide.

DHS needs to discuss the possibility of adopting a student test score program such as “DataWise”. Programs such as DataWise monitor coverage of standards by analyzing test questions. It also provides a massive bank of questions in the core areas.

**Improve Test Scores** – One critical area of academic need is low test scores on standardized tests, namely improvement on the STAR Test. After looking at the data, it is apparent that DHS STAR scores have fluctuated quite a bit from year to year. But even on the years that have shown improvement, the improvement has been back to the same level as in previous testing years. There is no overall improvement. In CAHSEE testing, DHS has consistently scored at a level higher than the overall state level and consistent with comparative schools in Siskiyou County.

It is apparent that one of the reasons scores are significantly higher on the CAHSEE than the STAR is that the CAHSEE has a personal consequence for not passing it. Passing the CAHSEE is a graduation requirement. Passing this test becomes a major focus for students at the 10<sup>th</sup> grade, with the focus becoming more acute with each subsequent failure in the following years. However, the STAR Test has no personal impact upon a student. Many students find the test too long for a concerted effort. Other students find little reason to do well because of the lack of personal impact. Still other students carry the belief that the STAR test yields some benefit for the teachers or the school and thusly do not give the test much effort. The long delay in receiving test scores only adds to the feeling of disconnect between students taking the test and the test results themselves.

This past spring the staff made a concerted effort to point out reasons to do well on the test:

- School pride
- A personal sense of accomplishment
- Reflection of scores upon all DHS students

As revealed by the data, test scores rose 57 points over the previous year’s results. In order to have long-lasting improved scores, we need to develop a program of student motivation to help maintain the effort.

Continuing the effort of aligning classes to State Standards is a second way to improve test scores. Reviewing test priorities and aligning class priorities to match what is tested more completely is a relatively simple task that can yield great results. In order for students to do well on test we must be sure they are taught the proper material.

The third factor that can be easily addressed is test fatigue. This past year the testing schedule was revised to create an hour of testing at the beginning of each day. After testing, students go on with a complete regular day.

### **Stabilize Student Enrollment/Attendance**

The best thing DHS can do to stabilize enrollment is to offer an outstanding education to our students. This is best achieved by monitoring overall student achievement and keeping current on innovative methodologies to meet student needs. The shift to block, along with a study of differentiated instructional

techniques, is a step in the right direction. Block scheduling will also lend itself to greater and more effective staff collaboration to facilitate curriculum delivery.

In an era of declining enrollment, it is imperative that DHS monitors its operating budget closely. The school has operated in the black for the past 3 years, but the previous 5 or 6 years had been marked by severe cost overruns. The board, superintendent/principal and business manager have adopted a credo emphasizing a yearly balanced budget while keeping an eye towards problems looming just over the horizon.

In the spring term of 2007-08 DHS began to use PowerSchool as a student management system. This modern program replaces an antiquated system that was first used in 1983. PowerSchool allows parents/guardians to view student attendance, grades and homework assignments online. In addition, notification of students with attendance issues is systematic rather than relying on someone noticing poor attendance.

The new website will allow interested citizens to get up-to-date information about school happenings as well as communicate directly with school personnel as well via e-mail.

DHS has many wonderful attributes that need to be communicated to the not only residents of Dunsmuir, but outlying areas as well. A continuous ad was professionally produced and is being seen in the cinemas in Mt. Shasta. The school purchases ads in the local paper regularly and the superintendent/principal has contributed articles to the local paper touting DHS in the past. In addition, the monthly principal's newsletter is mailed to the home of all DHS students as well as 7<sup>th</sup> and 8<sup>th</sup> grade parents from Dunsmuir Elementary.

The DHS facility is clean but unfortunately regular maintenance was neglected over the years resulting in a facility that has a poor appearance. The school has received a critical hardship deferred maintenance grant of \$400,000 this year to repair the exterior as well as a modernization grant of \$1,200,000 for the interior. The staff and board have been working with Dwayne Evans, Architect, to draw plans for a modern facility. It is hoped that construction can begin in the summer of 2008.

Articulation with feeder schools is scheduled for February of 2008. This will allow students in Dunsmuir schools to receive a seamless program K-12. Dunsmuir Elementary has many outstanding educators and students can only benefit from the two groups of teachers meeting regularly to discuss how to educate our students better.

## **Character/Ethical Development**

Over the past several years, teaching staff has noticed a rise in inappropriate behavior towards each other and a lack of student responsibility towards schoolwork. In the first effort to meet this shift in student mores, DHS has contracted with Phil Boyte to present a schoolwide student workshop on "Creating a Caring Community" with a follow-up event in the fall of 2008.

The staff will begin to evaluate materials to use in academic classes to promote good decision making skills for students. Staff will hold students personally responsible for their own behaviors while offering a network of support.

**Chapter 3**  
**Progress Report**  
**Schoolwide Critical Areas for Follow-up**

## **Schoolwide Critical Areas for Follow-up**

### **1. Alignment of academic standards, school goals and professional development need to be addressed through professional dialogue and collaboration in a systematic and comprehensive set of action plans.**

Alignment of academic standards and school goals has been addressed through professional dialogue and collaboration in our continued effort to adhere to action plans as presented in 2002. Over the years we have worked to align curriculum through a common instrument that has since been replaced with standards-aligned textbooks and support materials. We are currently working on across the curriculum assignments and projects to further extend standards as an interdisciplinary tool.

Professional development needs have been addressed with the use of an annual staff survey for professional development training. In the late spring, the staff will collaboratively prioritize staff development needs for both individual and school wide trainings. Recently as a result of a universal need the staff participated in training for teaching in the block. Another recognized need was differentiated instruction and the staff participated in a full day in-service. Plans for a follow-up workday are scheduled in the spring of 2008.

### **2. The school leadership and faculty develop and implement a comprehensive assessment system that adequately reflects the academic content standards across the curriculum which will indicate levels of mastery to students and the educational community.**

Discussions for school wide implementation of a comprehensive assessment system are currently in progress. The staff has begun to address common areas for assessment and is working to establish a school wide system of assessments that reflect the ESLR's and common academic standards.

### **3. The Visiting committee did not find evidence of a comprehensive structure that allows for planning for professional development based on overall school goals.**

See question 1 above.

### **4. The Visiting committee observed a need for increased professional analysis of student achievement data for the purpose of guiding program development and resource allocation across the curriculum.**

The school leadership and staff have established an annual analysis of student achievement data for the purpose of guiding program development and resource allocation across the curriculum. Most recently data revealed the need to obtain extra help for students outside the classroom for math and reading. The hiring of a part-time math aide has been a tremendous help for both students and the teacher.

The need to obtain a reading specialist was also indicated through analysis of student data. Unfortunately a reading specialist is currently not available in our area and this will become a goal for next year. In the meantime teachers are cognizant of student reading abilities and are differentiating instruction to meet the needs of individual students.

### **5. The Visiting committee observed a need for increased diagnostic, remedial, and enhanced instructional strategies in areas of low student achievement across the**

## **curriculum.**

Currently our Resource Specialist through our Student Support Program works one on one with students in a learning center model for improved student achievement. Students also receive extra help and remediation with assistance from our Math Aide. All staff members are available and accessible to students to help them understand and complete assignments.

The school leadership has been involved at the county level in establishing an intervention program for students whom fail the CAHSEE or whom score below grade level on CST's.

