



# Dunsmuir High School

## SELF-STUDY REPORT

5805 High School Way  
Dunsmuir, CA 96025

Dunsmuir Joint Union High School District

April 19-23, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

**Dunsmuir High School WASC/CDE Self-Study Report**  
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## Dunsmuir High School WASC/CDE Self-Study Report

### **Preface**

The staff at Dunsmuir High School welcomes opportunities to examine what we do as an educational institution so that we may improve our impact on students achieving success. We recognize that continuous reflection and processing through engaged and collaborative discussions regarding our educational practices is essential for our growth. It is our intention to include all stakeholders in this process to gain insight and feedback from the larger community, acknowledging our shared responsibility in educating and nurturing Dunsmuir High School students.

In January of 2014 and 2015 a Community Forum Night was held at Dunsmuir High in an effort to obtain feedback, ideas and goals from the community. LCAP goals and progress toward these goals were examined by community members. The school's Mission and Vision, Motto and Tiger Traits were on display for community members and parents to review. The annual Needs Assessment/Survey was available on school computers so that all persons present had access to the survey and could complete it that evening, if desired. Continued efforts were made such as a reminder mailed home with progress reports in early February about taking the survey on our school website to encourage participation.

Common Core tenets, 21st Century Skills, and College and Career Readiness Standards were key in identifying Student Learner Outcomes (SLO's) and Critical Learner Needs. Staff focused on a broad and global set of skills that are necessary to have as a foundation in all academic areas and real life learning situations. Current data including benchmark results that are aligned with Common Core standards, student work and general classroom observations informed staff as we examined and discussed areas that were identified as critical learner needs.

Teachers present at monthly school board meetings to inform the board of current projects and new ideas that are taking place in their classrooms. Updates on the WASC process and revisions of Mission and Vision, school motto and Positive Behavior Intervention Strategies such as Tiger Traits were given to Board of Trustees throughout the year.

Multiple Teacher Work Days throughout the 2013/14 and 2014/15 school year were scheduled and time was allotted for staff to discuss WASC elements as a whole committee and time for committees to work on their specific criteria category. The process was a weaving of teams working together on categories and meeting as a whole staff for feedback to ensure 100% participation. LCAP, Single District School Plan For Student Achievement and input from the Site Council were additional key channels of communication informing the process and in identifying critical areas of growth.

Documents via Google Docs were shared online continuously for all staff to be apprised of ongoing additions and changes throughout the the WASC process.

### **ACCREDITATION HISTORY**

Dunsmuir High School has historically received a full six-year accreditation through the Western Association of Schools and Colleges. A full six year accreditation was granted in 1996 and in 2002. Our last review in 2008 under the criteria for Focus on Learning resulted in another full six-year accreditation with a three year review. We continue to make progress on previous action plans and identified areas of improvement and recognize this is an ongoing process.

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### **Chapter 1. Student/Community Profile and Supporting Data and Findings**

Dunsmuir is a sub-alpine community of approximately 1,600 residents nestled in the Sacramento River canyon in Northern California. The historical railroad town is surrounded by pine forests and many beautiful natural landmarks. The majestic presence of Mt. Shasta to the north and stunning Castle Crags to the south creates a spectacular setting. The town hosts several excellent restaurants, art galleries and unique shops and the area provides a variety of outdoor activities such as fishing, hiking and skiing. People from surrounding areas travel to enjoy Dunsmuir's vibrant ambiance and abundant natural resources. A substantial number of homes in Dunsmuir are second homes for people who live out of the area.

The community of Dunsmuir embodies a unique combination of growth and decline occurring simultaneously. While the town's population has decreased consistently in recent years due to lack of employment opportunities and economic challenges that are mirrored nationwide, there has also been a surge of innovative businesses and individuals who have consciously chosen the city of Dunsmuir to plant their seeds of creativity. Several of these businesses have extended a collaborative hand to Dunsmuir High and Dunsmuir Elementary to strengthen relationships between community and schools. It is an exciting time right now with a new wave of individuals who are active members in the community and care deeply about the future of Dunsmuir.

The reduction in population naturally impacts the number of students enrolled in Dunsmuir's schools. Despite declining enrollment, Dunsmuir High School remains a central focal point in the community. The community has a sense of ownership and shared responsibility in the education of our students. Dunsmuir High continues to be a hub of activity and is considered by many to be the heart of the town. Citizens attend school events and show support for the school in many ways. The high school has two feeder school districts; Dunsmuir Elementary (K- 8th) with a current enrollment of 70 students and Castle Rock Elementary (K-8th) located in Castella with an enrollment of 68 students. Dunsmuir High School fosters a positive relationship with both feeder schools and provides opportunities to ensure a seamless and supportive transition from middle school to high school. Careful attention is given to the orientation process for incoming 9th graders starting in the spring of their 8th grade year.

Dunsmuir Joint Union High School District has recently completed a 4.5 million dollar renovation and modernization to the facilities. The upgraded facilities offer students first rate accommodations for a healthy and safe learning environment. A new heating and air conditioning system throughout the building provides comfortable temperatures all year long and new windows and lights contribute to a pleasant atmosphere. The technology infrastructure has been upgraded to meet the current educational needs of students.

The atmosphere at Dunsmuir High School is one of warmth and vitality. There is a strong emphasis on developing a positive school culture that reflects high expectations and standards. The staff at Dunsmuir High School is a collaborative and engaged team of individuals who are dedicated to providing students with opportunities to take positive risks and experience success with a safety net of support to guide them through their experiences. Teachers are available to

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assist students before and after school as well as throughout the school day. We are a small school and students benefit from the close knit community atmosphere within our school where teachers and staff are accessible and willing to take the extra step to work with students.

Dunsmuir High School provides programs that are supported by Title I, Title II and Title IV (REAP) which provide funding that allows for professional development and support mechanisms for education. We offer an after school intervention and support program (Academic Recovery), Academic Resilience offers students the opportunity to recover course credits through an in-house classroom arrangement, and after school enrichment opportunities through athletics, band and drama offerings. Our current GATE program is characterized as emphasizing differentiation in the classroom and opportunities for enrichment in the performing arts, leadership, and academics. GATE program funding is now included in the Local Control Funding Formula.

Through the Federal Community Eligibility program, DHS offers free meals to all students including breakfast, Second Chance Breakfast and lunch. All students have access to nutritious food throughout the day.

#### **Community Support**

Dunsmuir High fosters relationships with many factions of the larger community and receives a large degree of support from the community. The following list of entities are some examples of the dynamic interactions between school and community. Dunsmuir Community Resource Center, Dunsmuir Chamber of Commerce, Rotary, COS Upward Bound, College Options, COS drama productions, POPs, Dunsmuir Supermarket, Firewhat, Dunsmuir Botanical Gardens, Siskiyou Art Museum, Dunsmuir Railroad Museum, First Baptist Church, Gary's Pizza,, Dunmuir Recreation District, Yaks Restaurant, Manfredi's Depot, Dunsmuir Fire Department, City of Dunsmuir. DHS has a small but dedicated Boosters Club that provides support for our athletic teams.

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

## **Paving the Way to Responsible Citizenship**

TIGER TRAITS OF CHARACTER

**RESPECT • RESPONSIBILITY • CITIZENSHIP**

Demonstrating respectful interactions with others

Demonstrating responsibility for our education, environment and community

Demonstrating exceptional citizenship

## **STUDENT LEARNER OUTCOMES**

- 1.Acquire knowledge to think conceptually and critically
- 2.Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.Effectively communicate ideas through multiple modalities
- 4.Work independently and collaboratively in an open and responsive manner
- 5.Make ethical and informed decisions that benefit themselves and the community
- 6.Actively participate in community through positive citizenship
- 7.Develop positive practices that promote physical and emotional well being
- 8.Solve problems in both conventional and innovative ways

**Enrollment** (\*projected)

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Year	Students
12/13	82
13/14	68
14/15	62
15/16	61*

### Graduation Rate

2011-12	100%
2012-13	100%
2013-14	* 94%

\* This translates to one senior not graduating in 2013/2014

Dunsmuir High School has an excellent graduation rate that exceeds both county and state graduation rates. Careful attention and support is given to seniors to ensure that they are on track for graduation. The Guidance Counselor meets with them multiple times throughout the year to ensure that they are in the necessary classes to meet graduation requirements. Progress reports are issued every five weeks to communicate with parents how their student is doing. The Student Study Team meets on a weekly basis and discusses progress of seniors. If a senior is failing a class or in danger of not meeting requirements then contact is made with home and a meeting scheduled to discuss strategies to help students get on track. Updates on seniors regarding Community Service requirements are also mailed home with progress reports.

Seniors have a quiver of support available to them to help them take steps for their post secondary life whether it be college, trade school, military or the work force. College Options maintains a strong presence on campus and supports all students in a multiple of ways. Many of our seniors go on to attend College of the Siskiyous or Shasta College. Last year's graduating class has students attending Southern Oregon University, Grand Canyon University, Arizona and Andrews University, Michigan. DHS provides a tremendous degree of support for seniors in their scholarship application process and we have a high number of scholarship recipients each year.

Dropout Rate: In the past 5 years we have had a 0% drop out rate and only one senior not fulfilling the graduation requirements in 2013/14.

### Attendance

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DHS is maintaining an 90-94% ADA for the 2014/2015 school year. The daily monitoring of student attendance is an ongoing process. We currently utilize a function of PowerSchool to send phone, text and email communications to the students homes when an absence or tardy is recorded in the daily system. This automated process keeps stakeholders in the loop regarding student attendance issues at school. The majority of our students attend school regularly often arriving before school starts and staying well after the school day ends. SAARB procedures are followed when necessary.

#### Suspensions / Expulsions

13/14	12	0
14/15	4	0

For the last 2 years when potential suspendable behaviors have occurred, we try to provide in-house educational discipline as opposed to sending the student home where no education may take place.

#### Socioeconomic Status

The majority of the families of students at Dunsmuir High are low income earning households. Through the Federal Community Eligibility program our school is able to provide free breakfast, nutrition snack and a lunch for all students. Most of our students take advantage of these opportunities, resulting in most students arriving before school starts to eat breakfast and staying on campus during lunch. DHS has an outstanding Culinary Arts program. Students prepare the meals that are provided to students and there is a feeling of ownership and pride among the students in the program. The ability to provide nutritious and creative meals prepared by students under the guidance of an experienced and talented instructor makes our school unique.

#### Ethnicity 2014/2015

Grade Level	American Indian	Hispanic	African American	White-Not Hispanic	Unclassified
9	3	3	0	9	0
10	1	0	1	5	7
11	0	1	3	13	1
12	1	3	0	11	0
Total	5	7	4	38	8

#### Special Needs

There are no students attending DHS who are English Language Learners. 3 students have IEP's



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and 2 students have a 504 plan due to medical conditions. The Resource/Student Support teacher is also the 504 coordinator and works with all DHS students on an on need basis.

**CAHSEE Proficiency**

**English Language Arts**

**Mathematics**

11-12	12-13	13-14	11-12	12-13	13-14
20%	56%	53%	30%	53%	88%

In the Spring of 2012, Dunsmuir High School entered Program Improvement Level I for the 12-13 school year. The understanding of staff at this level was that our Proficiency rate for the CAHSEE was minimal and needed to be increased. Beginning with the 2012-13 school year the implementation of CAHSEE study sessions for Math and ELA were put into place, and improvement in the proficiency rates has increased considerably. This focus is still in place with increased proficiency rates expected annually.

**California Assessments for Student Performance Proficiency Rates**

Subject	11-12	12-13	3-14
English Language Arts	36%	36%	NA
Mathematics	3%	13%	NA
History/Social Science	20%	31%	NA
Science	27%	65%	82%

In spring 2014, the first practice test of SBAC was administered to just the Junior class and there was no scoring of tests. The Spring of 2015 testing will once again have no scores available to show the effects on the standing of the school. DHS however should be able to utilize this data to provide feedback for levels of proficiency in the subject matter tests. In order to prepare students for these SBAC tests, staff have and will be providing classroom opportunities for students to take practice versions of the SBAC s in order to promote test taking strategies to enhance student performance, and guide the informational value of the tests themselves.

**Adequate Yearly Progress-Dunsmuir High School**

The most recent AYP of 732 was provided after the 2012-13 testing year. A growth of 105 points over the previous year showed success in our classroom preparation for the students. Unfortunately, the 2013-14 and 2014-15 school years will have no scoring benefit, thus making this pattern of improvement more difficult to track.

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### Class Size 2014/15

Freshmen	15	Juniors	18
Sophomores	14	Seniors	15

### Honor Roll/ **F List**

Sem 1            Sem 2            Sem 3

30	<b>10</b>	27	<b>10</b>	35	<b>9</b>
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Progress reports are issued roughly every 5 weeks. Students and parents are able to check assignments and grades through Powerschool. Weekly grade checks are mandatory for those students participating in sports. If a student is below a C in a class then they must attend Academic Recovery after school to bring up grades. Academic Recovery is open to all students. Despite these support systems there are students who fail courses in any given term. When a student fails a class they are put into a period of Credit Recovery/Academic Resilience in the next term in order to gain the necessary credits and progress on track for graduation in a timely manner. Summer school is also available to students who do not make up coursework during the school year.

### Community Day School/Independent Study

Community Day School can be a positive option for students who are coming to our school from other districts and are behind in credits to an extreme degree. Students can focus on making up coursework to get on track for graduation and often when they progress to the point of being caught up they enter Dunsmuir High School. Independent Study is also an available option for students if they meet the IS criteria and the decision has been made by the administrator and parents that this is the best option for the student. We offer a unique blend of programs and are flexible and creative in meeting the academic needs of students.

## **Chapter II: Progress Report**

### **Goal #1: Create a Professional Learning Community within Dunsmuir High School**

Dunsmuir High has made steady and consistent progress toward meeting and maintaining this goal and will continue efforts in this area.

Built into our school calendar each year are a number of Teacher Work Days for staff collaboration. In the past three years there has been an increase in the amount of days dedicated for this purpose. The Teacher Work Days allows DHS staff to interact for the purposes of interaction, development of cross-curricular instructional units, design and evaluate student assessments and data, and to continue sharing best practices and goals for the future of our students.

Utilizing the APL-Core model of Professional Learning Communities, DHS staff and administration designed the Teacher Work Days, which have been calendared every year since 2009, in order to continue this relevant form of communication between staff members. Each year we revisit the process and number of days offered, and have found that 12-13 days each year, (meeting every 3rd Friday), seems to work well for planning, discussion and growth processes for our students and school.

The past couple of years have been filled with the implementation of Academic Recovery, (after school tutoring, classroom help), Academic Resilience, (in school credit recovery program), Positive Behavior Intervention Strategies (PBIS), individual staff tutoring and mentorships and after school programs, (NHS, band, athletics, etc.) which continue to enrich the lives of our students. We have seen an increase in academic achievement and the overall development and growth of study habits in individual students.

We have recently designed and implemented our Student Learner Outcomes and these are posted throughout the school. We are working on common rubrics for academic standards and classroom expectations. Staff collaborates regarding procedures to enrich the classroom environment, school atmosphere and common goals for the enrichment of our students lives at DHS.

### **Goal #2: Articulation with Feeder Schools and Local Colleges**

Dunsmuir High School continues to seek ways to strengthen and establish consistent articulation with our feeder elementary schools and our local community colleges. This is an ongoing and active process and will continue to be a focus for Dunsmuir High.

