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Contact Information

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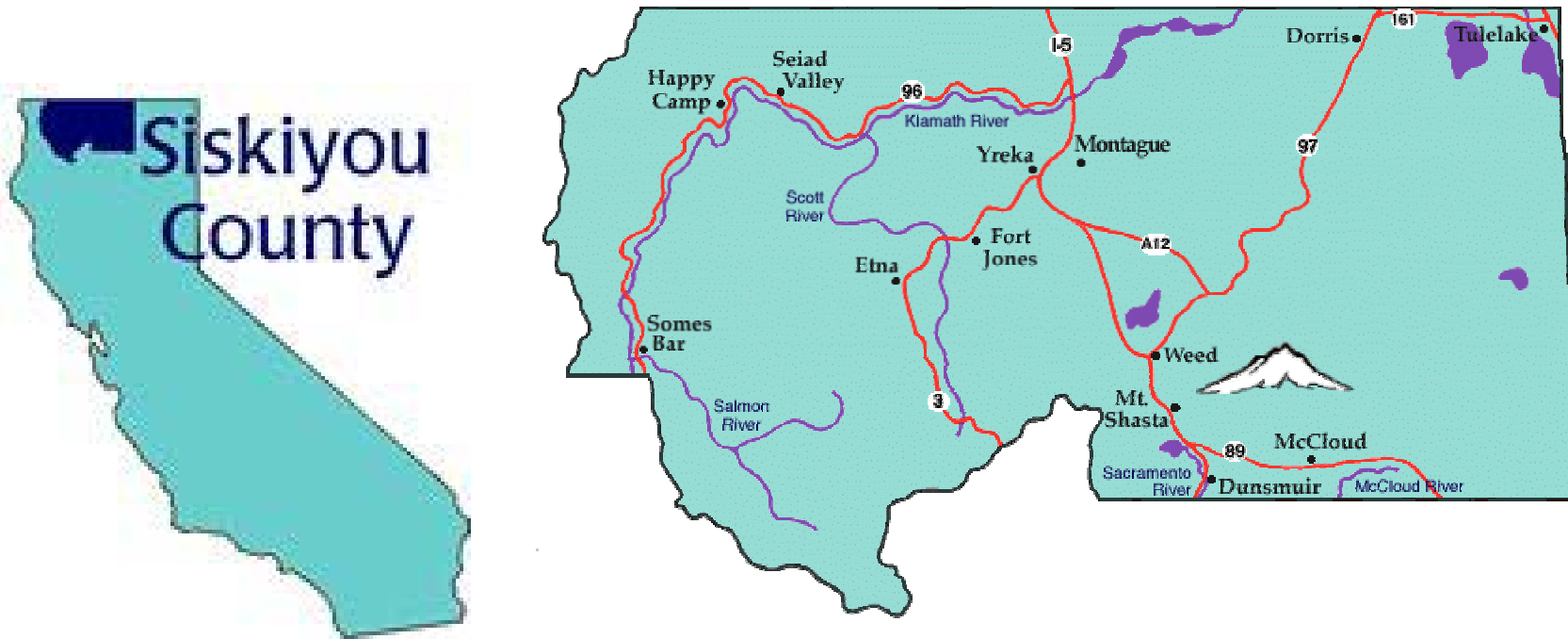
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School Description and Mission Statement

Discovery High School provides a process that will assist students in identifying and changing their behavior patterns while achieving educational, personal, and social growth.

Discovery High School is located in Yreka, California. Yreka is the county seat of Siskiyou County, and is very rural.



The Yreka Union High School District serves students in all levels of economic class but qualifies over 50% of its student population for free and reduced lunches. Discovery High School runs an even higher rate of students qualifying for free and reduced lunches.

Approximately two-thirds of Discovery High School students have been referred to the school by Yreka High School, with the remaining students entering from schools out of the area. The student population fluctuates between 60 and 80 students, ranging in age between 14 and 19 years old. Many of our students were unsuccessful (academically and/or socially) at traditional schools and were referred to Discovery High School for academic remediation and/or behavior modification. All of our students are at-risk. Approximately 8-20 students graduate each year from DHS, others pass the GED or CHSPE, and some transfer to Yreka High School after reaching personal academic goals. The DHS staff provides a more personalized environment than traditional high schools, with a more flexible schedule, and intensive academic counseling services.

Discovery High School's curriculum is individualized. Students work at their own pace, classrooms are multi-graded, and open entry / exit is standard practice throughout the school. In addition to traditional subjects, Discovery hosts the District's Regional Occupation Programs (ROP) in Natural Resources and Health Occupations, as well as partnerships with many local employers and agencies. The Discovery High School site also hosts the District Community Day School program. The wide choice of subject matter and programs as well as the flexibility built into our curriculum, make Discovery a unique school to acquire one's education.

Opportunities for Parental Involvement

Contact Person Name	Marie Caldwell, Principal	Contact Person Phone Number	530.842.1659.300
<p>The parents, instructors, administrators, probation officers, school nurse, as well as a variety of community support services, gather in the following ways to assess individual, in addition to school-wide, needs:</p> <ul style="list-style-type: none"> -Parent, instructor, student conferences -Monthly Site Council meetings -Frequent (several times weekly) staff telephone contact with parents including a positive Friday phone call -Community mentoring projects and job shadowing -Community service projects including but not limited to: Biological monitoring/ Yreka Greenway Project, community classroom, and beautification projects. 			