### **6. There is a need for an overall and systematic plan to coordinate all the support services to enhance student learning.**

Initiated in the 2005-2006 school year, the Student Study Team meets weekly for the ongoing development and revision of the systematic schoolwide intervention plan. Team members review and discuss needs of students who are falling short of established expectations. The committee makes recommendations to students and their parents for strategies to improvement the areas where a student is seen to be failing. Such remedies include extra help in the area of concern, time management techniques, assignment to credit recovery, and changes in the student's schedule to accommodate the student's particular needs. Through the Personal Education Plans program students are made aware of their personal responsibilities for their successful learning and are kept abreast of areas of concern towards their established goals and graduation.

### **7. The schoolwide action plans lack specificity, clarity, detail, evaluation and implementation strategies. The Visiting committee recommends that the schoolwide action plans be reviewed and refined relative to the comments in Chapter 5 of this report. Revised action plans are due to the WASC office on or before June 30, 2002.**

Schoolwide action plans were reviewed and refined relative to the comments in Chapter 5 of the Visiting Committee's report. Revised action plans were submitted to WASC on June 2, 2002.





## **Chapter IVA: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

Organization and Leadership Focus Group:

Danelle Cascarina

Len Foreman

Ellen McArron

Kim Vardanega

**A-1: The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.**

The vision statement of Dunsmuir High School is "Dunsmuir Joint Union High School District enhances individual student learning through responsible, participatory, respectful and interactive educational practices." The vision statement was developed in 2006 in several meetings with the staff and in one meeting with the governing board and the school Site Council.

Coincidentally, during the process to look at the ESLR's, vision and mission statements and the motto, several staff members were working on advanced degrees. Their exposure to different aspects of current educational research was valuable to the process.

The Expected Schoolwide Learning Results (ESLR's) were developed in 1996 in preparation for WASC. These ESLR's were brought before the staff and governing board in 2006 for review as to their pertinence to current practices. After much discussion, it was determined by the staff that these ESLR's still represented the goals of the school.

During the review of the ESLR's, the staff chose a new motto: "Dunsmuir High School-Shaping Responsible Citizens".

Copies of the ESLR's have been on display in classrooms since their inception. A new document containing the vision and mission statements alongside a condensed version of the ESLR's and the new motto was developed in 2006 and placed in all rooms in the 2007-08 school year.

As noted elsewhere, DHS moved to a 4x4 block schedule in the 2007-08 school year. This change was precipitated by a new administrator who perceived the traditional 6 period day as not being conducive to the success of both students and staff. The topic of a new schedule was originally discussed in 2005 but the bulk of the research came in 2006-07. After months of discussion the decision to switch to block schedule was made in the spring of 2007 with complete governing board support.

**A-2 The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide plan and its relationship to the Local Educational Agency (LEA) plan.**

The administrator reviews and updates board policies at least quarterly. He seeks out the opinion of other staff member's expertise when board policies that affect their particular area come up for review and updating. After review and recommendation by the Superintendent/Principal, the governing board

reviews the policies under consideration and, after discussion either adopts them or asks for changes, more information and additional readings.

The district subscribes to “GAMUT” an online database of board policies and administrative regulations to assist in board policy development. In the fall of 2007, the district contracted with the California School Board Association (CSBA) to review current policies to assure their accuracy with current law and district practice. In the fall of 2007 the District arranged for the California School Boards Association to conduct an audit of DJUHSD policies for conformity and compliance to current law and practices.

The governing board adopts the Single Plan for Student Achievement at a regular board meeting. The consolidated application coordinator, superintendent/principal and chief business official provide any information to board members should there be questions regarding implementation of the schoolwide action plan based upon financial information.

The School Site Council meets regularly to review the Single Plan for Student Achievement and recommends to the Board of Trustees evidence based uses for state and federal categorical funding resources. The Plan is updated annually and submitted to the Board of Trustees for approval.

Due to the small size of DHS, the governance system is not marked by a highly formalized system. The personal leadership style of the superintendent/principal is informal in nature. He maintains an open door policy that encourages staff members to stop by whenever they have a question or an issue. Also, the superintendent/principal makes frequent visits to staff members to seek input as needed. Monthly staff meetings, teacher work days, and the student study team are all forums for discussion of schoolwide issues and policies. All members of the staff, classified and certificated, are encouraged to participate in staff meetings and all views are heard. Additionally, the superintendent/principal's, as well as virtually every other staff member, personal style is informal.

**A-3: Based upon student achievement data, the school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results and the academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on analysis of data to ensure alignment with student needs.**

At Dunsmuir High School leadership is in the hands of all of the staff. Because of its small size, and collegial relationships, all members of the staff are encouraged to participate in decisions. The re-visited school's ESLR's, vision and mission statements and motto as well as the new block schedule are results of this collegial attitude of all members of the school.

Each month the staff selects a student(s) of the month (SOM). The student, and his/her family, is invited to a meeting of the governing board where they receive congratulations from the governing board, as well as a small gift from a local business. An enclosed bulletin board was purchased in the fall of 2007 and placed in the foyer of the school so that all students and visitors can see who, and why students were chosen as student of the month. The local newspaper publishes the picture of the SOM as well as a small article lauding their accomplishments and attributes.

Outside of the office there is a small bulletin board where all articles that mention a DHS student or staff member are placed. In addition, the honor roll is posted each quarter and is a source of pride for all of those students on the honor roll.

The athletic department honors athletes at an evening meeting with parents and interested community members. Also, at the final home game of each sport, the seniors are honored for their athletic accomplishments.

A monthly principal's newsletter is sent home to all parents/guardians as well as members of the Chamber of Commerce and the city council. The newsletter contains a brief topical message from the principal as well as a summary of activities going on at the school. In the newsletter, as well as any other mailings from the school, the public is encouraged to call or stop by the school if they have anything they wish to discuss.

In the fall of 2007 a professionally created video ad was placed in the movie theaters in Mt. Shasta touting Dunsmuir High as an innovative educational institution in Siskiyou County. The ad will be viewed a minimum of 28,000 times during the 2007-08 school year.

A local website development company was contracted with in 2007 to revamp and modernize the DHS website. Unfortunately, the county office of education's server was unable to handle the changes created by the website developer. When this document was written, SCOE was replacing their old server with an up to date model and we hope to have our new website up and running very soon.

The school attempts to allocate resources as best it can to meet the needs of students. An example of this is the hiring of a math and reading tutor three days a week. This hiring was a result of the dropping scores of DHS students on assorted State assessments.

The development of the block schedule was a result of the drop in student achievement evident both by anecdotal evidence as well as grade averages and test scores. The drop in academic achievement caused a discussion in staff meetings about how DHS could best address the situation. When block schedule was proposed as a possible solution, a meeting for the community was held to discuss all aspects (favorable and not) of the proposed schedule.

**A-4: A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction and ongoing professional development.**

Prior to 2006, there was no schoolwide professional development plan. Typically, a staff member would request funding to attend a conference and then would report what they had learned to the rest of the staff upon their return. In 2005-06, all staff members were given Robert Marzano's book *Classroom Instruction that Works* which then was discussed at subsequent staff meetings. A representative sample of professional development trainings includes:

- "Odd Girl Out"
- Differentiating Instruction for All Students
- Northern California Writing Project
- CTE Business Roundtable
- Nutri-Kids, Basic and Advanced
- Transition Planning for Secondary Students
- North State Math Partnership
- California State Social Science Conference
- Ruby Payne – Understanding Poverty

In an effort to develop an ongoing staff development process, a staff development survey was distributed to all staff members in the spring of 2006-07. They listed areas of interest that they wanted or needed to learn more about or would meet a schoolwide need. As a result of the survey, all teaching staff participated in a differentiated learning workshop in August of 2007. A staff member from BTSA presented the workshop to assist our staff in developing this area.