We have made steady progress and have established a solid collaborative relationship with Dunsmuir Elementary. Dunsmuir Elementary School and Dunsmuir High continue to schedule

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common collaboration days, (1-2 days each term) and share community projects with local business to ensure that we are unified in our efforts to educate our students. FireWhat has focused some projects around collaboration with Dunsmuir Elementary and Dunsmuir High helping to foster a spirit of cooperation between schools. We have expanded our involvement with community business and organizations in Dunsmuir in order to expand the real life needs and experiences of our student population through mutual efforts and projects involving both campuses. Our collaboration with Castle Rock Elementary is friendly and continues to remain intact, however, perceived tensions between the feeder schools at times impedes progress for all schools to be involved on an entire collaborative basis. Careful attention is given to the orientation process for incoming 9th graders starting in the spring of their 8th grade year. In the spring, parents of 8th graders and students are invited to attend Dunsmuir High's Open House and Student Showcase. 8th grade students spend a day at the high school to get a close up experience of high school. Current high school students share their stories and offer advice to help prepare them for their Freshmen year.

Communication continues with College of the Siskiyous (COS) regarding availability of coursework and options available for DHS students to take college courses. COS articulates with DHS in the spring by providing a student orientation (SOAR) on the DHS campus for those seniors who are planning on attending COS in the fall. DHS and COS continue to collaborate in the administering of The COMPASS placement test. The COMPASS placement test is used by both COS and Shasta College. Faculty from COS presents to Juniors and Seniors to talk about COS programs. DHS seniors and junior attend events hosted by COS that are designed to prepare and educate students about the many options that are available to them after high school. COS solicits feedback from all high schools in the county to help direct their events in order to maximize their impact on students.

#### **Goal #3: Promoting a Community Atmosphere and Goal # 4: Establish School Wide program for Student Character Development**

Because Goals 3 and 4 are interconnected in many ways, it makes sense to address progress made toward these goals simultaneously. The majority of current staff members at Dunsmuir High are fairly new to the school; two were hired as of the 2014/2015 school year. There are very few staff members remaining that were involved in the last WASC process. Although the configuration of our school community changes throughout the years, we continuously strive to create a community atmosphere by maintaining strong relationships with stakeholders; students, parents, staff and our community. The Principal/Superintendent provides strong leadership within the school community and is very accessible to all stakeholders. His open door policy sends a clear message that he authentically desires to be in consistent communication regarding school matters. The strategic placement of the Principal's office upstairs (where the majority of classes are held), allows his presence to be highly visible and accessible. Feedback at the last community forum from parents was that the school was very responsive to their needs and concerns regarding their students. Feedback from exit interviews with last year's seniors highlighted that students felt strongly that DHS staff was supportive and responsive to their needs.

Agendas for Teacher Work Days (TWD) are sent out to staff via email prior to meetings to help facilitate effective use of collaboration time. This dedicated time is valuable time to collaborate and establish important guideposts for the school such as the mission/vission, student learner

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outcomes, critical learner needs, school motto and Tiger Traits as well as our expectations of students. These discussions contribute to clarifying and resulting in consistent responses to students behavior both positive and negative. Several members of the staff participated in a Positive Behavior Intervention Strategies trainings in the past three years. Many positive changes took place as a result of participating in these trainings. The staff who attended the trainings shared ideas at Teacher Work Days and staff created and implemented Tiger Traits of Character and re-established our PAWS program to reinforce demonstrations of appropriate behavior. Faculty continues to select students who demonstrate exceptional citizenship and academic achievement to honor them as Student of the Month. Currently, an Athletes of Character class is being taught where students examine, present and model positive character development. The students taking the class inspire and help other students to grow, succeed and lead positively impacting the school community.

**Progress-Critical Area of Follow-up:** Develop and utilize a comprehensive assessment plan that provides for in depth analysis of student outcome data. the plan should include a component where the data analyzed will drive changes to curriculum, programs and action plans.

After the 2011 follow up with WASC, as a school we discussed many avenues of assessment and analysis for student benefit. Classroom assessments were expanded, however with the influx of new teachers and staff, due to retirements, staff taking other positions, etc. DHS was largely a staff of new teachers. In the summer of 2013, our Superintendent/Principal took another job and once again we were dealing with new leadership and basically starting over with assessment strategies.

With the implementation of Common Core, there was much classroom change during the 13-14 school year. Staff participated in 3 full day In-Service workshops on Common Core implementation, we added the Galileo system of assessment in order to provide another avenue of assessment of student learning. Galileo allowed for 5 week interval benchmark assessments, which did show growth of the course of throughout the year. Unfortunately, Galileo itself was not up to speed with Common Core and SBAC needs, therefore leaving some issue of overall validity when it came to addressing student achievement.

In 2014-15 we decided to forego the Galileo system, and focus on classroom assessment strategies, with full implementation of Common Core methodologies. Staff is in the process of constant evaluation of needs for students, as well as methods for consistent assessment of those needs. A school wide rubric is being developed and will be implemented by the Fall of 2015 so that cross curricular skills are assessed in the same manner. Our intention is to assess students through the lens of established academic standards that reflect 21st century skills and college career readiness skills. We recognize that this is not a finished way of assessing all students, however, it is a beginning and the process is addressed during our teacher work day collaborations on a regular basis. The need for assessment is an ongoing work in progress and we are aware of the importance and need for consistency in the process.

### **Chapter III: Student/Community**

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### **Profile — Overall Summary from Analysis of Profile Data and Progress**

In the Spring of 2012, Dunsmuir High entered Program Improvement Level I, even though the API showed an increase of 105 points over the year before. The determination as described to us, was simply the fact that our CAHSEE Proficiency rates were not high enough. As stated above, that prompted our CAHSEE study sessions, immediately showing progress in the 2103 testing date. Our AYP has since been put into a holding pattern due to the new testing program, (SBAC), and the fact that no scoring will be done for the 2013-14 and 2014-15 school years.

Staff continues to work tirelessly to promote high expectations when it comes to student achievement. DHS staff is dedicated to providing ongoing rigorous coursework, study sessions for testing and connections from the classroom to increase congruence with the world after high school. Our views of teaching toward college and career are evident and showing results as graduates consistently go on to college programs after their DHS experiences.

We recognize that a direct result of our decrease in suspensions, and detentions, is the implementation of various character building programs, that have been embedded within the classroom and our daily lives while at school. Positive Behavior Intervention Strategies such as character education courses, PAWS Program, emphasis on tiger Character Traits, small classroom size, all contribute to a positive climate on campus. All of these processes have shown to produce positive behavioral choices for students. Enforcing positive choices and pointing them out provides for pats on the back as opposed to negative attention for poor choices.

### **Critical Student Learner Needs**

Common Core tenets and skills that are essential for the 21st century were key in identifying our student learner outcomes and critical learner needs of students at Dunsmuir High school. The staff focused on a broad and global set of skills that are necessary to have as a base in all academic areas and in the workplace to determine Student learner Outcomes. Current data including benchmark results that are aligned with common core standards, student work and general classroom observations was examined to determine areas to strengthen and improve upon. Through the examination of data and input from the committee as a whole, the following areas were identified as critical learner needs:

#### **CRITICAL THINKING:**

- Analyze how parts of a whole interact with each other to produce overall complex systems
- Interpret information and draw conclusions based on their best analysis
- Identify and ask significant questions that clarify various points of view and lead to better solutions

#### **CLEAR COMMUNICATION**

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

### **New Developments that reflect growth and sustained efforts toward meeting goals that support Student Learner Outcomes and Critical Learner needs:**

- Positive Behavior Intervention Strategies PBIS/PAWS/Character Tiger Traits/Fun Fridays

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- New comprehensive school website with revised Mission/Vision/Motto and Tiger Traits
- Automatic Phone call communication system
- Community Forums/Information Night
- LCAP Goals/Committee
- Common Core Alignment
- Increased Community Service hours
- STEAM (Science Technology Engineering Art Math)
- Shared inservice days articulation peer educational institutions
- Multi Agency collaboration; COS, FireWhat, Cal Fire, Forest Service
  
- Academic Recovery
- Communication Arts Class
- Problem Solving Class
- Guitar Class
- After School Band/GATE/Stage Club
- Sustainable Living Class/Garden
- Culinary Arts/ROP
- Smart Boards/Chromebooks
- Free Breakfast, nutrition snack and lunch schoolwide
- Senior Exit interviews
- Hometown Fair/Holiday Festivities with Feeder school students

### **Key Questions for Dunsmuir High School**

- What do we need to do in order to retain our current students and attract new students?
- In order to sustain a viable educational program, what needs to be addressed to continue with productive elective offerings that provide college/career readiness and contribute to a well rounded students who are global citizens.

## **Chapter IV: Self-Study Findings**

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

#### **A1. Organization Criterion**

**The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.**

#### **Vision – Mission – Schoolwide Learner Outcomes – Profile**

It is important to examine on a regular basis our school's mission and vision to authentically reflect our current staff's views and goals. This is especially key when there are new staff members to include their input in the process. Dunsmuir High has had many changes in our staffing over the the past few years including four new teachers, Guidance Counselor, secretary, custodian, Consolidated Applications Counselor and a new Superintendent/Principal;all were

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hired in the last two years. The staff worked on the school’s mission and vision during lunch time, after school staff meetings and designated Teacher Work Days to revise statements as well as make changes to our school motto and develop Student Learner Outcomes that reflect our current educational practices and goals. During the 2013/2014 school year, staff developed Tiger Character Traits as a part of our Positive Behavior Intervention Strategies program. These character traits combined with our Student Learner Outcomes reflect high expectations for all students and set a positive tone for our school culture. Our new school website reflects these important guideposts for our school.

**The school has established a clear, coherent vision and mission of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.**

Findings	Supporting Evidence
<p>The development of these statements has been impacted by pertinent student and community profile data. Staff has participated in many designated work times in order to revise and refine the necessary reality of the statements for our student needs. Common Core tenants, 21st Century Skills and Standards for Career Ready Practices were reviewed and were key elements in developing not only our mission/vision statement but also our Student Learner Outcomes. All of these living documents have been shared in many venues with our DHS Stakeholders.</p>	<p>Mission/Vision Statement SLO’s School Website College/Career Readiness Standards School Motto and Tiger Character Traits SARC LCAP Site Council</p>

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.**

Findings	Supporting Evidence
<p>All Stakeholders have had numerous opportunities to view, be informed, provide input and support for the establishment of these documents. Throughout the year there are many opportunities for our stakeholders to review and provide input in this process. Staff meetings, Teacher Work Days, after school meetings between staff, Annual Community Forum, Parent Information Nights, Site Council, Board Meetings, and our school website precede these</p>	<p>Agendas Mission /Vision Statements SLO’s DHS Student/Parent Handbook Community Forums LCAP</p>



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opportunities.	Needs Assessment/Survey
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**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.**

Findings	Supporting Evidence
Within the aforementioned venue structure as well as in classroom presentation of these thoughts, educational practices and philosophy is a daily journey at DHS. Staff consistently point out the documents at all venues and allow for discussion as necessary as to the application of those practices. However this is an identified area of growth as staff recognizes that we could place a greater emphasis on the articulative properties for the the practices, and their connection within the daily life structures of our students. DHS consistently solicits feedback from the school community regarding these established guideposts	Classroom/campus postings Community Forum/ Powerpoint LCAP presentation LCAP Report/meetings Site Council meetings and agendas

**Regular Review and Revision**

**Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.**

Findings	Supporting Evidence
As mentioned in previous areas above, the statements as well as outcomes are reviewed annually within the context of all venues mentioned in order to provide pertinent, applicable principles for the educational process. The implementation and learning processes are necessary for future student growth and value, for the future of the students in their post high school life.	Student Showcase display DHS Website Annual Needs Assessment Board Review Site Council Community Forums TWD agendas

**Conclusions**

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**Prompt: Comment on the degree to which this criterion is being addressed.**

Findings
To a high degree the review process for our Mission/Vision statements and Outcomes is an ongoing process. The statements and documents are being consistently reviewed and assessed for effectiveness and necessary applicability for our students.

**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

Findings	Supporting Evidence
Common Core tenets and 21st Century Skills were key in identifying critical student learner needs. Staff focused on a broad and global set of skills that are necessary to possess as a base in all academic areas. Current data including benchmark results that are aligned with Common Core standards, student work and general classroom observations, informed us as we examined and discussed areas that we felt were areas of critical need.	Student Work Technology in classroom New Course offerings

**A2. Governance Criterion The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career 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 action plan and its relationship to the Local Educational Agency (LEA) plan.**

**Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings**

Findings	Supporting Evidence
Dunsmuir Joint Union High School District has been and is currently very communicative regarding board meetings, selection of members and general operating processes. Our meetings are covered with detailed agendas, which are posted in all necessary venues, including our website. All meetings	Board Policies Board Meeting Agendas DHS Parent/Student Handbook Annual Calendar DHS Website

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are open to the public and any and all comments and interactions are welcome.	Posted meeting notifications
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**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.**

Findings	Supporting Evidence
Our board is committed to building a positive educational program for our students. Board members are involved in our educational processes, through athletics, committee meetings, school day observations, and any and all public venues. Policies are adopted in order to continue a balanced educational approach to our school day, year and programs. The board is continually in the loop of information and communication.	Community Forum Board Trainings Board Agendas

**Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.**

Findings	Supporting Evidence
The school and board are well aware of the necessity of technology advancement. We are engaged in bringing our school into the 21st Century with up to date ethernet service, Chromebooks for all students for school use, Smart type boards for classrooms and innovative approaches	Board Policies Board Agendas DHS Handbook Technology

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to curriculum which involve many online components. Our staff and board are involved in this process and recognize the importance of allowing students to keep abreast of current technology and how it is used effectively and with good conscience.	Contract
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#### **Understanding the Role of the Governing Board**

**Indicator: The school community understands the governing board’s role, including how parents can participate in the school’s governance.**

Findings	Supporting Evidence
Regular communication processes incorporate information regarding our school, the process of running and the implementation of new programs and processes. We consistently look to our parents, and community for feedback, input and value added information.	Open Board Meetings Site Council Committee Meetings Forums, Showcase, Back to School Newspaper articles LCAP

#### **Governing Board’s Involvement in Review and Refinement**

**Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.**

Findings	Supporting Evidence
Our board is consistently kept in the loop of annual updates and they are regularly polled and invited to attend and participate in these processes.	Board Meetings Regular communication

#### **Professional Staff and Governing Board**

**Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.**

Findings	Supporting Evidence
The Superintendent/Principal is the link that connects the board and the staff. Continued communications with all involved keep our community apprised of important growth needs, value	Board Agendas Staff present at monthly Board meetings to update Board on

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added coursework and overall ease of operation. There is a camaraderie between all of the levels at our school which is unlike many others. We continue to work together in order to continue growing our educational programs for the future of our students.	current developments. This provides opportunities for ongoing dialogue between Staff and Board
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**Board’s Evaluation/Monitoring Procedures**

**Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.**

Findings	Supporting Evidence
Board members are kept abreast of all information regarding student achievement, college career readiness and programs which will enhance these programs. The board is invited to have input and attendance at our meetings and relied upon to support as necessary.	Formal staff evaluations Student Test Data Analysis of Report Cards Graduation Records

**Complaint and Conflict Resolution Procedures**

**Indicator: Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.**

Findings	Supporting Evidence
The board is open to any and all issues.They have an open complaint and compliance procedure which allows for stakeholders to provide information and issue for open discussion and decision making processes.Even though these events are few and far between, past issues have been resolved within the scope of equitable processes, with a learning curve in order to keep similar issues from recurring as necessary.	Board meetings are open and public Board members sit on various committees

**Conclusions Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.**

Findings
Issues of student importance are consistently kept in the forefront of discussion until resolution has been found. All stakeholders are involved as necessary in the processes in order to develop

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a program which enhances and identifies the particular issue. The board is open to staff and administrative input as well. As a group, the critical learner needs were brought forward and a plan devised in order to work toward a resolution of the need was developed by all. Systematic review and evaluation of the plan is necessary and occurs in the process in order to identify if plan is working.