Due to the shift to block schedule, a three-day workshop was held in June, 2007 to study how the block schedule actually works in a classroom. The superintendent from Gateway Unified District (John Strohmeyer), which has been using block for 10 years, addressed our staff one day. The second day, a speaker arranged through our county office of education discussed block strategies in general and how

they applied to vocational education in particular. The third day was devoted to staff working collaboratively to develop one unit per teacher for use in their classroom.

The use of the staff survey will be continued this year. Statistics will be kept on areas of interest for inservice development.

The Siskiyou County Office of Education has an outstanding curriculum and instruction department. This year they have represented an outstanding conference on Response to Intervention (RtoL). Three members of our staff attended the conference and will work with the rest of the staff to develop the systematic interventions necessary to assure student success.

**A-5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student needs?**

For the past 2 years DHS staff has had 12 “teacher workdays” established within the calendar. Students are released at 1:50 p.m. and staff meet to discuss issues facing the school and to develop plans to deal with these issues. During the 2007-08 school year, the bulk of the workdays were in the first term of the school year to allow teachers to collaborate on the WASC report.

Rather than a written professional development plan, DHS has a professional development process. Established in spring of 2007, staff members are surveyed to develop a written list of areas of concern/interest for staff development. This list is discussed and prioritized by the teaching staff at a faculty meeting. After the list is finalized, the superintendent/principal arranges group professional development activities for the staff. This process was used to establish differentiated learning as a priority as well as techniques for teaching in the block schedule.

The Siskiyou County Office of Education conducts extensive county-wide professional development activities. They solicit input from districts in the county and then establish their activities. Largely as a result of input from Dunsmuir High, the county sponsored two activities focused on specific issues facing high school girls as well as another activity focused on the unique issues facing high school boys.

As noted in other areas of the report, DHS staff members have attended many professional development activities. For example, the PE instructor attended a three day PE conference that resulted in a complete re-write of PE curriculum and activities focused on life-long activity and health and nutrition. Our math instructor attended an extensive summer conference that provided him with up to date activities and methodologies that resulted in a shift in how mathematics is taught at DHS. Our science teacher is one of only seven GATE certified instructors in Siskiyou County and the only high school level GATE instructor.

**A-6: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing in the academic standards and the expected schoolwide learning results.**

The Dunsmuir High School community works effectively and collaboratively to determine the best ways to allocate funds, create programs and assign personnel in order to promote student learning and accomplishment of our ESLR's. A strong foundation of physical and material support is in place to continue with our programs and to design new and effective programs to meet the ever-changing needs of our students. We are proud to be able to continue so many programs in light of dwindling fiscal resources.

Textbooks and technology are current with the capacity to extend and enhance the learning process for all students. Teachers are designing effective methods to deliver instruction to a variety of learning styles of students and are infusing technology more easily into their daily student assignments.

The recent change to the block schedule has helped both students and teachers achieve at new levels allowing both to interact more effectively and giving each more time to teach and learn.

Modernization of the physical plant is in progress and students will return in the fall to many new changes in the school. Phase I of the process will include new siding, windows and paint on the exterior. A new configuration of the main office will include a new entrance for the public and better help to control visitors to our campus.

## The Fiscal Picture

The overall financial health of the District continues to improve due to the diligence of the Board of Trustees, administration and staff to fulfill our mutual goal of fiscal solvency and stability.

Additional funding sources have been obtained adding to the overall strength of the financial picture of the District. For the future, the objective is to continue on this path of sensible spending coupled with sound educational decisions. The District is aware of the difficulty of one-time only funds and makes every effort to not cloud the actual financial state of the district by transferring one time dollars to special reserves in order to show a more accurate picture of the overall finances. To assess the overall health of the District, one needs to consider additional non-financial factors such as changes in enrollment, changes in the property tax base, changes in program funding by the federal and state governments, and conditions of the facilities.

The District received Modernization Planning funds and is in the process of moving forward in the OPSC process. The overall Modernization Plan is coupled with a Deferred Maintenance Hardship Grant. The District has plans to move forward with both plans in June 2008. While it does not directly affect the financial status of the District, it will improve facilities and in turn reap the rewards of a better image, more support from the community as well as the moral of the students and staff. The projects will have long term financial saving in utility costs.

Enrollment projections show a slight increase. The District is viewing this as a positive turn; however, it is continually monitoring enrollment in the feeder schools for future projections and conservative planning.

### Enrollment Projections

	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>
<b>Estimated P-2 ADA</b>	93.98	93.02	97.33
<b>Estimated Enrollment</b>	105.00	108.00	113.00

### Net Assets

The District's combined net assets were \$2,236,197 as of June 30, 2007. The District's total revenues were \$2,083,686. The majority of the revenue comes from Revenue Limit and property taxes (52.5%). Federal Forest Reserves accounted for 3.1% of revenue. Other federal and state aid for specific programs accounted for another 31.8% of total revenue. Miscellaneous local sources accounted for the remaining 12.6%.

The local costs of all programs and services were \$1,502,519. The District's expenses are predominately related to educating and caring for students (61%). Pupil Services (including transportation and food) account for 8.9% of expenses. Administrative activities accounted for 12.5% of total costs. Plant services, which represent the facilities maintenance and operations costs, account for 8.6% of all costs. The remaining expenses were for ancillary services and transfers between agencies (9.0%).

### Special Funds

Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by State law and by bond covenants. The governing board establishes other funds to control and manage money for particular purposes or to show that the District is meeting legal responsibilities for using certain revenues. The financial health and performance of the District as a whole is reflected in its governmental funds as well.

As the year ended it has a combined fund balance of \$1,162,767 above last year's ending fund balance of \$675,408; showing the District's efforts to reserve for one-time expenses and unforeseen conditions.

**Fund Types and Balance for example:**

Fund	Amount
MAA	\$175,498
Mandated Costs	82,297
Technology	52,092
Hillside	90,874
Capital Outlay/Vehicles*	22,000
Building	16,268
Colthart**	61,263

\*recently purchase a 4X4 Expedition

\*\*local trust fund

The District also has other governmental funds which include the School Facilities Fund that the modernization planning dollars are expended from and the Deferred Maintenance Funds of \$143,000 at year end. The Modernization Grant is approximately \$1.2 million and the Deferred Maintenance Hardship is approximately \$350,000. The District is in the process of applying for an additional Hardship Grant that will enable the District to receive additional funding for the heating and ventilating systems (\$100,000) and to bring our elevator compliant with ADA (\$877,000).

At year-end the District had \$136,327 in debt consisting of the State School Building Loan Payable. The District will make its final payment to the state at the conclusion of the 07/08 school year.

The District has met the initial challenge it faced to bring the budget into balance, re-establish reserves, and to meet the requirements of the multi-year projections in a non-qualified status. The District's spending patterns are now within it means and financial parameters. The District still faces continual challenges in enrollment, increased utility and fuels costs, negotiations, and volatile state and federal funding uncertainties as evidenced by the recent Governor's budget proposal.

The District, while keeping its financial health as a top priority, is still keeping the number one goal of continuing to provide a quality educational program.

## **Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

### **Areas of Strength**

1. Our vision and mission is clearly defined and was collaboratively composed. Recent evaluation of ESLR's assured us that they remain viable.
2. Our Board policies have been completely brought up-to-date and a process exists that insures continued completeness of the policies.
3. Human, material, physical and financial resources are utilized for the benefit of students, faculty and the community.
4. All faculty and staff are highly qualified.
5. The District is solvent and has developed cost effective practices to save money and resources for the future.

### **Growth Areas**

1. Fuller integration of the Vision Statement and ESLR's in the classroom and in lesson plans.
2. Complete and follow-through of modernization and deferred maintenance project plans.
3. Continued coordination of collaboration days between departments for cross-curriculum project rubrics.
4. More thorough use of student data to drive decisions for student placement in appropriate classes.

## Chapter IVB: Standards-based Student Learning: Curriculum

Standards-based Student Learning: Curriculum Focus Group:  
Gabriel Dougherty  
Steve Van Ert

**B-1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the ESLR's? (Through standards-based learning (i.e. what is taught and how it is taught), the ESLR's are accomplished.)**

Dunsmuir High School has focused its efforts on revising all courses of study to make them standards aligned, rigorous and engaging for all students. This process of revision is a means, rather than an end, to the continuing method in which standards-based rubrics are created, student work is evaluated, and courses are changed. We have endeavored to make our curriculum more accommodating and malleable so that as many students as possible can aspire to the top courses without being excluded from the growing list of course offerings.

DHS has begun to offer classes based on student desires rather than forcing them to conform to extant classes. Some courses that provide hands-on experiences and real-world applications include Culinary Arts, Computer Applications, Woodshop, Leadership, Yearbook, Outdoor Living and Creative Writing. DHS has adopted scheduling innovations such as an intensive block schedule that makes special offerings available. This includes course offerings at College of the Siskiyous, on-line courses, and credit recovery.

The entire staff of DHS met several times last year (2006-2007) to decide how to approach this scheduling change so as to solve many of the challenges faced when attempting to make sure every student at our small school was provided with the flexibility needed for them to pursue their academic needs and interests.

<b>Findings</b>	<b>Evidence</b>
<b>All students are being challenged in all classes to meet standards and ESLR's.</b>	Student Handbook Student work, Lesson Plans
<b>DHS has increased efforts to create cross-curricular ties between courses.</b>	Student work Lesson Plans
<b>New courses are added in order to meet the needs and interests of students.</b>	Master Schedule
<b>DHS has instituted a policy of differentiated instruction.</b>	Lesson plans, Resource material Student work, Professional Development
<b>A rich array of courses is offered for college bound and vocational/technical students.</b>	Master Schedule
<b>Courses are standards based and address ESLR's.</b>	Syllabi Lesson Plans
<b>Course offerings are based on student requests.</b>	Registration process Needs Assessment 2007 Needs Assessment 2007
<b>70 to 80 % of students feel that their courses provide opportunity to meet academic needs.</b>	
<b>DHS has 10 collaboration days for staff to meet and plan so that ideas universal to every class can be implemented.</b>	Master Calendar, Classroom Rules Differentiated Instruction Vision/Mission Statements
<b>DHS has made efforts to articulate with local feeder schools and colleges to develop a strong foundation.</b>	Rose Wooldridge COS Len Foreman DES, Castle Rock

**B-2: To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**



During the spring registration for high school, eighth grade students and their parents are made aware of the various curricular paths available to all students. These paths are designed and developed by the teachers from various disciplines and provide access to the curriculum for all students. This information is presented in the Student Handbook regarding the development of a four-year plan. Students are encouraged to explore the differing curricular pathways with their parents and with the aid of the counseling staff to evaluate the student's educational and career goals. All students are urged to participate in programs like Upward Bound, Educational Talent Search, College Options, HOBY, Yosemite Institute, Camp Royal and Interact, a Rotarian student group. These and other programs such as GATE and RSP address the academic needs and interests of the students of varying ability levels. Each student's personal education plan is reviewed annually throughout their remaining years to ensure that student course selections meet graduation and college entrance requirements and prepare them for their chosen careers. All students from DHS have a four-year plan that will allow for the achievement of their goals.

<b>Findings</b>	<b>Evidence</b>
<b>School Counselor provides freshmen with information about curricular paths, high school and college requirements, clubs and extra-curricular activities and support services available at the school.</b>	Student Handbook Feeder school visits by Principal ROP, ISP, Upward Bound, COS classes Freshmen 8 <sup>th</sup> Grade Orientation Day during spring
<b>Every student has a four-year personal education plan.</b>	Career and Academic Transition Center (CATS)
<b>Parents feel that their students get help with academic and career plans</b>	Needs Assessment-2007
<b>College-bound students and their parents receive guidance and support throughout their four years to help with course selection, the application process, and the pursuit of scholarships.</b>	College Handbook; Daily Bulletin Notices; Financial Aid workshop for parents and students; Senior Parent meeting in September; CATS Personnel
<b>Upon graduation students go on to a four-year colleges, community colleges, and technical schools the military, and enter the work force.</b>	Senior Surveys
<b>Seniors receive numerous awards including the Ford and Cal Grant scholarships as a result of the encouragement and support offered by the staff and community.</b>	Graduation Night Awards Ceremony; CATS Personnel
<b>Sophomores and Juniors are encouraged to take the PSAT and the ASVAB</b>	CATS Personnel
<b>Vocational Technical courses offer school-to-work opportunities open to all students.</b>	FBLA, ROP classes, COS classes; Industrial Arts: Woodshop and Culinary Arts; Master Schedule
<b>Students have access to career opportunities beyond the classroom.</b>	Career Day at COS; Work Experience; Medford College Fair; College Options campus visits
<b>Career options and areas of interest are incorporated into courses.</b>	9 <sup>th</sup> Grade Across the Curriculum paper; Lesson Plans; Student work

**B-3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

Dunsmuir High School closely monitors its students' progress toward passing the CAHSEE and fulfilling the district's requirements for graduation as well as requirements for admission into 4-year colleges and universities. When students are deficient in these areas, counselors inform the students and parents and recommend programs to remedy these deficiencies. DHS provides a wide variety of opportunities for students to get in touch with representatives of post secondary education and career institutions in order to pave the way for a successful future. We look forward to implementation of a new student data management system which will allow students and parents to better monitor student performance as they accumulate credits toward graduation.

<b>Findings</b>	<b>Evidence</b>
<b>DHS offers summer school and tutoring for CAHSEE remediation</b>	School bulletin; Peer Tutoring; tutoring; RSP Learning Center
<b>Counselors meet with students who have two or more D's or F's in a grading term.</b>	CATS; Mr. Foreman; Letters to parents
<b>DHS offers opportunities (summer school, credit recovery) to make up unit deficiencies.</b>	CATS; Mr. Foreman; Registration forms
<b>Counselors visit senior English classes to prepare students for the college admissions process.</b>	CATS personnel and College Options
<b>New software allows students and parents monitor student performance on a week-to-week basis.</b>	Brochure/Overview of new system
<b>DHS offers assessments and inventories to help prepare students for success in post secondary education and career fields.</b>	PSAT ASVAB
<b>DHS conducts field trips to promote college and career awareness.</b>	School Bulletin – college fairs, job fairs
<b>College, military and career representatives come to DHS.</b>	Shasta College, COS, Chico State, So. Oregon; various branches of the military; career/technical school representatives
<b>DHS grads are succeeding in college and career endeavors.</b>	Anecdotal evidence: grads who voluntarily return to visit and reflect
<b>DHS promotes work experience for student discovery of potential career pathways.</b>	Records from Mr. Kellar and Office Practices

## **Standards-based Student Learning: Curriculum**

### **Areas of Strength**

1. Students have many layers of support to help them meet their academic needs and challenges. This includes accurate counseling and advising processes that inform students about their options as they leave high school and prepare for whatever comes next.
2. Teachers and staff know each other and are able to accurately assess student needs and accordingly provide them. In this way, each student receives an education tailored to what they need.
3. Every student has the opportunity to learn and grow through participation in a wide variety of extra-curricular activities. These provide a chance for personal growth and fun as well as rounding out the transcript of each student.
4. Dunsmuir High School provides work experience opportunities concurrent with schooling. From after school and weekend jobs to daily and weekly vocational training, students have a wide selection of ways to augment their education.