**A3. Leadership and Staff Criterion**

**Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.**

**Broad-Based and Collaborative**

**Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.**

Findings	Supporting Evidence
<p>Dunsmuir High School is very good at the communication process and allowing involvement of our stakeholders. Regular meetings of Site Council are held to involve our parents and students. In January 2014, we established our first Community Forum, which involved about 60 stakeholders in providing input to our LCAP and school path to success. Our Second Annual Community Forum was held on January 21, 2015 with goals of providing a venue for input, ideas and questions regarding our future educational needs and evaluating the past practices for learning purposes and goal setting. The meeting was attended by approximately 65 individuals.</p>	<p>Community Forum Needs Assessment/Survey Site Council LCAP Committee Open monthly Board meetings</p>

**School Plan Correlated to Student Learning**

**Indicator: The school’s Single Plan for Student Achievement is directly correlated to the**

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**analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.**

Findings	Supporting Evidence
The needs of students are always in the forefront of our discussions and planning. Evaluating practices, procedures, coursework, etc., is a continued topic of discussion. Looking for ways to proceed in a successful fashion is a continued work in progress. Consistent revision, tweaking of processes, etc. are always occurring. There is an emphasis on Common Core Development	TWD Agendas Staff meeting notes Calendars Field Trips LCAP/SSD plans Common Core Development

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement..**

Findings	Supporting Evidence
All school resources, personnel and stakeholders work toward the goal of continued educational success. All thought processes and decisions are made to reflect growth in our students. There are many opportunities for stakeholders to provide input for planning of the educational systems at DHS. Community Forums, board meetings, Site Council meetings, athletic meetings, etc. provide platforms for input from various stakeholder groups.	Single Plan /LCAP Professional Development TWD Community Forums Power School School Website

**Conclusions**

Findings
Based on ever changing financial, community and educational agendas, the educational process for growth are also a living document for change. Our staff and stakeholder groups are constantly in the mindset of growth in achievement, learning and the future of our students. Conversations take place daily which involve the need to change, add, delete, edit and tweak some aspect of a class, course and school related piece of life. The staff at DHS strives to make educational life more rigorous, engaging and applicable for student success with the college and career goals that are set. The Critical Learner Needs are the identified pieces of education that drive processes of planning that staff and stakeholders directly address to prepare our students for life.

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**A4. Leadership and Staff Criterion**

**A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.**

**Employment Policies and Practices Indicator: The school has clear employment policies and practices related to qualification requirements of staff.**

Findings	Supporting Evidence
All staff are highly qualified and reflect that in their knowledge and classroom effectiveness. Any and all coursework developed is done in a way that provides qualified instruction and value to the educational processes in our school. Employment policies follow state and federal laws, regarding any and all hiring. Board policy supports and directs processes for the hiring of staff. Staff contracts and handbooks specifically list and provide information and guidance in the employment relationships of the district and the employees.	Degrees Teaching Credentials Board Policy Employer Contracts

**Qualifications of Staff**

**Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.**

Findings	Supporting Evidence
Much discussion and evaluation is done over the course of the school year. Our staff interact and communicate regularly on the needs of students, and how to best bring out the best for them. Communication processes allow for the development of new courses, provide depth for current course, and outreach for new and additional courses which will help to expand the learning for our students. Course work is developed and provided based on employee experience and knowledge in subject areas.	Professional Development Lists available on site District hiring practices



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**Maximum Use of Staff Expertise**

**Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.**

Findings	Supporting Evidence
<p>Being a small school has its advantages in this area. Hands on mentoring, coaching and support allow for teacher identified strengths and skills for classroom instruction. We have consistent methods of support and collaboration which give young staff an opportunity to learn from and along with the veteran staff. A veteran staff member is assigned as a support/mentor for casual discussions regarding school procedures and daily questions which may arise. Currently there is no formal employee handbook, however this is something that is deemed important and will be developed in the near future.</p>	<p>Master Schedule Course offerings</p>

**Defining and Understanding Practices/Relationships**

**Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.**

Findings	Supporting Evidence
<p>Board Policies and employee handbooks, contracts are well worded and easily followed. Teaching staff and classified staff are well apprised of duties and communication is ongoing regarding daily operations, and routines. Administration has open door policy and always willing to meet with staff regarding issues, problems or thoughts in general. Administrator and staff communicate regularly and keep all thoughts, ideas and issues on the table. Open negotiations of classroom management, student issues, etc. are consistently handled and dealt with. Curriculum issues and design are important and revisions are discussed regularly.</p>	<p>Employee Master Contracts Board Policies Appendix: Staff Profile Listing</p>

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### **Internal Communication and Planning**

**Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.**

#### **Findings**

Administration has an open door policy and staff is well aware, and regularly use this policy. There are no secrets and staff communicate well within the school day, meetings and workshops, knowing that their thoughts will be heard and taken into consideration for the improvement of student needs throughout the school. Conversations are prompted consistently throughout the school year to determine enhancements, additions and changes to curriculum, daily processes, calendars, etc. in order to enhance and improve our instructional day and delivery of curriculum.

### **Staff Actions/Accountability to Support Learning**

**Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.**

#### **Findings**

Administration delegates duties, committees, etc and asks staff to be involved in the daily running of the school, be involved in the overall educational process of the students and not just locked in the classroom. Our staff meetings and teacher work days are filled with ideas and thoughts brought to the table by staff and administration for discussion and applicability in order to make the school a better learning facility. We are constantly looking for ways to better educate our students, communicate with stakeholders and enlist support throughout the community to improve our school processes. Staff members wear multiple hats and are directly involved in many aspects of the educational day.

**Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning**

#### **Findings**

Online educational opportunities are being integrated all of the time in our daily classroom structure. Specific online courses are a new level of offering at DHS. The structure at the present time is an ongoing process, with no current students involved in online only course work. Future online courses are being listed and available to students and the process of administration is currently in development.

### **Evaluation of Existing Processes**

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**Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.**

Findings
This is a constant and ongoing process. No day goes by without a look at revising some process to make the day better for our students in one way or another.

**Conclusions**

Findings
DHS consistently looks for programs to elevate the knowledge, integration, experience of staff in order to provide a progressive and rigorous learning environment for students. Due to funding issues, prior to 2013, staff professional development was minimal, however in 2013 forward the goal for staff has been to develop a plan of learning and find applicable, necessary programs which will enhance their knowledge and delivery of content to students.

**A5. Leadership and Staff Criterion**

**Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.**

**Support of Professional Development**

**Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.**

Findings
Our staff is consistently involved in professional development opportunities. In the past year alone we have as a group attended 3 full day, Common Core Implementation workshops. We are part of the Northstate STEM (Science, Technology, Engineering and Mathematics) project and have two teachers (math and science) engaged in the project for three full years. PBIS (Positive Behavior Intervention Support) is in year two of two, and the implementation of program criteria is instrumental in the daily education of our students. There are many other programs, workshops and conferences which have been attended with positive results for DHS. Professional Development folder on site.

**Supervision and Evaluation**

**Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.**

Findings	Supporting Evidence
With so many new staff and new administration this has been a slow order of business. Reviews were done for all certificated staff this fall with a follow-up to be done mid spring. The process is an ongoing learning process, and communication with staff is constant. Classified staff will be reviewed this spring as well and the plan for future reviews	BTSA STEM Staff Evaluations

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is to try and give every staff member no less than an informal review annually. Formal reviews will be done annually as well. With such a small staff this is one way to keep abreast of changes, thoughts and ideas as they are necessary in the classroom. Once a year, staff is asked to provide anonymous feedback for the leadership of the school in order to complete the circle of full community involvement.	
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### **Measurable Effect of Professional Development**

**Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance..**

<b>Findings</b>
There is a tremendous amount of coaching and communication with all staff over the school year. Thoughts and ideas are discussed regularly and enhancements to student learning being the goal.

### **Conclusions**

<b>Findings</b>
Maintaining positive communication with all DHS stakeholders is extremely important. Modeling of these practices is good for the overall goals of the school and expectations. Ongoing professional development is a focal point for growth, and provides for student growth and success in the classroom.

### **A6. Resources Criterion**

**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 the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**

**Allocation Decisions Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.**

<b>Findings</b>
Current financial and personnel resources are being utilized to enhance the educational processes of our students and community. In the past two years, the school has invested many funds into technology, Interactive boards in all classrooms, Chromebooks for all students, enhanced connectability with a new ethernet line, wireless infrastructure has been upgraded and our computer lab has been rebuilt. We have put into place a viable vision for our students, and have allowed for the financial support of many new and reinstated programs. Art, music, drama, to name a few have been reintroduced to students and are providing the much needed fine arts piece of our curriculum. We are also looking into Adult educational options, extension courses in certification type areas, (Forestry Tech, GIS Tech, Fire Science, etc.), always looking to provide an outside the Textbook mentality for learning. These options also provide immediate workable skills/certification to the students involved. At this point DHS staff is committed to providing

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whatever resources are necessary to enhance the educational benefits for our students and to hopefully grow our student population through some of these programs.

### Practices

**Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.**

Findings	Supporting Evidence
The accounting process is an ongoing process. Budgets are consistently monitored and evaluated by Superintendent, CBO, Board and County Office oversight. Budgeting, monitoring, interim reports, and oversight by all entities is a calendared series of events that are regulated by state, county and district necessity. Keeping budgets in a positive flow and providing clear transparent practices are of utmost importance. Audits are done annually providing feedback and support for current practices.	School Budget Annual Audit Reports First Interim Reports Second Interim Reports Board Meeting Minutes

### Facilities

**Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.**

Findings	Supporting Evidence
Dunsmuir Joint Union High School District has recently completed a 4.5 million dollar renovation and modernization to the facilities. The upgraded facilities offer students first rate accommodations for a healthy and safe learning environment. A new heating and air conditioning system throughout the building provides comfortable temperatures all year long and new windows and lights contribute to a pleasant atmosphere. The technology infrastructure has been upgraded to meet the current educational needs of students. For security purposes, the school has installed an updated camera system which includes nine cameras, all of which are able to enhance and cover all outside entrances for student protection and safety concerns.	School Building Library Facility Computer Lab Custodial Staff Security Cameras

### Instructional Materials and Equipment

**Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.**

**Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.**

Findings	Supporting Evidence
The district is very involved in upgrading necessary technology, educational texts, materials, etc. for the benefit of student learning.	Budgets Board Agendas

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We have funds set aside to provide annual upgrades, improvement to classroom and educational needs.	Board Minutes
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**Well-Qualified Staff**

**Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.**

Findings	Supporting Evidence
The district is committed to ongoing professional development. In the past two years, staff has been involved in many Professional Development opportunities. We are committed to enhancing our knowledge and experiences in order to provide up to date, relevant educational practices for our students.	Professional Learning/Staff folder(on site)

**Long-Range Planning**

**Indicator: The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.**

Findings
The district has put together a plan of 5 years in the future. This plan was developed with overall district improvement in mind. Educationally our plan is more short term this order to address more immediate needs while still looking in to the future. Immediate needs allow for constant classroom evolution which enhances learning, provides experience and motivates students to engage in the process for learning. All of the resources and planning are utilized very effectively and appropriately to support students in accomplishing the goals, outcomes and needs to prepare them for college/career.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

1. Administrations open door policy and open communication with all stakeholders
2. Vision and Mission is clearly identified and collaboratively composed
3. Resources are fully utilized for the benefit of students, faculty and the community
4. School provides many opportunities for stakeholder to be involved

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

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- 1.Continued evaluation of Professional Development Opportunities for relevance and necessity.
- 2.Continue to investigate new areas of focus for student learning and engagement.
- 3.Keep an open mind to change, evolution and growth where student learning is the focus.

### **Category B: Standards-based Student Learning: Curriculum.**

**B1. Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.**

Dunsmuir High School (DHS) has defined academic standards for each subject area and class. Course contents have been revised and updated so that there is alignment with current state standards and state frameworks. Courses are aligned, rigorous and engage most students. The entire staff of DHS met several times last year (2013/2014) to decide a path of action to increase offerings. The decision put in motion was to offer more courses to provide students flexibility in order to pursue their academic and career needs and interests while still maintaining a rigorous framework.

Dunsmuir High School continues to focus its efforts on revising all courses of study to align with Common Core standards for all students. The process of revision is a means, rather than an end, to the continuing methods in which rubrics are created, student work is evaluated, and courses are changed. We have endeavoured to make our curriculum more relevant and accommodating through various differentiation strategies so as many students as possible can reach their educational goals. We have also endeavored to enrich each course with regular access to technology, both in the classroom and by accessing the computer lab. All teachers share time in the computer lab so students can access online resources with which to complete their assignment. In the classroom, they have Chromebooks that can also enable this process, and which can be displayed on a large screen in order to enable collaborative approaches to learning.

DHS maintains efforts to provide hands-on experiences and relevant real-world applications including: Culinary Arts, Computer Applications, Woodshop, Communication Arts and Desktop Publishing, Sustainable Living, Problem Solving and is introducing GIS Mapping and Natural Resource Management into current curriculum with the intention of adding courses. DHS maintains an intensive block schedule that makes special offerings available with a limited staff. For students who demand more rigor, we offer dual enrollment through College of the Siskiyous, UC SCOUT online courses for our high achievers and college bound students. For those who need more time and more personal instruction in order to maintain eligibility for sports teams or to achieve the basic graduation requirements and still be career-ready we provide Academic Resilience/Credit Recovery and Foundations of both Math and English as well as an after-school Academic Recovery program.

### **Current Educational Research and Thinking**

**Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable,**

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**meaningful instructional program that prepares students for college, career, and life.**

Findings	Supporting Evidence
<p>Instruction is varied in order to be culturally relevant.</p> <p>Instruction is differentiated and includes varied modalities to reach student’s multiple intelligences (integrating video/image into lecture/kinesthetic learning).</p> <p>SLO’s reflect 21st century skills and College Readiness Standards</p> <p>Teaching and learning strategies promote critical thinking.</p> <p>Socratic discussion is entwined into regular class work.</p> <p>Simulations of the results of real life application are demonstrated in the classroom.</p> <p>Technology is used to support learning.</p> <p>Cooperative Group Learning experiences are included in the coursework.</p> <p>Each teacher participates in professional development programs tailored to their subject areas and goals for future courses.</p> <p>Teachers share pertinent and new research in subject areas with staff on Teacher Workdays</p>	<p>Professional development-Common Core, PLC</p> <p>NGSS (Next Generation Science Standards)</p> <p>Northstate STEM grant</p> <p>SLO’s</p> <p>Health and science pipeline initiative</p> <p>CSET Art</p> <p>PBIS</p> <p>Positive Prevention Plus training</p> <p>Classroom observations by Principal</p> <p>Science teacher participated in CA Science Framework Revision focus group</p> <p>Chromebooks</p> <p>Computer lab assignments</p> <p>Special Projects</p> <p>Workshops and professional development</p> <p>BTSA</p> <p>Common Core Standards</p> <p>College and Career Readiness Anchor Standards</p>

**Academic and College- and Career-Readiness Standards for Each Area**

**Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements..**

Findings	Supporting Evidence
<p>All students have access to core A-G courses which meet state standards.</p> <p>Student planning to play sports at a college or university can take courses that make that ensure NCAA compliance.</p> <p>College Options connects with most of our students directly through one-on-one interviews and all of our students via grade level workshops in the classroom.</p> <p>Articulation with post secondary institutions is currently being developed for courses in Fire Science, GIS, and Forestry Management in concert with College of the Siskiyous, FireWhat? and Black Box Timber, with</p>	<p>Current course schedule</p> <p>Course syllabi</p> <p>UC Scout</p> <p>Block Schedule</p> <p>SOAR</p> <p>Compass Placement test</p> <p>ASVAB</p> <p>Common Core aligned syllabi</p> <p>SSP grant application</p> <p>Academic Recovery</p>



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<p>anticipation of similar connections with Humboldt State and Shasta College.</p> <p>DHS is developing a Culinary Arts Academy that will offer certification in employable kitchen and restaurant skills.</p> <p>DHS is developing a GIS and Natural Resource Management program that will interface with the regular a-g curriculum as well as provide individual certificate programs.</p> <p>DHS has several support programs for students to successfully meet the a-g requirements.</p> <p>Students are provided varied opportunities to participate in the community to develop positive citizenship.</p>	<p>Credit Recovery IEP's Community Service Hometown Fair fundraising and organization for the sports teams French Creek Science Camp counseling Sr project in the Botanical Gardens, River restoration Community Holiday events Save the Rain</p>
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**Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.**