### **Growth Areas**

1. Dunsmuir High School lacks a uniform consistency in student expectations for learning from class to class. There is also significant subject crossover in what is taught between disciplines. Collaboration among the staff is a clear-cut answer to both these problems.
2. Despite curriculum choices that are more than adequate, not every student is challenged to his or her fullest potential because of behavior issues not solved by our code of discipline. We need to address these problems before every student can take full advantage of the curriculum offered at DHS.
3. The ESLR's need to be more of a focus in planning lessons and classroom activities.

## Chapter IVC: Standards-based Student Learning: Instruction

Focus Group Members:  
 Greg Spruill  
 Scott Porter

### **C-1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and ESLR's?**

The implementation of a block schedule has changed instruction at DHS by reducing the number of classes for teachers thereby reducing the number of preparations. Expanding class periods from sixty to ninety minutes means teachers must cover more material faster through a variety of methods of instruction. The core courses at DHS are standards-based with work examined through department-wide rubrics. Our curriculum has been expanded and diversified through offerings from the College of the Siskiyous. Course syllabi have been updated and rewritten to reflect increased emphasis on standards and the ESLR's. Teachers have participated in in-services for differentiated instruction and have begun to implement some suggested strategies. The staff will use information gathered from general conversations, standardized test results and the annual needs assessment to determine student needs and parent expectations about the use of the block schedule.

<b>Findings</b>	<b>Evidence</b>
<p><b>Courses are standards-based and address the ESLR's</b></p> <p><b>The goal of each teacher is to examine student work through the use of department-wide rubrics</b></p> <p><b>The staff continue to extend the use of assessment based on standards</b></p> <p><b>Alignment of courses of study and assessments of student work to standards and ESLR's is an ongoing process. Cross-curricular assignments serve to reinforce standards-based assessments and ESLR's.</b></p> <p><b>Students need to continue to be made aware of the standards being addressed and applicable rubrics.</b></p> <p><b>Teachers recognize the need for differentiated instruction. They have begun to implement it but realize that they need more training.</b></p> <p><b>Students need to be more involved in the development of rubrics and better informed about standards and ESLR's.</b></p> <p><b>Teachers recognize that our students come from diverse backgrounds and with varied abilities. We need to continue to address the unique needs of our students.</b></p> <p><b>Career-technical education opportunities exist for students</b></p>	<p>Refer to Course Syllabi</p> <p>Examples of student work and rubrics</p> <p>Syllabi and student work</p> <p>Student interviews</p> <p>Discussions with students and teachers</p> <p>Student work, lesson plans-continued training in differentiated instruction is planned</p> <p>Student interviews</p> <p>RSP, GATE meeting materials needs</p> <p>Work Experience, Computer Applications, Culinary Arts, Woodshop</p>

### **C-2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.**

Dunsmuir High School addresses this question by striving to fulfill the primary tenet of our mission statement which is to encourage lifelong learning. To that end, DHS provided opportunities for students to use technology to effectively communicate, solve problems and acquire information. Our library and computer lab are open to all students and staff. A tutor is on duty five hours a day, three days a week. Teachers collaborate with each other and with the tutor in assigning cross-curricular projects and research papers that emphasize higher order thinking skills. Guest speakers, business representatives, and the College Options program offer a vision of life beyond high school to help our students make informed decisions about academic and career opportunities, as well as personal development.

<b>Findings</b>	<b>Evidence</b>
<p><b>Learning approaches include but are not limited to lectures, field trips, projects both individual and group, skill-building activities, lab experiments, debate, re-enactments, cross-curricular research and reporting, and practical applications</b></p>	<p>The Junior English/U.S. History research paper requires students to examine pivotal 20<sup>th</sup> century events and come to conclusions about cause and effect. The Freshmen English/Computer Applications project allows students to investigate potential career interests and analyze the feasibility of possible future choices.</p> <p>Fine Art includes student performances in art, drama and music with audiences locally and regionally. Math includes unit projects, tessellation creation projects, interactive software and Smartboards. P.E. offers personal fitness plans, body fat analysis, and lifelong sports such as golf and aerobics. Science utilizes hands-on labs, technology-driven units, lab experiments, video lessons and field trips. Social Science uses project-based instruction, with the goal of developing citizens who can actively participate in the democratic process. Instruction includes re-enactments, mock trials, city planning, and participation in the voting process. Vocational /Career Tech offerings include Work Experience, Computer Applications, Desktop Publishing and designing the annual yearbook, Culinary Arts, Drama and the dinner theatre and Woodshop. Special Programs include College Options, tutorial services on campus and through Outward Bound, Odyssey of the Mind, guest speakers, various athletic sports and competitions, field trips, College of the Siskiyous courses on campus and the Senior Project.</p> <p>Parent survey of the Annual Needs Assessment, questions 18-22.</p>
<p><b>DHS must place added emphasis on preparing students for</b></p>	<p>77% of parents responding positively</p>

**post-secondary education and career paths.**

**DHS encourages parents to participate in the education of students and keeps parents informed of student's progress.**

**DHS is taking steps to improve communication among all stakeholders by acquiring and utilizing a state of the art student reporting system in spring of 2008.**

on the parent survey.

PowerSchool to be implemented in 2008.

## **Standards-based Student Learning: Instruction**

### **Areas of Strength**

1. Students are provided a wide variety of learning opportunities, which not only encompass the use of technology, but also occur outside of the classroom.
2. Positive teacher/student relationships especially in regards to accessibility and providing feedback on student work.
3. Small class sizes allow for a much greater degree of individual instruction.
4. The teaching staff works closely together.

### **Growth Areas**

1. Improve access to technology, especially the use of computer labs as well as improved and expanded use of the school website.
2. Increased opportunities for project-based student learning in which skills learned in class can be applied in meaningful ways beyond the classroom.
3. Staff planned Collaboration Days.
4. Opportunities for greater collaboration with our feeder schools.

## Chapter IVD: Standards-based Student Learning: Assessment and Accountability

Focus Group Members

Alena Jones

Ray Kellar

### **D-1: To what extent does the school use professionally acceptable assessment processes to collect, analyze and report student performance data to the parents and other shareholders of the community?**

Dunsmuir High School utilizes to the fullest extent the information produced by local, state and national assessments. The data that we collect from STAR tests, along with other sources of achievement data, including but not limited to SAT, ACT, PSAT, CAHSEE test results, are discussed at many levels within the school community, and the information is then passed on to students and parents and as the basis for setting up goals and revisions of programs as deemed necessary.

Over the last few years these assessment results have been a determining factor in professional development opportunities being offered, class revisions, schedule revisions and staffing of programs. Information regarding student progress and preparedness is reported in many ways and at many levels; faculty meetings, newsletters, back-to-school nights, board meetings, Site Council meetings, specific mailers home, press releases and on the DHS website. In the last few years all teachers have begun utilizing electronic grading programs (at various levels) with results made available to students and parents at their request.

Recently we have made progress in identifying and putting into place a new electronic attendance/grading program which will be online for staff and schoolwide sometime in the spring of 2008. This new system will allow for more parental and student access to grades and classroom assignments. We have also been utilizing staff time to discuss and analyze student success in the classroom environment. This analysis has lead to the current Block Schedule which to date has shown an overall improvement in student GPA and classroom success. We hope to be able to utilize more collaborative time between staff to identify student needs and revise course work and classes as necessary.

<b>Findings</b>	<b>Evidence</b>
<b>Assessment and analysis of data has determined the school's critical areas of need</b>	Data analysis of STAR, CAHSEE, SAT, PSAT, ASVAB
<b>Improving analysis by staff and reporting data to stakeholders should be more effective</b>	Continued efforts in collaborative analysis of student achievement and scores
<b>Parents and students have increased access to student in-class performance</b>	Power School attendance and grading program with online capacity (in process)
<b>DHS academic, demographic and financial information distributed to the community</b>	School Accountability Report Card, press releases and periodic newsletters
<b>Parents feel well-informed in regard to student progress (77%) and school activities and events (44%)</b>	Needs Assessment 2006-07: Parent survey

### **D-2: To what extent do teachers employ a variety of assessment strategies to evaluate learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student?**

Teachers utilize a variety of methods to assess student growth. Teacher originated assessments, textbook assessments, written and oral assessments, term papers, portfolios, projects, hands-on/problem-based assessments and electronic or web-based evaluation tools. This technological assessment base is new to some staff, however more and more are beginning to utilize this electronic strategy and its assessment methods.



Students are given the tools and instruction in technological information via software use to access, collect, analyze and present information via software application processes. Applications learned include PageMaker, In-Design, Word, Excel, PowerPoint, Office and many other class-specific software packages available to the school. Classroom instruction had been updated and structured in the Standards-based mode through professional development opportunities and staff led collaborations. The staff currently indicates a desire to put student achievement data and the analysis of such at the center of our plan to determine how well our revisions and classroom efforts are working.

The staff meets on a regular basis to examine student work practices and discuss expectations related to standards and student success. This is an ongoing topic and will be in the forefront of our staff discussions for the future. Our intention is to utilize a collaborative process to set standards-based goals while utilizing student data as the basis for improvement to curriculum and instruction.

<b>Findings</b>	<b>Evidence</b>
<b>Teachers use a variety of tools to assess and gauge student progress and achievement</b>	Course descriptions list examples of classroom assessment activities as well as projects and activity examples posted in classrooms
<b>Staff meet formally and informally in order to analyze and assess student work based on curricular rubrics and utilizes these meetings to assess and modify instruction</b>	Analysis of student work in classroom and curricular settings.
<b>Classroom assessments that emphasize higher order thinking processes are utilized: analysis, synthesis, evaluation, problem solving, etc. Classroom instruction and assessments tied to ESLR's and Standards.</b>	Course descriptions, syllabi and classrooms. Test scores, CAHSEE and other valid tests used to analyze student progress and achievement of higher order thinking skills.
<b>In-Service trainings have been provided to encourage staff to enlist new thoughts and ideas when it comes to assessment strategies.</b>	Professional Development; differentiated instruction; standardized implementation of curricular materials.
<b>Parents feel that a variety of assessments are used throughout the course schedule.</b>	Needs Assessment 2006-2007: Parent Survey

**D-3: To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?**

Dunsmuir High School uses external assessments such as CAHSEE, CST, SAT, PSAT and others to monitor student progress toward achievement of academic standards and the ESLR's. Reports of individual student achievement are turned over to academic counselors in order to set goals for the upcoming school year; teachers discuss and evaluate data so that accommodations and modifications can be made throughout the school year. In addition to external data, DHS depends on internal assessment of course work to track student progress and to assist in guiding our improvement efforts and strategies. In order to determine whether students are proficient academically, all courses are aligned to the California State Standards and teachers are in the process of designing and implementing rubrics that will help to insure that course success also means successful standards knowledge. To further this goal, teachers plan to meet regularly to discuss student work in the different curricular areas in an effort to insure that standards-based assessment is occurring at all levels. Student results are shared among staff in many ways throughout the school year in an effort to emphasize and encourage improvement.

<b>Findings</b>	<b>Evidence</b>
<b>Teachers use Standards-based assessments</b>	Courses descriptions and syllabi
<b>Staff use classroom and cross-curricular rubrics to assess progress of students meeting standards</b>	Staff grading procedures and student work examples
<b>CATS facilitate the effective use of test scores and results</b>	DHS passing rates for CAHSEE, STAR, CST and other testing are positive
<b>Assessment results distributed to staff for use in revising and improving instructional techniques</b>	Staff discussions, data folders, staff meetings, cross-curricular discussions.

**D-4: To what extent does the assessment of student achievement in relation to the academic standards and expected schoolwide learning results, drive the school's program, its regular evaluation, improvement and usage of resources?**

Assessment drives Dunsmuir High School's programs at all levels. A number of new offerings of programs and/or drastic changes in programs have recently taken place in response to assessment results. Our literacy support programs are designed to benefit students by training staff to share and utilize research-based methods and materials to boost student performance in all curricular areas. Our model of student inclusion is designed to benefit Resource Specialist students and students with special needs who receive standards-based curriculum in the regular classroom as well as support from the RST. Teachers begin and end each school year with an analysis of student achievement data in order to set curricular goals for the next year. Teachers work to provide cross-curricular learning projects and opportunities for students to learn the depth of knowledge as well as the breadth of knowledge. These meetings of staff allow curricular departments to determine and monitor the progress of students and groups of students by looking at disaggregated data that is collected internally by the staff. As a result of this course revision process, classroom assessments and coursework reflect individual student progress toward achievement of the standards-based objectives. Throughout the year teachers and staff receive external assessment results which help them to identify student strengths and weaknesses in order to more effectively target necessary changes to instruction and curriculum.

<b>Findings</b>	<b>Evidence</b>
<b>Curricular areas utilize results of internal and external assessments to set goals and modify curriculum and instruction</b>	Staff meetings, interviews with teachers, planning meetings
<b>District provides training and workshops driven to external and internal assessment methods</b>	Professional development notes and logs; teachers

<b>Model of RSP Student inclusion</b>	RSP Notes and files
<b>Student Study Team, IEP meetings based on need determined by assessment of student performance</b>	SST and IEP notes and forms
<b>PE currently developing assessment program to comply with new state guidelines</b>	PE syllabus, course descriptions, Wellness Program
<b>Science, Math and English departments assess students through data analysis to determine student readiness for post-secondary offerings</b>	Placement tests, internal assessment and CSU Early Placement Test, CATS Center, College Options reports and records.

## **Standards-based Student Learning: Assessment and Accountability**

### **Areas of Strength**

1. Standards-based courses of study and standards-aligned textbooks assure teachers that they are teaching the standards.
2. Cross-curricular projects assess/confirm overall student knowledge/application skills.
3. Low student/teacher ratio compliments the standardized testing practices allowing for necessary one-to-one teaching and assessment of skill/knowledge.