Findings	Supporting Evidence
<p>Online coursework is being investigated with some optional individual coursework already in use.</p> <p>All online classes are taken from approved programs.</p>	<p>Syllabi SCOUT, College of the Siskiyou</p>

**Congruence Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**

Findings	Supporting Evidence
<p>All classes have syllabi and outlines directly linked to state standards.</p> <p>Courses are structured so that outcomes reflect student's demonstration of their ability to meet standard proficiency through written and oral evaluation.</p> <p>Lesson plans are structured to meet student learner outcomes by creating lessons that allow students to think critically, evaluate and communicate effectively.</p>	<p>Syllabi/course outlines Standards discussed with students Posted SLO's Cross-curricular philosophy River clean up and Weed eradication along the Upper Sacramento river FireWhat? GIS project to map Dunsmuir Field trip to local mill site Senior Work Day in the Botanical Gardens Culinary field trip to Ashland/Jacksonville</p>

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<p>Class projects include individual projects and team projects in order to strengthen independent learning and communication as well as collaborative processes.</p> <p>Students have several opportunities to participate in the local community via their classes, fostering mastery of real-world expectations and scenarios.</p> <p>Students have many opportunities to participate in the local community via optional activities through the High School Student Body.</p>	<p>Class representatives assist with LCAP Chamber of Commerce Site Council participation Community Service requirement</p>
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**Student Work — Engagement in Learning**

**Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Findings	Supporting Evidence
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<p>Students are expected to demonstrate knowledge using different modalities.                  Variety of assessments to measure comprehension.                  Students demonstrate knowledge outside of the classroom environment.                  Cross-curricular studies exist between various courses.                  Students work collaboratively and independently.</p>	<p>White Board                  Computers, chromebooks                  Verbal and visual instruction (handouts, audio,video, discussions)                  Hands-on projects and activities                  Journals                  Creative writing                  Art projects                  Catapults                  Hillside water study                  Rural broadband study                  Cross-curricular projects                  catapults, resumes                  Collaborative projects                  Save the Rain project/presentation                  GIS mapping of Dunsmuir</p>
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#### Accessibility of All Students to Curriculum

**Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all student**

Findings	Evidence
<p>Technology supports relevance in education and career readiness.                  All students have access to UC Scout online curriculum.                  DHS provides access to AP/Honors courses to increase rigor                  Teachers differentiate instruction to ensure success for all students.                  After school tutoring, and Credit Recovery programs to ensure success for all students.Small class sizes increase the chances of success for struggling students and opportunities for advanced students.Teachers meet regularly to ensure rigorous standards and relevance.</p>	<p>Master schedule                  Chromebook,                  sufficient bandwidth                  Academic Recovery                  Credit Recovery                  GATE                  TWD’s</p>

**Additional Online Instruction Prompt: Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.**

Findings	Supporting Evidence
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Potential online course selection is reviewed ahead of time to ensure consistency with state standards and student learner outcomes.	UC Scout, COS courses
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#### **Integration Among Disciplines**

**Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.**

Findings	Supporting Evidence
Math & science teachers are participating in North State STEM grant. All teachers are instructing students in GIS mapping technology SVS High School Spanish (Kansas State University) available Security measures are taken to ensure student online assessment is being performed by the enrolled student.	Cross-curricular projects. GIS Day Individual logins Teacher oversight Adequate on site time to complete online work

#### **Curricular Development, Evaluation, and Revisions**

**Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).**

Findings	Supporting Evidence
Teacher Professional development and coaching is provided through the STEM Grant process. The DHS Board of Trustees reviews and approves all new classes/ curriculum. Stakeholders provide information/feedback on courses/work that is implemented in the classroom.	Classroom observations Board Agendas and Minutes Annual needs assessment surveys

#### **Policies — Rigorous, Relevant, Coherent Curriculum**

**Indicator: The school assesses the curriculum and its rigor, relevance and coherence after**

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**examination of policies regarding course completion, credits, grading policies, homework**

Findings	Supporting Evidence
<p>Teachers develop their own curriculum while adhering to local board requirements, the Common Core state standards, and Next Generation Science Standards.</p> <p>New courses, textbooks, and technology are approved by the Board of Trustees.</p> <p>All Board of Trustees are public.</p> <p>Community forum nights and surveys are thoughtfully designed and organized to capture as many participants as possible and to ensure student and parent input on courses.</p> <p>New courses are added to meet the interests expressed by the student population</p>	<p>Syllabi</p> <p>Adjust curriculum based on Star results</p> <p>Board Agenda packets</p> <p>Fliers and notification for board meetings</p> <p>Chromebooks</p> <p>SMART/STAR boards</p> <p>Teacher presentations at board meetings</p> <p>Fliers and surveys</p> <p>Survey results</p>

**Additional Online Instruction Prompt: Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.**

Findings	Supporting Evidence
<p>Personal logins are issued to students.</p> <p>Observation of students' progress ensures independent work where appropriate.</p> <p>Minimal requirement of online work at home/ off campus protects authenticity.</p> <p>DHS's 1:1 student technology ratio ensures one student can start and complete an assignment without sharing where appropriate.</p>	<p>Login database</p> <p>work samples</p> <p>Homework assignments</p> <p>Computers</p>

**Articulation and Follow-up Studies**

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**Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.**

Findings	Supporting Evidence
<p>DHS holds Staff development days in concert with Dunsmuir Elementary School (DES).</p> <p>DHS has an 8th grade orientation with both feeder schools (DES and Castle Rock).</p> <p>CTE/STEM meetings are held with College of the Siskiyous.</p> <p>Exit Interviews are performed with senior class.</p> <p>Several teachers and staff have on-going communication with graduates.</p> <p>DHS invites a group of graduates to come give information and advice to the current seniors.</p> <p>DHS has discussed enrollment in the National Student Clearinghouse to track postgraduate education.</p> <p>College placement tests are available for students to take on DHS campus</p> <p>COS holds orientation and class registration on DHS campus</p>	<p>DHS Facebook account</p> <p>DHS website has a page for alumni</p> <p>Email correspondence with graduates</p> <p>Interview file</p> <p>Observation</p> <p>College Options</p> <p>COMPASS</p> <p>SOAR</p>

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### B1. Conclusions

Findings
<p>Current educational research is used widely throughout Dunsmuir High School's departments to guide curriculum development, lesson planning and assessment.</p> <p>Courses are designed to attain the academic and career readiness standards set by California, the District, and the school's adopted Student learner outcomes.</p> <p>The administration, faculty and staff are working toward improving engagement in school life, including a-g classes, electives, ROP and extra-curricular activities.</p> <p>A rich array of courses is offered for college bound and vocational/technical students that ensures success if pursued.</p> <p>All students are being challenged in all classes to meet common core standards, CA standards and DHS student learner outcomes (SLO's).</p> <p>The Faculty works to integrate lesson plans with subject matter being taught in other classes.</p> <p>Faculty, and administration review curriculum and lesson plans throughout the year and are provided professional development to maintain relevance while increasing rigor and consistency and coherency.</p> <p>DHS staff feels they have made a good start at articulation with feeder schools, but we are addressing ways to enhance this effort.</p> <p>DHS has programs that promote physical and emotional well-being and are aimed at improving student engagement.</p> <p>Sufficient controls are in place to assure security with regard to on-line course material and assignment completion.</p>

**Prompt: Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.**

Findings	Supporting Evidence
<p>Keeps students informed about post secondary expectations, College Options</p> <p>Inform students from feeder schools about our expectations and the benefits of our program.</p>	<p>Visitations from college and career programs, College Options</p> <p>Alumni panel discussion to Seniors about college experiences</p> <p>Orientation for incoming Freshmen</p>

### B2. Curriculum Criterion

**All students have equal 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 career goal**

Parents, students and staff collaborate in the development and monitoring of a student's personal education plan. Students have a four-year learning plan that is used as a basis for course selection and guidance through their high school career and is based upon a student's learning style and career and educational goals. The student's plan also assists the counselor and parents with monitoring the students' learning progress and allows changes to be made that are appropriate to ensure student success. This process is started in the eighth grade during spring registration where

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parents and students become aware of the various pathways available to all students. Annual meetings and notification of progress to parents are provided while regular evaluation of the plans are completed. The pathways are designed and modified by teachers and staff to provide full access to the curriculum for all students. Students are encouraged by parents and staff to pursue their personal educational plans and post high school goals through this process. Lastly, DHS promotes work experience for student discovery of potential career pathways. Vocational technical courses offer school-to-work opportunities and provide a wide selection of ways for students to augment their education.

#### **Variety of Programs — Full Range of Choices**

**Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students**

Findings	Supporting Evidence
<p>School Academic Counselor provides freshmen with information about curricular paths, high school and college requirements, clubs and extracurricular activities and support services available at the school</p> <p>Students can tailor their course selection to their post-secondary goals.</p> <p>New students are provided with a list of available courses</p> <p>Students and parents have access to our academic counselor</p> <p>Every student has a four-year personal educational plan</p> <p>DHS's schedule includes a-g</p> <p>Students are given ample post secondary education guidance courses, potential for dual credit, and School-to-work opportunities</p>	<p>Individual Education Plans</p> <p>8th grade Spring registration</p> <p>Parent/Student manuals</p> <p>Block Schedule</p> <p>Access to SCOUT</p> <p>ROP courses</p> <p>Culinary Academy</p> <p>College Options, Upward Bound</p>

#### **Student-Parent-Staff Collaboration**

**Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals.**

Findings	Supporting Evidence
<p>New students and parents are given a list of available courses, and meet with the academic counselor to discuss curricular paths, high school graduation, college entrance and available support services.</p> <p>Students and parents have access to our academic counselor as needed.</p> <p>Every student has an independent education plan (IEP)</p> <p>Students have access to a Resource Specialist that can tailor their IEP.</p>	<p>8th grade spring registration</p> <p>Parent/Student manuals</p> <p>Student Support Services MWF</p> <p>Parent teacher conferences</p> <p>Written/verbal communications</p> <p>Back to school night</p> <p>College handbook, Daily Bulletin, Financial Aid Workshop for parents and students, Senior Parent</p>



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<p>Parents are regularly informed as to the status of their student's progress. 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</p>	<p>Meeting in September; Student Support Program, Testing and Scholarship coordination</p>
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**Indicator: The school implements strategies and programs to facilitate transitions to college, Monitoring/Changing Student Plans**

**Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.**

Findings	Supporting Evidence
<p>Teachers work with parents and students to assess the suitability of the selected pathway at least annually. School counselor bi-annually reviews student course work needs. Results of Assessment tests are reviewed with the students and guidance is provided for improvement where needed. Data is available on the school website so parents and students can monitor progress toward course completion.</p>	<p>Parent Conferences Student class schedule student testing records school website</p>

**Post High School Transitions:career, and other postsecondary high school options and regularly evaluates their effectiveness.**

Findings	Supporting Evidence
<p>Over 80% of students feel they get adequate help with academic and career plans. Upon graduation students go on to four-year colleges, community colleges, technical schools, and the military. Block Schedules are set up like college schedules in terms of length of class time and length of semester. College Options personnel is at the school every week for one-on one assistance and classroom presentations. Sophomores and Juniors are encouraged to take , SAT's and ASVAB. DHS has dedicated staff for test preparations and administration, and results are improving. DHS organizes a Senior day and Junior Day at COS, and also has</p>	<p>Senior Surveys Exit Interviews Block Schedule CDE test data PEP Events Calendar Syllabi Guest Speakers College Options workshops schedule  Syllabi and Lesson Plans</p>

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<p>COS administration here to enroll seniors for COS.</p> <p>Vocational/Technical courses offer school-to-work opportunities and are open to all students.</p> <p>Career Options discussions are incorporated into the classroom.</p> <p>Counselors visit English classes to prepare seniors for the College Application process.</p> <p>DHS conducts field trips to promote college and career awareness.</p>	
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### B2. Conclusions

Findings
<p>DHS is successful in addressing these criterion on a daily in every class. The Block Schedule includes a wide range of classes available to every student, with expanding range, depth and variety on an annual, even semi-annual basis. Course development is based on input from students, parents,, teachers and members of the business community. Each student has the resources to create, tailor and modify an individual plan for their high school career and for transition into career pathways and/or higher education.</p>

**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

Findings
<p>Students communicate/work with with local businesses such as FireWhat?, the Chamber of Commerce, The City of Dunsmuir, The Dunsmuir Botanical Gardens, the resource Center, and others. School provides platform for student engagement in the community, including parades, decorations, beautification, ecological maintenance, special events and more.</p>

### B3. Curriculum Criterion

**Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.**

Staff closely monitors student progress toward graduation requirements and passing the CAHSEE. Interventions are available for students who need help in passing the CAHSEE or meeting graduation requirements. Summer school is available for credit deficiency and the credit recovery program can be utilized to catch-up on credits. Additional tutoring is available. A counselor meets with students who have two or more D’s or F’s in a grading term. The counselor also informs the students and parents about problems and recommends programs or interventions to remedy the deficiencies.

DHS provides a wide variety of opportunities for students for postsecondary success. College assistance is given by helping students become knowledgeable about college information and requirements for admission into two-year colleges, four-year colleges, and universities. They provide field trip opportunities to promote college and career awareness and community support. College, military, and career representatives come to campus to do special presentations and

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provide awareness for personal choices. Informal surveys and anecdotal evidence suggests that DHS graduates are succeeding in college and career endeavors.ROP courses provide training to students who do not have a goal of attending a four year university but who want a relevant knowledge base with which to attain gainful employment. (See Schedule and list of Classes) Course work in traditional a-g classes integrates internet based research and fieldwork that exhibits relevant applications of the field of study, keeping the course contemporary each year.DHS is investigating implementing a new student data management system, which will allow students and parents to better monitor student performance as students accumulate credits towards graduation. This system will provide more usable data to parents, staff, and stude

**Real World Applications — Curriculum**

**Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.**

Findings	Supporting Evidence
<p>Every student meets with Guidance Counselor multiple times throughout the school year to discuss course selection and desired schedule that fits students needs</p> <p>A Block Schedule, similar to a college schedule, allows for two semesters a year, providing the ability to have different courses in the Spring than were taken in the Fall.</p> <p>ROP/Career and Technical Education courses provide training to students who do not have a goal of attending a four year university but who what a relevant knowledge base with which to attain gainful employment.</p> <p>Course work in traditional a-g classes integrates internet based research and fieldwork that exhibits relevant applications of the field of study, keeping the course contemporary each year.</p> <p>Students with learning disabilities are mainstreamed into all classes.</p> <p>All students are provided the ability to select classes based on their interests and goals for the future as long as their basic graduation requirements are also being met.</p> <p>Vocational/Technical courses offer school-to-work opportunities and are open to all students</p> <p>DHS is planning a Natural Resources career pathway with certification available in several timber and GIS courses.</p> <p>Counselors visit Senior English classes to prepare students for</p>	<p>PEP file</p> <p>Culinary Academy, Business Math, Office Practices, GIS mapping &amp; data collection, Woodshop, Natural Resources program, Sustainable Living, Communication Arts</p> <p>Course Syllabi</p> <p>Course enrollment lists</p> <p>IEPs</p> <p>Enrollment procedures</p> <p>Block Schedule</p> <p>ROP Classes, Industrial Arts classes,</p> <p>Work experience availability, Culinary Arts Academy</p> <p>SSP Grant Application</p> <p>Syllabi, Lesson Plans</p> <p>Job/Career fairs</p>

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<p>the College Application process.</p> <p>DHS conducts field trips to promote college and career awareness.</p>	
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### Meeting Graduation Requirements

**Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.**

Findings	Supporting Evidence
<p>Field trips to promote college and career awareness.</p> <p>College and Career representatives connect with students</p> <p>DHS dedicates staff to administering the CAHSEE, PSAT, SAT and other tests.</p> <p>Staff provides study sessions for CAHSEE and reviews results with the students.</p> <p>DHS invites the Armed Services to talk to the students and to administer the ASVAB.</p> <p>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.</p> <p>Seniors receive numerous awards and scholarships including McConnell Foundation, Cal Grants, Rotary and more.</p> <p>Counselors meet with students who have 2 or more D's or lower in a grading term.</p> <p>Athletes must undergo a weekly grade check.</p> <p>Summer school opportunities and credit recovery to make up deficiencies</p> <p>Date is available on the School Website so students and parents can check progress toward course completion.</p>	<p>Syllabi and Lesson Plans,</p> <p>Job/Career Fairs</p> <p>Dedicated Staff</p> <p>Weekly SST's</p> <p>ASVAB scores</p> <p>College handbook,</p> <p>Daily Bulletin,</p> <p>Financial Aid Workshop</p> <p>Senior Parent Meeting</p> <p>Student Support Program;</p> <p>Testing/scholarship coordination</p> <p>Graduation ceremony; Awards</p> <p>Tiger awards night</p> <p>Peer tutors;</p> <p>After-school tutoring</p> <p>Credit recovery programs</p> <p><a href="http://www.dunsmuirhigh.k12.ca.us">www.dunsmuirhigh.k12.ca.us</a></p> <p>College Options staff</p> <p>Educational Talent Search</p>

### Conclusions

Findings
<p>All courses are designed to include relevant lessons that can be applied to the real world, and are taught in part with technological tools, equipment and formats for which mastery is generally expected in career situations and college settings. DHS has career readiness support throughout the year. Each student is provided the assistance needed to stay on track for graduation and where appropriate, college entrance. Graduates are succeeding in college and career endeavors. These programs and support systems are available on a daily basis for every student to meet the Student Learner Outcomes and address all of the identified critical learner needs.</p>

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### Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

1. Students utilize the many layers of support to help them meet their academic needs and challenges.
2. Teaching staff provides informal accommodation for individual student needs and provides tailored remediation in conjunction with support staff.
3. DHS provides every student with learning opportunities and a wide variety of extra-curricular activities and work experience concurrent with school programs
4. Lesson and instructional activities are linked to state standards and SLO's

### Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

1. DHS continues to work towards a uniform consistency in student expectations for learning.
2. SLO's need to be more of a focus in planning lessons and classroom activities.
- 3 A lack of a plan that provides for annual assessment of student outcome data.

### Category C: Standards-based Student Learning: Instruction

**C1. Instruction Criterion To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.**

#### **Results of Student Observations and Examining Work**

**Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings..**

DHS offers a range of classes that constantly connect students with life outside of high school. Teachers communicate lessons and assignments to students in varied ways, utilizing the internet to greatly enhance the classroom experience. Students are expected to engage in a variety of projects and lessons that range on individualized papers to group projects and presentations. Additionally, students use online resources on a daily basis to create a better understanding of the world around them. Lessons and activities are aligned with common core standards and help students with real world skills needed for life after high school.

Findings	Supporting Evidence
Students engage in assignments that connect them to college and career world skills. Students are expected to communicate effectively through various mediums in every subject area Students engage in rigorous deconstruction and analysis within content areas.	Resumes/cover letters Stock market simulation Personal Finance/Budget Utilization of Excel, Publisher,PowerPoint,Word submit weekly news article

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<p>College and career readiness classes and instruction.          Variety of technological resources.          Extended class time to complete projects and assignments.          After school Academic Support program</p>	<p>Maintain school website          Sustainable garden          River clean up          Google documents          Compare/Contrasting Essays          Expository Essays          Descriptive Narratives          Journal Writings          Speech/Presentations          Group Projects/Performances          Self/Peer assessment/revising          Science/Math/Computer Labs          Work experience, Woodshop,</p>
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**Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction**

Findings	Supporting Evidence
<p>DHS currently has UC Scout (online classes and coursework) available to students.            All Freshmen take an online Computer typing class</p>	<p>Course list</p>

**Student Understanding of Learning Expectations**

**Indicator: The students know the standards/expected performance levels for each area of study.**

DHS offers courses that are rigorous in nature, so that students are ready for life outside of high school. Students are given syllabi in each class at the start of each term that outline not only coursework but also expectations for the class. These expectations, including the Student Learner Outcomes, are displayed on classroom walls and white boards as well. Teachers often ask students to write in journals or verbally express their understanding or confusions. Additionally, because DHS has small class sizes, teachers are able to have one-on-one time with students on a daily basis. The online gradebook provides transparency for coursework and grading policies. Teachers use rubrics, weekly grade checks, and are available everyday after school for extra instruction. Consequences are implemented if students do not meet grade requirements.

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Findings	Supporting Evidence
<p>Syllabi and course work are designed in correlation with the common core standards, Next Generation Science Standards and various forms of assessment.</p> <p>Course rigor/expectations are of the highest levels.</p> <p>Consequences are implemented regarding student performance.</p> <p>Staff outline and explain expectations and objectives for units of study.</p> <p>Staff display expectations and objectives in classrooms.</p> <p>Daily journals are required in some coursework to solidify understanding.</p>	<p>Syllabi are given to students and parents/guardian</p> <p>Online gradebooks are available for students and parents/guardians</p> <p>consequences for students are:</p> <p>Weekly grade checks are required for student athletes, if below standards they must attend academic recovery.</p> <p>Every six weeks all students with high academic achievement can participate in “Fun-Friday”.</p> <p>Constant communication with students and parents/guardian--ie sit-downs, phone calls, emails,</p> <p>Daily standards and objectives posted on the board and discussed.</p> <p>Staff display posters of general expectations and objectives in classroom.</p> <p>Journals and Syllabi</p>

**Differentiation of Instruction**

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**Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.**

DHS has small class sizes, so students get daily one-on-one attention. Teachers are constantly differentiating assignments to fit students needs, whether that means being flexible with lesson planning or utilizing the resource teacher. Teachers include multiple learning methods into daily lesson plans to hit on the multitude of students’ learning styles. Teachers use SMART boards, ELMO projectors, student chromebooks and google docs as well pen and paper assignments to differentiate students’ experiences in the classroom. Students are taught the appropriate usage of technology both by staff instruction and staff modeling.

Findings	Supporting Evidence
1. Staff incorporate multiple learning styles into lessons on a daily basis. 2. Staff models ethical use of technology. 3. Staff employs teaching techniques that facilitates kinesthetic learning 4. Staff teaches students how to discern and determine the authenticity of electronic media.	Smartboard, White Board ELMO document camera Computers-chromebooks, computer lab Verbal and visual instruction (handouts, audio, video, discussions) Hands on projects and activities field trips such as river restoration, Science Lab, computer lab work, weight training, preparation of school meals, oral presentations to student body 4. Syllabi

### Student Perceptions

**Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.**

Students are well informed of the expected levels of performance in each classroom. Teachers give syllabi that outline course expectations as well as post these expectations in the classrooms. The online gradebooks allows students to see their grade on a daily basis. This, coupled with quick turn around time for assignments help teacher feedback be relevant to student learning. Lessons and activities are designed to relate to skills needed in the world outside of high school. Students also engage in projects with the community to better understand where they live. To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

### Conclusions

DHS creates a rigorous environment for students to learn the skills needed for college and/or the work force. DHS utilizes various projects and assignments that expect students to think critically about the world around them, work with others, analyze texts, synthesize materials, and use technology. Overall, DHS does this very well.

Findings	Supporting Evidence
1. The coursework for English, Social Science, 2. Mathematics, and Science is aligned to achieve student understanding and utilization of critical thinking, deconstruction/analysis, and utilization of literary and	1. Coursework/ syllabus for English and Social Studies 2. STEM in Science and Math curriculum



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informational text in support of claims. Interactive lesson and projects that involve students outside the classroom.	
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**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

Teachers at DHS, through their curriculum, meet our critical learner needs as stated above.

Findings	Supporting Evidence
1,Through class curriculum, students are expected to critically think and work in groups in every class to meet the critical learn needs. 2.Students are expected to communicate in a variety of forms and contents on a daily basis.	1.lesson plans and curriculum 2. SLO’s

**C2. Instruction Criterion**

**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.**

**Current Knowledge Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.**

DHS uses technology in every classroom every day. Students are required to build powerpoint/prezi presentations, use classroom chromebooks, and engage in a variety of online-based projects in and outside the classroom. DHS staff use an online gradebook as well as google docs to constantly communicate with students.

Findings	Supporting Evidence
Staff use smartboards, document readers, and computers to deliver lessons and activities. Staff uses a combination of video, audio, and print materials both online and offline to deliver lessons. DHS is participating in GIS day on November 19th and students will be completing GIS map projects.	Smartboards and ELMO’s in the classroom. Chromebooks utilized in the classroom. DHS has a computer lab with 25 desktop computers for students to use for projects and assignments. Students will be getting their own google email accounts for school work. Websites, movieclips, youtube, netflix, Ted Talks, FireWhat

**Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.**

At DHS, teachers are constantly using appropriate online resources in the classrooms. Teachers

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use technology to increase student learning of subject materials. Teachers take post assessments and grade student work to analyze how effective the online instruction is.

Findings	Supporting Evidence
<p>Teachers are competent in providing appropriate online resources based on current curricular necessities.</p> <p>Teachers utilize online resources in order to facilitate learning.</p>	<p>Classroom post assessment of information gained.</p> <p>Student work samples.</p> <p>Student participation and peer instruction.</p>

### Teachers as Coaches

#### **Indicator: Teachers work as coaches to facilitate learning for all students.**

The small school environment at DHS allows for one-on-one attention of students on a daily basis. Teachers work with students before school, after school, and during lunch to provide coaching and assistance when students ask and/or require it. Teachers offer an after school academic program for help with coursework as well. Teachers act as advisors for classes and clubs as well as coaches for school sports. Additionally, staff acts as mentors and set examples in the areas of responsibility, respect, and community service.

Findings	Supporting Evidence
<p>Staff allow students to work during lunch, before school, and after school on school work.</p> <p>Staff are in constant communication with students about work and grades.</p> <p>DHS offers an after school academic program, which is available to all students.</p> <p>DHS staff hold student success team meetings.</p> <p>DHS holds a Fun Friday event for students with good academic standing every six weeks.</p> <p>DHS staff make accommodations and modifications when necessary for students.</p> <p>Teachers participate in the annual Yosemite trip for students during Spring Break.</p> <p>Teachers take students to various plays and musical events, help the students participate in environmental restoration, and provide musical instruction after school.</p> <p>In the Culinary Arts class, students learn to place value on the nutrients in the food they prepare, practice safe and sanitary procedures and food preparation, and demonstrate their ability to display food in an appetizing manner.</p> <p>Staff act as advisors for clubs and extracurriculars.</p> <p>DHS staff teach students time management and teamwork.</p>	<p>Teachers provide supervision.</p> <p>Progress reports,</p> <p>powerschool</p> <p>grade checks</p> <p>email</p> <p>google docs</p> <p>website</p> <p>automated phone calls home</p> <p>phone log from teachers</p> <p>academic recovery</p> <p>Monthly Culinary Arts bulletin</p> <p>Mail from school</p> <p>Grade checks</p> <p>Meetings on an as need basis</p> <p>Grade checks, teacher participation</p> <p>Dragon Naturally Speaking</p> <p>extra time</p> <p>Mrs. Ryan</p> <p>reduced workload</p> <p>Computer in the Library</p> <p>Adjust bus schedule</p> <p>McConnell Foundation</p> <p>Permission slips, class</p>

## Dunsmuir High School WASC/CDE Self-Study Report

	discussions, teacher time The fabulous Mr. Capps, certificates of training
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### Examination of Student Work

**Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.**

Teachers at DHS offer a variety of assessments to get a better grasp of student progress and understanding. Students are assessed on multiple occasions so that one bad day does not negatively affect a student's grades. Students are expected to keep portfolios, write in journals, and verbally express their learning in class. DHS also rewards student behavior as well as academics. Students get PAW awards for doing good deeds and DHS elects a student of the month, who is recognized at the monthly board meeting. Additionally, DHS is constantly working with local businesses as well as the community of Dunsmuir to give students opportunities to demonstrate their learning with real world projects.

Findings	Supporting Evidence
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<p>Students participate in a multitude of assessments, including: projects, tests, quizzes, performances, presentations, class discussions, labs, journals, and essays. Students are required to keep portfolios of work in some classes.</p> <p>Students are required to write in journals about what they have learned in some classes.</p> <p>DHS staff grade the level of student participation in classes.</p> <p>DHS staff teach and reward demonstration of character development.</p> <p>Students at DHS are required to complete 40 hours of community service over the course of four years.</p> <p>DHS staff utilize project based learning in the classroom.</p> <p>DHS is working with the organization Firewhat to produce GIS map projects.</p> <p>DHS classes have a variety of guest speakers in the classroom to broaden students' exposure about life.</p>	<p>CAHSEE ASVAB Smarter Balance, PSAT SAT ACT Various assessments in classes Course Syllabi Student portfolios, course syllabi Student journals Gradebooks PBIS PAWS Student of the Month Community Service Documentation Packet Firewhat, teacher training agenda</p>
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**Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.**

At DHS, students and staff constantly utilize google apps for student work. Be it google docs, prezi, or the online gradebook, students and staff are in constant communication. Being able to conduct homework and projects online helps students to be able to complete tasks when and where ever they can as well as help teachers to extend learning to outside the classroom. In every class, teachers are modeling and showing students how to discern quality research, so that students have a better understanding of how to use the internet to their benefit.

Findings	Supporting Evidence
<p>Staff and students utilize google docs.</p> <p>Staff and students utilize online presentation programs for projects.</p> <p>Staff and students use email on a constant basis.</p> <p>DHS uses an online gradebook to communicate grades and assignments with parents and students.</p> <p>DHS staff teach students how to be able to discern quality within different websites.</p>	<p>Students use google docs for essays, projects</p> <p>Prezi, google presentation</p> <p>Gmail</p> <p>Powerschool</p> <p>Curriculum</p>

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**Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.**

At DHS, students produce varied projects and assignments that demonstrate their ability to think, reason, and problem solve. In every class, students are given group as well as solo projects and activities. Based on student work samples, students at DHS are expected to be able to reason and problem solve on a daily basis. Additionally, student work and understanding drives instruction and time spent on specific lessons.

Findings	Supporting Evidence
DHS students are able to read, problem solve, and demonstrate reasoning in classroom activities Student work demonstrates that this is a learning process, and that incremental progress is evident over the course of four years. Student work help drives necessary instruction.	Students' written work, students' conversational skills, and students' culminating product.

**Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..**

DHS uses technology in the classroom on a daily basis. Students have access to a computer lab as well as chromebooks in each class. SMART boards are in many of the classrooms as well as ELMO document cameras. Teachers at DHS utilize technology in the classroom to the fullest.

Findings	Supporting Evidence
DHS staff have integrated current technologies into the daily classroom instruction.	Chromebooks, computer lab, ELMO, Smartboards

**Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.**

Students at DHS use online programs and applications to help them complete coursework in most of the courses. Students work in solo and group projects that take them beyond the textbook and are consistently provided opportunities to work with local businesses.

Findings	Supporting Evidence
Students utilize online programs to complete coursework in some classes. Class work includes: solo and group projects, analysis, online presentations, research, work with local businesses, essay writing, reading, and interpretation of situations and materials given.	Class Syllabus student work samples

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### Real World Experiences

**Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.**

DHS offers a variety of career based curriculum and classes. DHS helps students to connect with the world outside of high school by creating projects that work with technology as well as local businesses and community members. DHS also requires that each student complete a minimum of 40 hours of community service before graduation.