### **Growth Areas**

1. Use student achievement data to improve academic achievement school-wide.
2. Continue to share student data so that teachers know what other teachers are doing and what students are producing in different classes.
3. Continue to implement the ESLR's in all class work so that students realize why the ESLR's are so important.
4. Continue and improve planning of staff collaboration time to provide for open communication between curricular areas and fully design rubrics.
5. Continue the planning and implementation of cross-curricular projects to verify student understanding and learning.

## Chapter IV E: School Culture and Support of Student Personal and Academic Growth

Focus Group Members:  
 Patricia Devereaux  
 Pam May  
 Linda Ryan

### E-1: To what extent does the school’s leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Dunsmuir High School’s leadership employs an extensive range of strategies to encourage parental and community involvement with the teaching and learning process for our students. Dunsmuir High School is the “hub” of our town. Students, staff, and community feel a strong personal connection to our school. The school has many channels of communication that link the school with parents and community. Parents and community members are welcomed and encouraged to participate in school activities and be involved in their students learning process. Shaping responsible citizens is the shared purpose of parents, staff, and community.

Findings	Evidence
<p><b>Administrator “open door” policy, allows him to be accessible to students, parents, community, and staff.</b></p>	<p>Mr. Foreman</p>
<p><b>Regularly scheduled board meetings are held on DHS campus</b></p>	<p>Ms. Vardanega</p>
<p><b>Dunsmuir High School annually hosts <i>Back to School Night</i>, within the first few weeks of school. This event offers Dunsmuir High School staff and administration the opportunity to present program information that will support and enhance their student’s education, future goals, and plans. Additionally, parents have the opportunity to communicate with staff and administration on an individual basis.</b></p>	<p>Mr. Foreman/Teachers</p>
<p><b>In the spring, <i>Open House</i> showcases the students’ progress and evidence of their work.</b></p>	<p>Mr. Foreman/Teachers</p>
<p><b>The DHS Administrator has the opportunity to update parents of the plans and programs for the end of the current school year, summer activities, and the next school year. Refreshments are provided by the Dunsmuir High school’s Culinary Arts program. This event also allows for College Options to share information about its programs.</b></p>	<p>Mr. Foreman</p>
<p><b>Throughout the school year Dunsmuir High hosts numerous events that are open to the community such as: drama productions, dinner theatre, music concerts, and homecoming events - ice cream social and sporting events. These events serve to bridge community and school, strengthening involvement and partnership between school and community.</b></p>	<p>Mr. Foreman</p>
<p><b>Site Council is an established conduit for interaction between administration, teachers, parents and students.</b></p>	<p>Mrs. McArron</p>
<p><b>Administrator informs parents/community by newsletters mailed out several times a year. These informational letters are sometimes published in the local newspaper informing community about new programs, policies and upcoming events.</b></p>	<p>Mr. Foreman</p>

<b>Parents are invited to respond and give their input via a questionnaire mailed home annually.</b>	Mrs. McArron
<b>Frequent communication from guidance counselor to home regarding students progress towards graduation, upcoming testing dates, scholarships, field trips, visits to colleges, and upcoming events</b>	Mrs. Devereaux
<b>Plan for pyramid of interventions is being developed</b>	Mr. Foreman/Ms Ryan
<b>Administration frequently contacts parents and guardians via phone calls</b>	Mrs. Devereaux/Mr. Foreman/Mr. Kellar Mrs. Devereaux
<b>If a student is failing a class, a letter is sent home with progress report requesting a meeting with Student Study Team or teacher of failed class.</b>	Mr. Foreman/Ms Ryan
<b>SST consists of principal, vice principal guidance counselor and RST, SST meeting are held weekly</b>	Mrs. Lisa Kirch/Parent Volunteer
<b>Our Boosters club is run by parents, supporting athletic programs</b>	
<b><u>COMMUNITY RESOURCES</u></b>	
<b>Local cable network airs a public service announcements regarding DHS Local newspaper regularly provides coverage for school events.</b>	Mrs. McArron
<b>A high level of collaboration occurs between school and local community organizations and service providers such as: Kid’s Factory a family resource center, Siskiyou Medical Group, Siskiyou County Behavioral Health, School Nurse, Child Protective Services, and the Sheriff’s department to offer students and their families the resources to achieve the academic standards and ESLR’s.</b>	Mr. Foreman
<b>FBLA – Future Business Leaders of America works with local business to support student learning</b>	Mr. Kellar
<b>Interact: DHS students work with Rotary Club on community service projects</b>	Mrs. Crawford/ Community Member Mr. Kellar
<b>Local blood banks work annually with DHS to support a blood drive at school site.</b>	Mrs. Devereaux
<b>Lion’s Club and Rotary demonstrate support of student achievement by providing breakfast before STAR and PSAT testing.</b>	Mrs. Woolridge
<b>College Options provides counseling concerning college admissions</b>	Mrs. Devereaux
<b>Upward Bound provides tutoring and summer activities</b>	Mrs. Devereaux
<b>Speakers from Colleges, Technological Schools, Universities, Military regularly talk to students to inform them of their programs</b>	Mr.& Mrs. Welcome/ Community Members
<b>Community Members offer PSAT and SAT preparation courses locally – free of charge, to Dunsmuir High School students.</b>	Mrs. Devereaux
<b>Student Art is displayed at local gallery</b>	Mrs. Devereaux
<b>Scholarships from local businesses</b>	Mr. Kellar
<b>Local business collaborates and cooperates with school so that students</b>	

<p>may attain work experience and school credit.</p> <p>Local businesses work with County Office of Education, DHS and special education students through the Workability program to provide work experience.</p> <p>ROP – Siskiyou and Shasta Counties. Dunsmuir’s location in both Siskiyou and Shasta counties enables DHS students to benefit from ROP’s offerings in both counties.</p> <p>Community Senior Project: Seniors increase awareness and involvement of community by selecting a project that would benefit community.</p> <p>Community college courses that are taught by adjunct professors are offered at Dunsmuir High and are open to the community as well as DHS students.</p>	<p>Ms Ryan</p> <p>Mr. Kellar/Ms May</p> <p>Mr. Foreman</p> <p>Mr. Foreman/COS</p>
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### Parent/Community/Student Achievement

How does the school ensure that parents and school community understand student achievement of the academic standards and expected school wide learning results through the curricular/co-curricular program?

Findings	Evidence
Grade Connect is used by some staff to give students and parent’s access to class assignments and individual student progress.	Mr. VanErt
School WEB page is in progress	Mr. Foreman
ESLR’s are posted school wide and in handbook and are inherent in the teaching learning process.	Classrooms
TIGER Awards: spring award ceremony to acknowledge outstanding student achievement	Ms Vardanega/ Mrs. Devereaux
Power School – Attendance Program	Mrs. Cascarina/Mr. Kellar
Letters from school informing parents regarding student achievement and progress.	Staff
Progress reports for every student mailed home every five weeks	Staff
Regular telephoning to parents regarding attendance, academic performance and behavior.	Staff
Parental/Community access to computers on DHS campus for FAFSA/college application	Mrs. Devereaux
Cash for College- an evening meeting for parents and seniors with high school, College Options and College of the Siskiyou advisors to inform and help parents complete the FAFSA	Mrs. Devereaux/ Mrs. Wooldridge
Syllabus given at the beginning of each course	Staff
Eighth Grade Orientation	Ms Ryan/Mr. Foreman
Student Handbooks	Mr. Kellar Mrs. McArron

<b>Informational meeting held in the evening by guidance counselor for parents of seniors</b>	Mrs. Devereaux
<b>Athletic eligibility policy</b>	Mr. Kellar
<b>Student of the month</b>	Mr. Foreman

**E-2: To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

Dunsmuir High School provides a clean, orderly, and nurturing environment that encourages and promotes individuals to thrive and reach their potential. Existing policies and resources are in place to ensure the safe operation of our school programs. Professionalism and genuine caring are demonstrated on a daily basis by staff members who are potentially pivotal in the lives of students. Staff members recognize their unique roles in supporting students to achieve. Staff respectfully communicate high expectations for student achievement and demonstrate trust and dedication by supporting the student through the learning process. Staff regularly examine and evaluate effectiveness of existing programs and policies to continuously improve our school.

<b>Findings</b>	<b>Evidence</b>
<b>Dunsmuir High employs two custodians/maintenance personnel.</b>	Mr. Foreman/Mr. Robling
<b>Surveillance cameras in various locations around campus</b>	Mr. Foreman
<b>Internet contract for each student and parent to sign</b>	Office Staff
<b>Parent questionnaire given annually to provide feedback</b>	Mrs. McArron
<b>Cooperation with law enforcement, probation, and social services</b>	Mr. Foreman
<b>Safe School Plan</b>	Mr. Foreman
<b>Disaster Plan</b>	Mr. Foreman
<b>Block scheduling allows for quiet hallways, more time daily for each academic subject and less academic courses taken at one time reducing stress for students</b>	Mr. Foreman Staff
<b>School modernization is in process. Evidence includes: Modernization Plan/Deferred Maintenance-Hardship Plan</b>	Mr. Foreman
<b>Exterior modernization - Plan for Interior modernization</b>	Mr. Foreman
<b>Teachers are credentialed in subject area</b>	Ms Vardanega
<b>Attendance at professional growth workshops</b>	Mrs. Cascarina
<b>Frequent staff meetings</b>	Mr. Foreman
<b>Regularly scheduled staff collaboration days</b>	Mr. Foreman
<b>In-service days are arranged on campus for professional growth</b>	Mr. Foreman
<b>Attendance Records and Tardy Policy</b>	Mrs. Cascarina
<b>Behavior referrals to administration and if necessary Behavioral Health</b>	Mr. Kellar



<b>Inclusion model for RSP</b>	Ms Ryan
<b>Athletic Eligibility Policy</b>	Mr. Kellar
<b>GATE- courses are available to all students</b>	Mrs. McArron
<b>Staff participation and presence at extra curricular events encourages a high standard of behavior and performance.</b>	Staff

**E-3&4: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

**To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?**

Dunsmuir High School provides a comprehensive system of support for all students. These support systems are in place to encourage and assist students to experience success as well as feel connected to our school. The small size of the school allows for and promotes a very personalized approach to learning. Teachers and staff know the students as individuals and respond with a high degree of awareness regarding individual learning needs. Opportunities are available for students to bridge gaps in achievement in order to meet the high expectations of learning at DHS. All students feel connected to at least one adult on campus who provides support and guidance. The school staff is familiar with the families of our students and recognizes the importance of building partnerships with home and community. The school can serve as a bridge to link available community resources and families to enable all students to achieve the academic standards and ESLR's.

<b>Findings</b>	<b>Evidence</b>
<b>Frequent collaboration occurs between school and community organizations and service providers</b>	Mr. Foreman
<b>Shasta and Siskiyou County ROP programs offered to DHS students</b>	Mr. Kellar/Ms May
<b>All RSP students are fully integrated in all core curriculum classes' consultation and collaboration occur on a regular basis.</b>	Ms Ryan
<b>GATE/Odyssey of The Mind</b>	Mr. VanErt
<b>Title 1- all students have access to Title 1 services through school wide funding this includes a tutor available to students Monday , Wednesday and Fridays for six hours a day to assist students with reading and math skills and specific skills for passing CAHSEE</b>	Mr. Wasserlein
<b>Reading class is offered for Freshmen to strengthen reading skills Library and media center available to all students, an additional staff person has been hired to offer assistance for these resources</b>	Mr. Porter Mr. Wasserlein
<b>Upward Bound tutoring on DHS campus</b>	Mrs. Devereaux
<b>All students have access to student support through Learning Center throughout the school day including lunch time and after school.</b>	Ms Ryan
<b>Students at risk are referred to Student Study Team for plan</b>	Mr. Foreman
<b>Behavioral Health services available on campus two days a week. Counselor consults with staff on a regular basis. Students of concern may be referred to Behavioral Health counselor.</b>	Ms Roddy
<b>A contracted school nurse from the Siskiyou County Office of Education provides health services to all students including a smoking cessation</b>	Mrs. Shepard

<p><b>program, Brief Intervention program for students in violation of drug and alcohol policy, hearing and vision testing, Family Life education including STD and AIDs prevention and awareness, and the research validated prevention curriculum, Too Good for Drugs and Violence. Health consultation services with resource and referral services are also provided. The school nurse is an essential resource for DHS students and staff. There is a high level of collaboration that occurs with the school nurse.</b></p>	
<p><b>Each Dunsmuir High student participates in developing their own Personal Education Plan (PEP) with the academic guidance counselor and College Options advisor. Parents/guardians are invited and encouraged to participate. These plans are geared toward achievement of graduation and post secondary goals.</b></p>	<p>Mrs. Devereaux/ Mrs. Wooldridge</p>
<p><b>Community Day School located on DHS campus</b></p>	<p>Ms May</p>
<p><b>Independent Study Program</b></p>	<p>Ms Ryan</p>
<p><b>Frequent collaboration with Family Resource Center, classes offered to community and students located at DHS linking students with services.</b></p>	<p>Mr. Foreman/Bulletin Announcements/SST</p>
<p><b>Credit Recovery program offered to students during the school day to recover failed credits.</b></p>	<p>Ms May</p>
<p><b>College OPTIONS services: collaboration between public, private colleges and universities and local community colleges with the county office of education providing college awareness and preparation services.</b></p>	<p>Mrs. Wooldridge/ Mrs. Devereaux</p>
<p><b>Dunsmuir Schools Watershed Project collaborates with the River Exchange and the California Department of Fish and Game</b></p>	<p>Mr. VanErt/ Ms Franco</p>
<p><b>Individual support in filling out local scholarships and encouragement for high achievement</b></p>	<p>Mrs. Devereaux</p>
<p><b>ASVAB and PSAT tests are given each year for career and college preparation.</b></p>	<p>Mrs. Devereaux</p>

## **School Culture and Support for Student Personal and Academic Growth**

### **Areas of Strength**

1. The diversity and accessibility of student assistance to address student needs.
2. Cooperative efforts of staff to meet the needs of students.
3. The variety of people involved to address students in flexible and varied ways.
4. The cooperative efforts of staff, community and service agencies to address the social, emotional and physical needs of our students.

### **Growth Areas**

1. Teaching and holding students accountable for ethics, morals, values, manners and tolerance for each other.
2. Consistency between faculty and administration with enforcing common practices, rules and expectations.
3. Establish scheduled and teacher-directed collaboration days.
4. Enforce attendance rules of the school.



### **School-Wide Action Plans**

Throughout the WASC Self-Study process the school-wide action plans were considered as the ultimate goal of our research. The three action plans we have developed are a result of discussions both formally and informally during our regular school days and during WASC writing days.

We are convinced that our efforts should be directed in the three directions we have chosen for action over the next several years.