Findings	Supporting Evidence
DHS offers a variety of career based curriculum and classes. DHS classes utilize real world examples and projects to connect students to the world outside of high school. DHS requires that students complete 40 hours of community service.	Classes include Culinary Arts Computer Applications Business Math Driver's Ed Problem Solving Projects that connect to real world learning are: Pulling Weeds River Clean up Interview training Resume building Personal finance lessons Computer skills Presenting and speaking

**Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.**

Current curriculum at DHS is designed to emulate real world experiences and highlight career readiness skills. Students at DHS are given opportunities in each class to learn techniques utilized in the world outside of high school. Also, DHS works with local businesses and community members to give students a well rounded experience in high school.

Findings	Supporting Evidence
Curriculum is designed to emulate real world experience and highlight career readiness skills and necessities. Students are given foundational knowledge of how to search and research effectively.	GIS mapping, stock market analysis, typing skills, Microsoft word, excel, publisher, wordpress, google apps

## Dunsmuir High School WASC/CDE Self-Study Report

### Conclusions

DHS finds that they not only utilize technology to a high degree, but we also do a good job at extending learning to beyond the textbook and classroom. Classes emphasize higher order thinking skills while using projects to actively engage students in their learning.

#### Findings

To a high degree 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. We recognize that this is a critical area of need and all activities designed in the classroom support SLO'S and critical Learner needs.

#### Category C. Standards-based Student Learning: Instruction: Areas of Strength

1. Use of technology in all classrooms
2. Communication with students
3. Teaching outside of the textbook
4. Differentiated instruction
5. Offering career readiness skills

#### Category C. Standards-based Student Learning: Instruction: Areas of Growth

1. Incorporate the Student Learner Outcomes and Academic Standards to a stronger degree

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### Category D: Standards-based Student Learning: Assessment and Accountability

#### D1. Assessment and Accountability Criterion

**The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.**

**Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.**

Dunsmuir High School effectively utilizes the principles of Smarter Balanced Assessment to address newly adopted state standards. A familiarity with these standards provides a firm foundation upon which teachers are able to assess whether students meet specific expectations for college and career readiness. Teachers at our school have the information and the tools needed to improve both teaching and learning. Both summative and flexible formative assessments are utilized as actionable feedback. Our assessment process ensures that all students leave high school ready for college and/or a career.

Findings	Supporting Evidence
Assessment and analysis of data has determined the school's critical areas of need.	Standardized Testing: STAR, CAASPP, CAHSEE, PSAT, SAT, ASVAB
Improving analysis by staff and reporting data to students and stakeholders Uniform assessments and expectations and results	Grade Checks Progress Reports, Report Cards Benchmarks Rubrics
Teacher's structure varies with valid assessment tasks so that students can demonstrate achievement according to objectives.	Student work examples
Accountability report cards	School Website
Standardized test results are mailed home	School mailings
Review data with Site Council	Agenda

#### Basis for Determination of Performance Levels

**Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses information to strengthen achievement of all students.**

Findings	Supporting Evidence
Classroom display of student work	Unit Boards
Teacher analysis of assessment data	Staff Meetings



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Students participate in an annual Showcase	Presentation of class work to community Student portfolios
Students have earned grades and credit based on meeting state-adopted standards	Power School
Assessments allow stakeholders to monitor advancement of student progress at grade level and in specific courses. Teachers evaluate the results to adjust instruction. Grade level team meetings share and analyze results	Increase in assessment scores
Formal and informal assessment of all coursework and Student Learning Outcomes.	Syllabi, gradebooks, student work
Weekly grade checks and academic recovery	Grade check forms
Weekly update to all staff about struggling student athletes	
Progress reports mailed every five weeks for all students	progress reports mailings

**Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.**

**Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.**

**Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.**

Findings	Supporting Evidence
As students engage in online learning programs, classroom teachers are available to assist and provide monitoring for student work and assessment needs. Currently the available courses are limited with expected growth and offerings in the future. A plan of action will be for students to participate in the online coursework within a classroom setting that lends itself to having a teacher available for assistance as necessary, Coursework and enhancements are developed on an ongoing basis utilizing scores and evaluations from in class curriculum as well as mandated assessments.	UC Scout Coursework & Assessment  College offerings from local colleges

### Conclusions

Findings
DHS is addressing the criterion to a high degree. There is a high degree of communication between staff and stakeholders. Dunsmuir High School effectively utilizes the principles of Smarter Balanced Assessment to address newly adopted state standards. A familiarity with these standards provides a firm

**Dunsmuir High School WASC/CDE Self-Study Report**

foundation upon which teachers are able to assess whether students meet specific expectations for college and career readiness. Teachers at our school have the information and the tools needed to improve both teaching and learning. Both summative and flexible formative assessments are utilized as actionable feedback. Our assessment process ensures that all students leave high school ready for college and/or a career.

**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

Findings	Supporting Evidence
Professionally acceptable assessment of student-work aids in the process of addressing all critical learner needs Bolsters ability to identify areas of concern and potential growth.	Rubrics designed with critical learner needs in mind.

**D2. Assessment and Accountability Criterion**

**Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

**Appropriate Assessment Strategies**

**Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.**

Teachers utilize a variety of methods to assess student growth. Teacher originated assessments, textbook assessments, written and oral assessments, term papers, portfolios, projects, journals, hands-on/problem-based assessments and electronic or web-based evaluation tools like Smarter Balance and Galileo. This technological assessment tool has been embraced by the students and received positive feedback. Student assessment programs including Galileo, for benchmark assessment, provides immediate feedback for evaluation. 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

### Dunsmuir High School WASC/CDE Self-Study Report

Findings	Supporting Evidence
Staff uses a weekly grade check to monitor the progress and standing of student academic performance.	Academic Recovery based on weekly Grade Checks
Staff meets formally and informally in order to analyze and assess student work based on curricular needs, and use these meetings to assess and modify instruction.	Teacher Workdays; Regular communication among staff members
Classroom assessments that emphasize higher order thinking processes are utilized: analysis, synthesis, evaluation, problem solving, etc.	Course descriptions, syllabi, Journals and test scores.
In-service trainings to enlist new thoughts and ideas when it comes to assessment strategies	Professional development, STEM, workshops.
A variety of formative assessment strategies are used by teachers so that students can monitor their own learning, and teachers can plan their next instructional moves.	Whole-group/individual questioning strategies think-pair-share exit tickets flexible lesson plans to suit student needs

#### **Demonstration of Student Achievement**

**Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.**

Findings	Supporting Evidence
Student work and various assessments utilized by DHS teachers allow students to demonstrate their achievement of academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.	Students maintain journals of their academic progress in both math and science classes Students in English class keep a portfolio of work and academic progress throughout term. Standards packets and review CAHSEE review and practice

**Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.**

Findings	Supporting Evidence
Multiple modalities are utilized effectively to insure thorough assessment that students become critical thinkers and communicators.	Reports, projects and research for all subjects Google Forms for testing and evaluating performance Use of applications (Desmos, google presentations, docs, forms, and spreadsheets.)

#### **Curriculum-Embedded Assessments**

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**Indicator:** The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Findings	Supporting Evidence
<p>All curricular areas are implementing Common Core State Standards for Math and English.</p> <p>Staff is aware of current developments in standards-based curriculum-embedded assessments.</p> <p>As we move forward in the process of implementing effective standards-based curriculum-embedded assessments, students ability to apply and communicate their knowledge is generally improving.</p>	<p>Cross-curricular assignments with a focus on providing Evidence to support student knowledge</p> <p>writing standards embedded in all subjects</p> <p>Professional development that support curriculum-based assessments</p>

#### Student Feedback

**Indicator:** Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Student feedback seems to be effective especially when time has passed since they have finished with DHS and moved onto college, the military, or work</p>	<p>survey, conversations, e-mails</p>

#### Modification of the Teaching/Learning Process

**Indicator:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Findings	Supporting Evidence
<p>Teachers effectively collect data to modify instruction, reteach areas of need and individualize instruction to learners.</p> <p>Informative and summative assessments</p> <p>Recording grades</p> <p>Individual teachers continually utilize assessment data to modify instructional approaches.</p>	<p>Retesting</p> <p>Individual modifications</p> <p>Academic recovery</p> <p>Power school</p> <p>posted SLO's</p>

#### Monitoring of Student Growth

**Indicator:** The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Teacher's utilize rubrics to monitor progress of students toward</p>	<p>Grade checks</p>

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meeting academic standards Common Core (ELA & Math) rubrics are used by teachers of all subjects DHS has in place many fail safes to insure students make proper progress towards meeting academic standards.	Use of rubrics formative/summative assessments staff meetings Test prep sessions classroom rubrics lesson plans
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**Conclusions**

**Prompt: Comment on the degree to which this criterion is being addressed.**

<b>Findings</b>
DHS is committed to guiding students to be successful critical thinkers and productive citizens in their community therefore frequent monitoring student progress towards their future.

**D3. Assessment and Accountability Criterion**

**The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.**

**Assessment and Monitoring Process**

**Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.**

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 SLO's. Reports of individual student achievement are turned over to academic counselors, and ETS advisor 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 coursework 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 Common Core Standards & Next Generation Science 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. In order to monitor student progress, teachers use the PowerSchool web-based gradebook to post grades and attendance. Parents and students can access a variety of information, including assignment due dates, scores earned on individual assignments, and overall course grade. This accessibility is beneficial to both students and parents, and it also allows counselors, administration, and departments to monitor student achievement with ongoing

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and real time efficacy. Students’ transcripts, historic testing data, and attendance data are available for all stakeholders to monitor through PowerSchool.

<b>Findings</b>	<b>Supporting Evidence</b>
Class syllabus with class expectations, guidelines and curriculum objectives	On-line Survey Progress Reports Grade checks

**Reporting Student Progress**

**Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**

<b>Findings</b>	<b>Supporting Evidence</b>
Dunsmuir is committed to keeping everyone informed on all students current progress, and needs for the future.	SARC Student Showcase Back to School Night Power School College Options (ETS) Community Forums School website Progress reports/grade checks

**Conclusions**

<b>Findings</b>
One of the major objectives of DHS is to inform the appropriate stakeholders of student achievement. Doing so helps to prepare all involved of what to expect.

**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

<b>Findings</b>

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The affect of students being valuable citizens in the community is dependent on informing all involved so that all stakeholders are preparing our students to be effective communicators and critical thinkers.

### 4. Assessment and Accountability Criterion

**The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.**

#### **Modifications Based on Assessment Results**

**Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.**

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

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to more effectively target necessary changes to instruction and curriculum.

<b>Findings</b>	<b>Supporting Evidence</b>
Curricular areas utilize results of internal and external assessments to set goals and modify curriculum and instruction	Staff meetings, interviews with teachers, planning meetings
District provides training and workshops driven to external and internal assessment methods	Professional development notes
Student study team, IEP meetings based on needs determined by assessment of student performance.	SST and IEP notes and forms
Science, Math and English departments assess students through data analysis to determine student readiness for post-secondary offerings	Placement tests, internal assessment, CSU early placement test, College Options reports and records.

**Conclusions**

<b>Findings</b>	<b>Supporting Evidence</b>
Implementing coursework & programs to address lack of student readiness. DHS utilizes this criterion as a major factor in the ability to address our critical learner needs that include critical thinking and clear communication	Foundations of English/Math courses, Common Core Development, LCAP, Single Plan for School Achievement Development of classes such as Creative Problem Solving, analysis of data via GIS tools.

**Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

1. Standards-based courses of study and standards-aligned textbooks/resources assure that standards are taught.
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



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<b>Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth</b>
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1. Share student data so that staff know what students are producing in other classrooms.
2. Implement the SLO's in all class work so that students realize why the SLO's are so important.
3. Improve staff collaboration and articulation in house to make assessment more uniform.
4. Planning and implementation of cross-curricular projects to verify student understanding and learning.

### **Category E: School Culture and Support for Student Personal and Academic Growth.**

#### **E1. School Culture and Student Support Criterion**

Dunsmuir High's school 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. Strong relationships exist between DHS and local businesses and are mutually beneficial. Dunsmuir High School has woven itself intricately into the fabric of the community of Dunsmuir. DHS is committed to enhancing the growth of each student to prepare them for their future. Paving the way to responsible citizenship is the shared purpose of parents, staff and the community.

Findings	Supporting Evidence
Administrator "open door" policy, enables and encourages communication with students, staff, parents and community. Communication between high school administration, faculty/staff, and parents continues to improve with the <i>user friendly</i> Power School, DHS Website, Power Announcement (automated telephone notification system), newsletters, and public announcements. DHS annually hosts many informational events open to parents and the community throughout the school year. parent information events including; Freshman Orientation, Financial Aid Night, Back-to-School Night, Athletic Awards and Information Nights, Student Showcase/Open House, Public Forums, and social media exchange, raise awareness and inform participants. Parents are invited to respond and give their input via a questionnaire mailed home annually, or computer response during a DHS hosted Public Forum. Students with IEP's and their parents attend the regularly scheduled	Weekly SST meetings Meetings with parents Frequent mailings to home with pertinent information Daily Bulletin Weekly Grade Checks Progress Reports every 5 weeks mailed home Powerschool School Website Powerschool automated phone call communication system Principal Newsletters School Calendar

### Dunsmuir High School WASC/CDE Self-Study Report

<p>meetings with administrator, regular education teachers to review and evaluate educational and behavioral plans. IEP's have been <i>student led</i>, and have proven highly successful.</p> <p>In an effort to bring parents and community members onto our campus, Dunsmuir High School hosts several family-focused events to introduce various activities. Back-to-School Night and Freshman Orientation serve to acclimate parents to the DHS culture. Financial Aid Night and FAFSA Workshop offers help parents and students need to navigate the financial options available to college bound students.</p> <p>Site Council is an established conduit for interaction between administration, teachers, parents and students</p> <p>Parents, community members, and DHS Alumni maintain a high level of involvement in our Athletic programs. The Booster Club, several businesses, and athletic teams - raise funds and publicly support Athletic Programs at DHS.</p> <p>The Culinary Arts Program has a presence on DHS campus and in community and county events. Student work is highlighted with food preparation, such as alligator, crayfish, catfish, and jambalaya for Mardi Gras; enchiladas, tacos, and Spanish rice for Cinco de Mayo; and chicken fettuccini, salads, and desserts for lunches and special events at DHS. Student artists have contributed to numerous murals and artwork in our community and on our campus. Art program continues to evolve</p>	<ul style="list-style-type: none"> <li>IEP Calendar</li> <li>IEP Documentation</li> <li>Sign-In Sheets</li> <li>Freshmen Orientation</li> <li>Back to School Night</li> <li>Student Showcase/Open House</li> <li>Public/Community Forums</li> <li>DHS Information Night</li> <li>Senior Info Night</li> <li>Tiger Awards</li> <li>Site Council meeting notes/agendas</li> <li>DHS Booster Club</li> <li>Weekly Newspaper</li> <li>Articles</li> <li>student written school updates in newspaper</li> <li>Community Cultural events</li> </ul>
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#### Use of Community Resources

**Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.**

Findings	Supporting Evidence
<p>Contact with community resources such as the Resource Center, Fire, What?, College Options and Upward Bound provides interested students with additional contacts and resources.</p> <p>Dunsmuir High School effectively uses available community resources to support students, not only by what is offered by the community - but by DHS students giving back to their community through community service. For example: the Public Library in Dunsmuir installed <i>internet connected</i> computers that our students can access after the school is closed, and in turn our students participated in a service project of painting and cleaning up the library. Many of the businesses here in Dunsmuir contribute gift certificates as <i>extra</i> incentive and rewards for our students. Many business owners and community leaders offer their expertise and</p>	<ul style="list-style-type: none"> <li>Fire What /GIS Job Fair/GIS International Day</li> <li>College Options</li> <li>Upward Bound</li> <li>Public Library</li> <li>Shasta and Siskiyou Counties - ROP Programs</li> <li>Workability/County Office of Education</li> <li>Guest Speakers</li> <li>Documented Community Service (40 hours)</li> </ul>

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<p>experience to student investigation of possible careers and jobs. Speakers from local and distant colleges, Technological schools and military present to students</p> <p>Dunsmuir High School was invited to participate in the consortium planning of AB86 Adult Education with College of the Siskiyous and other high schools with adult education programs and junior colleges.</p> <p>The town of Dunsmuir is part in Shasta County and part in Siskiyou County. For this reason, Dunsmuir High School is eligible for ROP, (Regional Occupational Program) in Shasta and Siskiyou counties. Transportation to the ROP offerings is, and has been, a major stumbling block for our students. The ROP offerings in Siskiyou County are forty-five minutes away and the ones in Shasta County are fifty-five minutes away. With creativity and collaboration of school, student, family, and ROP offering, Dunsmuir High School has taken advantage and had success of some courses.</p> <p>The ROP/Culinary Arts Program at Dunsmuir High augments and expands the career education of our students. Students learn the new government standards for portion control, and allowed calories, sodium levels, and trans fat; while preparing delicious meals for the students.</p> <p>Dunsmuir High School's Fine Arts Department strives to acquaint and/or introduce our students to plays, musical presentations, and various expressions of art.</p> <p>Representatives and guest speakers from the community, military, community college, and professional fields inform DHS students of career choices and provide support.</p> <p>Through the Career Center, students learn about, apply for college scholarships and receive notification of award.</p>	<p>required)</p> <p>Senior Day and Junior Day at College of the Siskiyous</p> <p>COS college orientation on campus</p> <p>GIS Job Fair</p> <p>AB86 Adult Ed. Consortium</p> <p>ROP</p> <p>CTE</p> <p>Resource Center</p> <p>Job Corp</p> <p>Shakespeare Festival in Ashland</p> <p>College of the Siskiyous Music Department</p> <p>Poetry Out Loud</p> <p>Career and Guidance center</p> <p>College Option presentations</p>
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#### **Parent/Community and Student Achievement**

**Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Student performance can be reviewed by parents with the administrator, counselor, teachers, Powerteacher, email, mail, or telephone. Parents are officially notified of their student's performance eight times throughout the school year. There are four progress reports and four report cards mailed home each school year.</p> <p>Additionally, parents have access to their student's progress and</p>	<p>Powerteacher/Powerteacher School</p> <p>DHS Web Site</p> <p>DHS Administration</p> <p>DHS Counselor</p>

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<p>performance via the computer.          IEP goals are written based on California State Standards and are currently being developed to incorporate Common Core State Standards. Parents, student, teacher, and administration are active partners in the student’s educational and behavioral plans.          Senior Awards Night, hosted by the Counseling Office, celebrates the achievements of graduating seniors who have received scholarships, awards, or military honors.</p>	<p>School Mailings          Grade Checks          PBIS          IEP Records</p>
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**Additional Online Instruction Prompt: Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.**

Findings	Supporting Evidence
As the above mentioned online opportunities become available, students will be required to abide by the guideline contained in the DHS Handbook, regarding Ethical Use of Technology and plagiarism.	DHS Student Handbook Student Study Team

#### Conclusions

Findings	Supporting Evidence
As the above mentioned online opportunities become available, students will be required to abide by the guideline contained in the DHS Handbook, regarding Ethical Use of Technology and plagiarism, the evaluations of the Student Study Team, Teachers, Administrator, and Parents.	DHS Student Handbook Student Study Team

## E2. School Culture and Student Support Criterion

Dunsmuir High School provides a clean, orderly, and nurturing environment that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students and a focus on continuous school improvement.

Findings	Supporting Evidence
Dunsmuir High School has policies in place to keep students and staff safe and secure on campus. The chief safety resource for DHS is the staff. Each year, staff is educated and trained, staff is trained in First Aid/CPR/AED, the School Safety Plan is updated, security equipment is checked, and drills are conducted. DHS conducts “unannounced” fire drills to evaluate student and staff response. Staff has been instructed regarding proper procedures in the event of a lockdown or an ‘active shooter’. There are numerous security cameras placed on campus. Cameras assist in identifying those vandalising after hours or on	Extensive modernization of school facility Online training through Keenan & Associates DHS School Safety Plan Security Cameras Classroom Telephones Classroom Intercom Lockdown “Button

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weekends and will alert when intruders are lurking. All classrooms are equipped with a telephone, capable of directly summoning police or emergency personnel and an intercom to the office. Classroom doors can be locked from inside or outside.	
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**High Expectations/Concern for Students**

**Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.**

<b>Findings</b>	<b>Supporting Evidence</b>
Dunsmuir High School Staff believes that making a difference in student success happens by building positive relationships. Staff understands that adolescents need to be heard and provides students with an open door policy to the Administrator and Teachers. The staff's primary goal is to make certain that students understand and believe they can be successful. Students struggling academically are invited to participate in Academic Recovery. Weekly grade checks for students participating in extracurricular activities and grade checks every four to five weeks for the entire student body enables staff to monitor progress and intervene before the student fails. Our small size allows a greater opportunity to serve students on an individual basis.	Administrator's Open Door Policy PBIS PAWS Athletes of Character Differentiated learning Teacher Counselor Grade Checks SST

**Atmosphere of Trust, Respect and Professionalism**

**Indicator: The school has an atmosphere of trust, respect and professionalism.**

<b>Findings</b>	<b>Supporting Evidence</b>
Administrator, Teachers and Classified Support Personnel take pride in working together to educate students. There is a significant level of collaboration among the staff at DHS. DHS teachers examine data, collaborate on lessons and common assessment, as well as share best practices. Teachers continue to focus on increasing student achievement in a safe, secure and nurturing environment. In addition to sharing professional connections, staff members enjoy the culture and friendships they have created. Every six weeks, staff	Common Core Training STEM GIS PBIS CTE Teacher Work Days

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gathers for Collaboration...this is in addition to general staff meetings, Common Core Training, STEM, GIS, PBIS and CTE.	
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**Conclusions**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Administrator, Teachers and Classified Support Personnel take pride in working together to educate students. There is a significant level of collaboration among the staff at DHS. DHS teachers examine data, collaborate on lessons and common assessment, as well as share best practices, daily. Teachers continue to focus on increasing student achievement in a safe, secure and nurturing environment.</p> <p>In addition to sharing professional connections, staff members enjoy the culture and friendships they have created. Every six weeks, staff gathers for Collaboration...this is in addition to general staff meetings, Common Core Training, STEM, GIS, PBIS and CTE. Several times per year, staff gathers off campus for non-structured interaction.</p>	<p>Common Core Training STEM GIS PBIS CTE</p>

**Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.**

<b>Findings</b>	<b>Evidence</b>
<p>A high degree of trust exists between staff members. Collaboration occurs both informally and during structured times consistently throughout the year. The collaborative nature of the staff allows for a shared ownership of high expectations of students while maintaining a positive atmosphere of caring and professionalism. Through observations and discussions the staff is able to identify the strengths of students as well as the key critical learner needs to focus on.</p>	<p>DHS Staff TWD’s SLO’s</p>

**E3 & E4. School Culture and Student Support Criteria**

**All students receive appropriate support along with an individualized learning plan to help ensure academic success. Students have access to a system of personal support services, activities, and opportunities at the school and within the community.**

**Adequate Personalized Support**

**Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.**

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<b>Findings</b>	<b>Supporting Evidence</b>
<p>The small size of DHS allows all staff to act as resources for academic success and general well being of our students. The Counselor meets with all students individually, encouraging students to consider specific programs that align with their goals. Students will meet with the Counselor at least once per year, more often if necessary, to register for classes, make adjustments to their four-year plan, or by a need for credit recovery.</p> <p>Our school nurse is a shared resource with other schools, yet, she is just a telephone call away - and has consistently made herself available when needed. Students receive a hearing screening in their 10th grade year and 9th graders have their vision tested. Students who must remain out of school for an extended periods have Independent Study or Home Hospital Services available. Students demonstrating poor attendance are referred to the Student Attendance Review Board (SARB), comprised of Probation Officer, Counselor, Administrator, School Psychologist, Nurse, and an Attendance Secretary. The team meets with the student and parent to address the problem and come up with a plan for success.</p> <p>Students who are in need of personal counseling to deal with personal/emotional issues occurring at school, in the home, and/or in their peer relationships have access through staff and counseling office. All Teachers and Staff are educated to be mandated reporters of child abuse or neglect to CPS.</p>	<p>DHS Counselor  SCOE Nurse  SARB  Attendance Records  CPS  Career Center  PEP  Academic Resiliency  Academic Recovery  Summer School  Referrals made to outside school support services as needed  Collaboration with community/county services  SCOE specialists</p>

**Additional Online Instruction Prompts: Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All students enrolled at DHS have the availability of academic counseling, college preparation support, personal counseling, and health services - regardless if the student attends classes</p>	<p>DHS Guidance Counselor  College Options  Upward Bound</p>

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<p>on campus, through independent study, home and hospital, or at home via the internet (online instruction). Students enrolled at DHS, meet with the academic counselor, administrator, and teachers to discuss their course of study, need for extra help, or just a need to discuss and validate what they've learned outside the classroom.</p>	<p>School Nurse                  ROP Programs                  Adult Education                  Vocational Programs                  Military</p>
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#### **Direct Connections**

**Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.**

Findings	Supporting Evidence
Resources have been allocate towards programs that support our academic standards and expected schoolwide learning results to promote student success and achievement.	Site Budget

#### **Strategies Used for Student Growth/Development**

**Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection**

Findings	Supporting Evidence
<p>Dunsmuir High School creates a personal learning environment for each student by attempting to connect them to an interest or career goal. Students can additionally access courses that meet their academic needs, such as Foundational Mathematics, Foundations of English/Language Arts, Credit Recovery/Academic Resilience, and Student Support. All students are provided with the opportunity to an education. Test results will underscore the success DHS staff has in allowing access and progress in the rigorous standards-based curriculum. In addition to being highly qualified, staff enjoys the opportunity to collaborate with others regarding individual students and their learning styles. Students who are falling behind in their work have numerous interventions available. Reasons for the student's performance, such as poor attendance, lack of understanding, failure to complete assigned school work - are discussed with the student, parent/guardian, teachers, administrator, and attendance personnel.</p>	<p>CA State Standards                  Annual Test Scores: API, AYP,                  Pacing Guides, CAHSEE,                  STAR and Smarter Balanced                  Assessments Scholarships,                  Grants, and Awards to                  graduating Seniors                  Four Year Plans                  Data                  Class Rosters                  Weekly Progress Reports                  SARB                  Student Study Team</p>



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**Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Dunsmuir High School creates a personal learning environment for each student by attempting to connect them to an interest or career goal. DHS leadership and staff continually monitor student learning in a variety of ways. These processes ensure that all available support services, programs, and related activities have a positive effect on the academic success of students. Core subject teachers, the counselor, and site administrator utilize technology to track student progress and learning. PLC's meet to discuss data and to create lessons designed to improve student achievement,. Students can additionally access courses that meet their academic needs, such as Foundational Mathematics, Foundations of English/Language Arts, Credit Recovery/Academic Resilience, and Student Support. All students are provided with the opportunity to an education. Test results will underscore the success DHS staff has in allowing access and progress in the rigorous standards-based curriculum. In addition to being highly qualified, staff enjoys the opportunity to collaborate with others regarding individual students and their learning styles. Students who are falling behind in their work have numerous interventions available. Reasons for the student's performance, such as poor attendance, lack of understanding, failure to complete assigned school work are discussed with student,guardian,staff</p>	<p>CA State Standards Annual Test Scores: API, AYP, Pacing Guides, CAHSEE, STAR and the SBAC Freshman Orientation Student Handbook Community Forum Grade Checks Scholarships, Grants, and Awards to graduating Seniors Four Year Plans Data Class Rosters Weekly Progress Reports SARB Student Study Team PLC Agendas</p>

**Support Services and Learning**

**Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Dunsmuir High School creates a personal learning environment for each student by attempting to connect them to an interest or career goal. Students can additionally access courses that meet their academic needs, such as Foundational</p>	<p>Weekly Student Study Team Academic Recovery Academic Resiliency CA State Standards</p>

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<p>Mathematics, Foundations of English/Language Arts, Credit Recovery/Academic Resilience, and Student Support. All students are provided with the opportunity to an education. Test results will underscore the success DHS staff has in allowing access and progress in the rigorous standards-based curriculum. In addition to being highly qualified, staff enjoys the opportunity to collaborate with others regarding individual students and their learning styles.</p> <p>Students who are falling behind in their work have numerous interventions available. Reasons for the student's performance, such as poor attendance, lack of understanding, failure to complete assigned school work - are discussed with the student, parent/guardian, teachers, administrator, and attendance personnel.</p>	<p>Annual Test Scores: API, AYP, Pacing Guides, CAHSEE, STAR and the SBAC</p> <p>Scholarships, Grants, and Awards to graduating Seniors</p> <p>Four Year Plans</p> <p>Data</p> <p>Class Rosters</p> <p>Weekly Progress Reports</p> <p>SARB</p> <p>GATE After School Music Program</p> <p>Student Support</p> <p>Athletics</p>
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**Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.**

Findings	Supporting Evidence
Staff works in an atmosphere of mutual support and trust. All students have equal opportunity to access educational tools	Student Study Team Academic Recovery

#### **Equal Access to Curriculum and Support**

**Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes.**

Findings	Supporting Evidence
<p>All Dunsmuir High School students have access to a challenging, relevant, and coherent curriculum. Students are equitably served through a variety of programs. The counselor and faculty collaborate concerning students' educational needs and goals. The counselor schedules students into the most rigorous courses of which they are capable. The counselor assists the students in creating a four year plan, advises them of different pathways and opportunities available to them. Students have access to college preparation programs, vocational programs, online college classes, and AP classes. If a student has failed a course they have the opportunity to recover credits during the school year through Academic Resilience class or during Summer School</p>	<p>DHS Counselor</p> <p>College Options</p> <p>Upward Bound</p> <p>Student Support</p> <p>U.S. Military</p> <p>ROP</p> <p>Academic Resilience</p> <p>IEP Meeting Notes</p> <p>Master Schedule</p> <p>Class Rosters</p> <p>Summer School/Independent Study program</p>

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**Co-Curricular Activities**

**Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Dunsmuir High School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results in two ways: first, by requiring students to maintain a 2.0 GPA to participate in many co-curricular opportunities, and secondly, by offering numerous programs with co-curricular components that require students to apply their classroom knowledge. Focus is on effective communication and global citizenship.</p> <p>Student organizations encourage students to develop leadership skills, to authentically represent the organization, and use classroom knowledge in a real-world situations.</p> <p>The art teacher assigns ‘real world’ projects that prepare students for the future and require decision making and problem solving on multiple levels.</p>	<p>School Policy Yearbook Journalism Newspaper Music Art</p>

**Additional Online Instruction Prompt: Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Dunsmuir High School leadership and staff methodically address the needs of the students - first and foremost.</p> <p>School is provided feedback from students through surveys and dialoguing with administration, counselor, staff, student council leadership, and coaches.</p>	<p>Weekly Student Study Team Academic Recovery Academic Resilience CA State Standards Annual Test Scores: API, AYP, Pacing Guides, CAHSEE, STAR SBAC Scholarships, Grants, and Awards SARB Four Year Plans Data Surveys Dialogue Class Rosters Weekly Progress Reports</p>

**Student Involvement in Curricular/Co-Curricular Activities**

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**Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.**

<b>Findings</b>	<b>Supporting Evidence</b>
DHS is very effective in informing, connecting, and following-up student use of support services.	Student Surveys Student interviews

**Additional Online Instruction Prompt: Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.**

<b>Findings</b>	<b>Supporting Evidence</b>
DHS students produce yearbook and manage the school web page. DHS hosts and sends students to other countries through the Rotary Club. DHS students participate each year in food collection drives and help prepare and serve lunch to school age children during school vacations and summer	DHS Yearbook Foreign Exchange Students/ Rotary Club Community Service Projects Lunch Program FBC

**Student Perceptions**

**Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.**

<b>Findings</b>	<b>Supporting Evidence</b>
Students recognize the effort of the staff and community to provide the services they have available to them. The counselor has an open door policy. The counselor helps students choose classes that satisfy the students needs and meets the state and district requirements for graduation and post secondary plans.	Freshmen interviews Senior Exit interviews Annual Needs Assessment PEP files student schedules scholarship applications college applications

**Conclusions**

<b>Findings</b>	<b>Supporting Evidence</b>
All students are aware of the support mechanisms in place to help them meet their goals and ensure access to and success with in an integrated standards based curriculum. Along with our rigorous academic courses and hands on activities emphasis is on critical thinking and clear communication	Master schedule students schedules PEP files SST,individual meetings with guidance counselor Problem Solving Sustainable Living Views of the World Athletes of Character Communication Arts

**Category E. School Culture and Support for Student Personal and Academic Growth:  
Areas of Strength**

1. Teacher's availability for students before school, after school, and at lunch.
2. The strong sense of pride shared by DHS and the community of Dunsmuir.
3. Security cameras and lock down capability on campus.
4. Growing extra-curricular programs available to our students.
5. Parent communication through online programs such as Power School.
6. Partnerships with local businesses and community resources.

**Category E. School Culture and Support for Student Personal and Academic Growth:  
Areas of Growth**

1. Implement more character building opportunities

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### **Areas of Strength**

- Administrator cultivates and maintains a positive rapport with all stakeholders
- Administrator's open door policy to students, staff and community
- Resources are sufficient and utilized very effectively to support students
- Multiple layers of support available to students throughout and after school day
- Staff is aware of and accommodates individual student needs through differentiated instruction
- High degree of communication with students due to low teacher/ student ratio
- Cross curricular projects that are aligned with state standards with emphasis on College and Career Readiness skills
- Classroom curriculum, hands on applications, community educational opportunities, extracurricular events and activities, community service events, student inclusive meetings and programs are just a few of the many educational opportunities that are provided for our students and stakeholders

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- Strong relationships/partnerships with business and community
- High degree of communication with Stakeholders
- Many opportunities provided throughout the year for parental and community participation and involvement with DHS

#### **Prioritized Areas of Growth Needs from Categories A through E**

- Work towards a uniform consistency in student expectations by creating cross curricular rubrics that reflect desired student learner outcomes and academic anchor standards
- Create a plan to examine and discuss assessment of student outcome data to drive curriculum planning and classroom instruction
- Increase degree that Student Learner Outcomes are integrated and emphasized in planning lessons and classroom activities
- Plan and implement cross-curricular projects to verify that Student Learner Outcomes are being met
- Implement more character building opportunities
- Continued evaluation of Professional Development Opportunities for relevance
- Continue to investigate new areas of focus for student learning and engagement.

## **Chapter V: Schoolwide Action Plans**

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

We have reviewed our strengths and examined our areas of growth from categories A-E as well

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as scrutinized our LCAP and Single School District Plan (which are now merged into one plan/document) to inform and guide our Schoolwide Action Plan for WASC.

**Goal 1:**

Develop a plan to implement and discuss formal and informal assessment of student outcome data to drive curriculum planning and classroom instruction

**Goal 2:**

Provide appropriate and relevant professional development opportunities for all staff

**Goal 3:**

Increase student engagement in the learning process through the attainment of College and Career Readiness skills

**Goal 1: The school will develop a monitoring plan to implement and discuss formal and informal assessment of student outcome data to drive curriculum planning and classroom instruction**

**Rationale:** With the current implementation of Common Core Standards and Smarter Balanced Assessments, the district needs to provide a consistent avenue for staff to disaggregate data around the new standards, utilizing benchmark assessments and all student assessment data to make informed decisions for academic success in the classroom.

<u>Tasks</u>	<u>Responsible Staff</u>	<u>Timeline</u>	<u>Monitoring Progress</u>
1. Research, investigate and	Teachers,	Spring 2015 to	Teacher Work



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<p>purchase available formal assessment tools in order to determine best fit for school needs.</p>	<p>Administrator</p>	<p>2015-16 school year</p>	<p>Day (TWD) Purchase Order</p>
<p>2. Integrate formal assessment tool into the classroom environments.</p>	<p>Core Subject Teachers</p>	<p>2015-16 school year and ongoing</p>	<p>TWD</p>
<p>3. Develop Benchmark assessments in all core subject courses, reflecting needs of Common Core Standards.</p>	<p>Core Subject Teachers</p>	<p>2015-16 school year and ongoing</p>	<p>TWD, Classroom Teacher</p>
<p>4. Benchmark Assessments will be administered regularly (4-5 week intervals) with results evaluated and reviewed by staff.</p>	<p>Core Subject Teachers</p>	<p>2015-16 school year and ongoing</p>	<p>School Calendar, TWD, Classroom Teacher</p>
<p>5. Analysis of Benchmark data to provide for strategies for classroom implementation as necessary.</p>	<p>Core Subject Teachers, Administration</p>	<p>2015-16 school year and ongoing</p>	<p>TWD, Classroom Teacher</p>
<p>6. Teachers and necessary staff will be supported in Professional Development opportunities in order to better assess student progress with Common Core Standards.</p>	<p>Administration</p>	<p>2015-16 school year and ongoing</p>	<p>TWD, Classroom Teacher, Professional Development Calendar</p>
<p>7. Annual staff reports to Stakeholders reflect assessment data and what has been done with classroom implementation and analysis to better inform strategic classroom curriculum.</p>	<p>Core Subject Teachers, Administration, Board</p>	<p>2015-16 school year and ongoing</p>	<p>Board Meetings</p>

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**Goal 2: The district will provide appropriate and relevant professional development opportunities for all staff that supports the goals of Common Core Standards and College and Career Readiness Standards**

**Rationale:** The District and staff are committed to our transition to Common Core Standards and will need support in this transition. A long range plan for Professional Development should include Common Core Standards, curriculum planning, classroom instruction and assessment/data analysis.

<u>Tasks</u>	<u>Responsible Staff</u>	<u>Timeline</u>	<u>Monitoring Progress</u>
1. Staff and Administration research and make recommendations for core curricular area Professional Development (PD) opportunities.	Administration Core subject teachers	Spring/Fall 2015 ongoing	Professional Development Calendar Budget
2. Develop a PD plan for teachers and administration.	Administration All staff	Fall 2015 and ongoing annually	TWD Professional Development Calendar
3. Attend various PD opportunities as they occur during the year.	All staff	2015/2016 school year and ongoing	PD Calendar TWD/staff presentations
4. PD attendees will report back to teachers and staff about key concepts and trainings for classroom development.	Attendees Administration	2015/2016 school year and ongoing	PD calendar Budget
5. Provide additional trainings as necessary for teachers staff and administration as Common Core Standards evolve.	Administration	2015/2016 school year and ongoing	Teacher Work Days
6. Provide time opportunities for staff to develop and implement cross curricular units.	Administration Teaching Staff	2015/2016 school year and ongoing	PD calendar
7. Provide teacher release time for visitations of classrooms and similar schools that are	Administration	2015/2016 school year and ongoing	

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implementing Common Core Standards.			
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<b>Goal 3: Increase student engagement in the learning process through the attainment of Student Learner Outcomes and College and Career Readiness skills.</b>
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**Rationale:** The district’s administration and staff and are responsible for ensuring that students are provided an educational journey that is beneficial and will provide relevant substance for their college/career readiness goals. Engagement in the educational process by all stakeholders is paramount in planning, designing and delivering the educational pathways for our students. Student involvement in academic, extracurricular participation and community investment will add to the variety and quality of experiences that students need to acquire the 21st Century Skills to be college and career ready as well as a positive contributor to society,

<u>Tasks</u>	<u>Responsible Staff</u>	<u>Timeline</u>	<u>Monitoring Progress</u>
1. Design and implement rigorous elective courses (ie. art, choir, science, social studies, literature) that will enhance the core academic classes. Develop Core Academic sections of Honors and AP classes as applicable.	Teaching Staff, Counseling Staff, Administrator	Spring 2015, School Year 2015-16 and ongoing	TWD, Course Schedules, Master Schedule, Course Catalogue, Assessments
2. Increase the CTE course offerings (GIS, Forestry, Natural Resources) through interdisciplinary organizations such as FFA, Skills USA, Interact	Teaching Staff, Administrator, STEAM Coord.	Summer 2015, School Year 2015-16 and ongoing	TWD, Staff Development, Master Schedules, Course Catalogue
3. Develop a course catalogue for student and parent informational planning purposes.	Counselor, CON APP Coord., Administrator	Spring 2015 and ongoing	Course Catalogue, Website
4. Develop and increase articulation with local colleges, and continue to pursue dual enrollment possibilities for educational growth of	Administrator, STEAM Coord., Staff	Summer 2015, School Year 2015-16 and	TWD, Course Offerings, Advisory

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<p>students. 5. Enhance the educational offerings by providing opportunities for students to gather college/career preparatory information through interactive processes. (College Options, Career Cafe, Compass Entrance Exams)</p>	<p>Counselor, Staff, Administrator</p>	<p>ongoing  Fall 2015 and ongoing</p>	<p>Meetings  Assessments, PEP, Counseling, Staff Assessments</p>
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**STUDENT LEARNER OUTCOMES**

- 1.Acquire knowledge to think conceptually and critically
- 2.Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.Effectively communicate ideas through multiple modalities
- 4.Work independently and collaboratively in an open and responsive manner
- 5.Make ethical and informed decisions that benefit themselves and the community
- 6.Actively participate in community through positive citizenship
- 7.Develop positive practices that promote physical and emotional well being
- 8.Solve problems in both conventional and innovative ways

**2014/2015 DUNSMUIR HIGH STAFF AND TEACHERS**

<p><b>Administration</b></p>	
<p>Ray Kellar</p>	<p>Superintendent /Principal/Athletic Director/Weight</p>

### Dunsmuir High School WASC/CDE Self-Study Report

	Lifting/Woodshop
Kim Vardanega	Administrative Assistant/CBO/ Office Practices
<b>Teachers</b>	
Josh Boli	Social Sciences/Economics/Frosh Requirements/Track
Jeff Cannon	English/Music/Business Math/PE/Girl's Basketball
Jeff Capps	Culinary Arts
Kurt Champe	Math /Art
Alysia Garcia	English/Drama/Computer/ASB Advisor/Prom Advisor
Pam May	Community Day School/ Credit Recovery
Pamela Price	Science / Spanish/Problem Solving Skills
Linda Ryan	RST Resource Specialist/ Student Support Program
<b>Staff</b>	
Chris Ballard	Football
Dan Ballard	Boys Basketball
Sharon Baltar	Custodian
Marci Davis	Registrar/Office Tech/ Attendance Clerk
Arlene Dinges	Consolidated App. Coordinator/Site Council/Library
Pat Devereaux	Scholarships/Testing/Library
Lori Templeton	Guidance Counselor
Jeff Ogden	Maintenance/Transportation
Corey Rossetto	Rally Squad
Stacey Shoemaker	SCOE School Nurse
Scott Sordahl	Volunteer Football/Baseball
Robert Wallace	Volleyball/Softball
Rose Wooldridge	College Options
<b>Board of Trustees</b>	
Jan Garrigus	Board President
William Townsend	Board Clerk
Robert Saltzgaver	Volunteer Coach Softball/Board Member
Chris Langston	Board Member
Jimmy Palmer	Volunteer Football/Softball/Board Member

Dunsmuir High School WASC/CDE Self-Study Report



**DUNSMUIR HIGH SCHOOL  
FALL BLOCK CLASS SCHEDULE 2014**

	Period 1		Period 2		Period 3	Period 4
	8:20-9:50		10:05-11:35		12:15-1:45	1:50-3:20
Mr. Boli	World Culture & Art	B R E A K	Government	L U N C H	U.S. History	
Mr. Capps	Culinary Arts		Culinary Arts		Culinary Arts	Culinary Arts
Mr. Champe			Integrated Math I		Integrated Math I	Integrated Math III
Mr. Cannon			English 11		Guitar	PE 10
Mr. Kellar						Weight Lifting
Ms. May	Fundamental ELA		Credit Recovery		Fundamental Math	Credit Recovery
Ms. Price	Problem Solving				Biology	Integrated Science I
Ms. Garcia	English 9		Communication Art		Publishing	
Ms. Ryan	Student Support		Student Support		Student Support	Student Support
Ms. Vardanega	Office Practices		Office Practices		Office Practices	Office Practices

Dunsmuir High School WASC/CDE Self-Study Report

**DUNSMUIR HIGH SCHOOL  
SPRING BLOCK CLASS SCHEDULE 2015**

	Period 1		Period 2		Period 3	Period 4
	8:20-9:50		10:05-11:35		12:15-1:45	1:50-3:20
Mr. Boli	Freshman Requirements	B R E A K	Economics	L U N C H	Western Civilization	
Mr. Capps	Culinary Arts		Culinary Arts		Culinary Arts	Culinary Arts
Mr. Champe	Math 2		Math 1 Plus		Art	Math 4
Mr. Cannon	Views of the World				English 12	PE (9)
Mr. Kellar						Woodshop
Ms. May	Consumer Math		Academic Resilience		Athletes of Character	Academic Resilience
Ms. Price	Physics		Sustainable Living			Integrated Science 2
Ms. Garcia	Comp App / Publishing		English 10		Drama	
Ms. Ryan	Student Support		Student Support		Student Support	Student Support
Ms. Vardanega	Office Practices		Office Practices		Office Practices	Office Practices

12/11/14 (Revised)

## Dunsmuir High School WASC/CDE Self-Study Report

### High School Graduation Requirements

The Governing Board of Dunsmuir Joint Union High School District desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for post-secondary education and/or employment.

**Course Requirements:** For the chart below the number of semesters required for graduation is the number of semesters that a student must receive a passing grade, and at least one (1.0) unit. The number of units is the minimum numbers of units that must be accumulated during the required semesters of work.

<u>Subject</u>	<u>Units</u>
English	40
History	20
Government and Economics	20
Math	30
Physical Education	20
Science	30
Practical Arts	10
Computer Literacy	5
Fine Arts	10
Geography/Drivers Ed.	5

Students must take additional academic and vocational courses to meet the 240 unit graduation requirement.

#### **Dunsmuir High School Graduation Requirements**

Students who earn beyond the minimum for a subject area may use those units to satisfy the elective requirements.

1. History includes one term each of World Civilizations and U.S. History plus one term each of American Government and Economics.
2. All students must pass three mathematics courses with a minimal requirement of Integrated Math I, II, III.
3. One year of Physical Science and one year of Life Science, plus one additional year of science.
4. Fine Arts/Humanities include: Music, Yearbook, Drama, Foreign Language, Art, World Cultures and the Arts, Music History or Art History.
5. Practical Arts include: Computer Applications, Culinary Arts, Wood Shop, Work Experience, and Desktop Publishing.

**Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.**



## Dunsmuir High School WASC/CDE Self-Study Report

### Terms Unique to **Dunsmuir High School**

1. Academic Resilience (formally Credit Recovery): An opportunity for a students to recover credits within the school day during a designated period.
2. Academic Recovery: After school support/tutoring available to all students (M-F) athletes who are below a C in a subject on weekly grade checks must attend until grade is elevated.
3. PEP:Personal Education Plan
4. PBIS: Positive Behavior Intervention Strategies
5. PAWS: an acknowledgement of positive behavior demonstrated by individual students
6. Tiger Traits; Positive behaviors
7. TWD: Teacher Work Day
8. STEM:Science,Technology, Engineering and Math:Northstate Consortium

### Appendices:Available on site

- A. Results of student questionnaire/interviews
- B. Results of parent/community questionnaire/interviews
- C. School Quality Snapshot (see [cde.ca.gov](http://cde.ca.gov))
- D. School accountability report card (SARC)
- E. CBEDS school information form
- F. LCAP /Single Plan for Student Achievement
- G. Board approved Textbook list