Student Enrollment -- Grade Level

Enrollment figures reflective of October 2004

Grade Level	Enrollment
Grade 9	7
Grade 10	15
Grade 11	31
Grade 12	28
Ungraded Secondary	0
Total Enrollment	81

Student Enrollment -- Racial and Ethnic Subgroups

Enrollment figures reflective of October 2004

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	3	3.7	Hispanic or Latino	6	7.4
American Indian or Alaska Native	12	14.8	Pacific Islander	1	1.2
Asian	1	1.2	White (Not Hispanic)	58	71.6
Filipino	0	0.0	Multiple or No Response	0	0.0

School Safety Plan

Date of Last Review/Update	October 2005	Date Last Discussed with Staff	March 3, 2006
Discovery High School staff discusses the safety of our students on a weekly basis in our faculty meeting. In addition, the Site Council provides an active role in discussing & implementing the site safety plan.			

School Programs and Practices That Promote a Positive Learning Environment

The Discovery High School Staff recognizes the significant issues that many of our students face: drug and alcohol addictions, domestic abuse, permissive dangerous sexual behaviors, family dysfunction, and often the inability to take responsibility for one's actions. Programs that are available to our students include:

- ❖ A counselor one day a week offering personal and family counseling to resolve family issues.
- ❖ One full-time administrator, who sees students one-on-one daily.
- ❖ One tobacco cessation group each week.
- ❖ Monthly newsletters to parents and families to keep them apprised of the activities and programs at Discovery High School.
 - ❖ Report cards mailed at the end of each six-week session (in addition to the weekly report cards given directly to the students)
 - ❖ An afternoon remediation program for students seriously deficient in credit.

- ❖ A monthly calendar mailed with the newsletter.
- ❖ Monthly Site Council meetings whereby parents and faculty have a chance to review and address program deficiencies.

Partnerships with Behavioral Health, Siskiyou County Juvenile Probation Department, Child Protective Services, Local Foster Agencies, and Siskiyou Training and Development Program.

Suspensions and Expulsions

The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the year 2004-2005.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	36	26	56	140	134	142
Rate of Suspensions	.37	.36	.70	.18	.18	.18
Number of Expulsions	4	1	3	.14	.10	.14
Rate of Expulsions	.04	.01	.03	.02	.01	.02

Facilities

School Facility Conditions -- General Information

Additional information about the condition of the school's facilities may be obtained by calling 530.842.1659.

Discovery High School is housed in a building and an annex containing five classrooms, three small offices, and a library/reception area. The building has recently received the installation of new, energy efficient windows, heating and air conditioning, blinds, and new carpet. In addition to the Alternative High School, the Discovery High School site houses Yreka Union High School District Community Day School. In the 2005-2006 school year, a redesign of the classroom and office space afforded additional private space for the counselor and nurse, as well as a library space for students to work when the classroom is not a viable option.

School Facility Conditions -- Results of Inspection and Evaluation

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks			No Gas leaks
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)			No Hazardous Materials
Structural Damage			No Structural Damage
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation			Monthly examinations & treatment by contracted agent
Drinking Fountains (inside and outside)			One inside and one outside drinking fountain
Restrooms			
Sewer			Sewer issues addressed in the 2005-2006 school year
Playground/School Grounds	X		
Other			

Academics

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are *Advanced* (exceeds state standards), *Proficient* (meets state standards), *Basic* (approaching state standards), *Below Basic* (below state standards), and *Far Below Basic* (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Discovery High School has a very difficult time with students taking the CST exams seriously. As the exams do not help students advance toward a diploma, do not earn credit, and take up to two weeks of academic class time to complete, very capable students often fill in the bubbles to complete them as quickly as possible. It has been proposed to the Site Council to offer reward trips and activities in the fall of each year to students who advance and improve their CST scores from year to year.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	3	31	13	37	39	44	35	36	40
Mathematics	0	17	12	31	35	37	35	34	38
Science	6	9	6	28	22	22	27	25	27
History-Social Science	2	23	9	33	36	38	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts		*			*		16
Mathematics		*			*		12
Science		*			*		9
History-Social Science		*			*		12

CST -- Other Subgroups

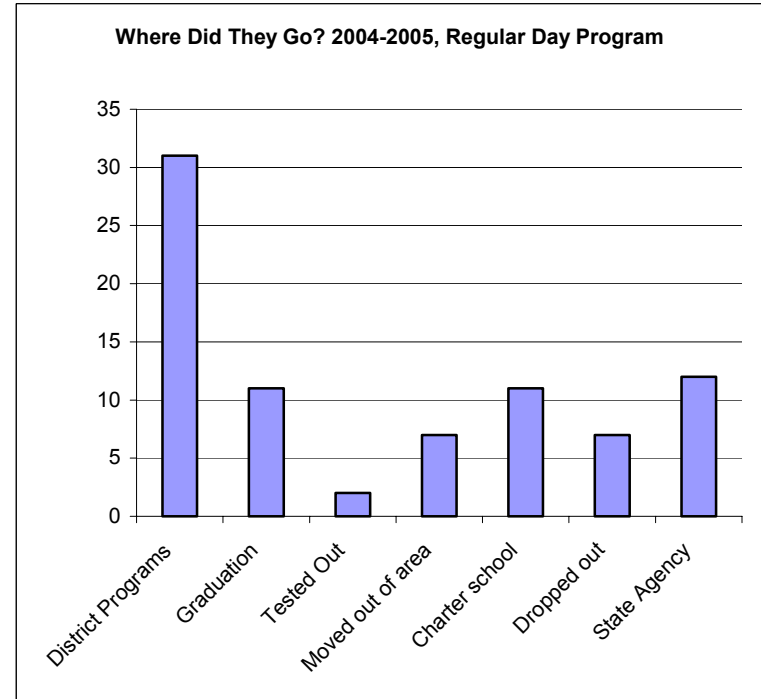
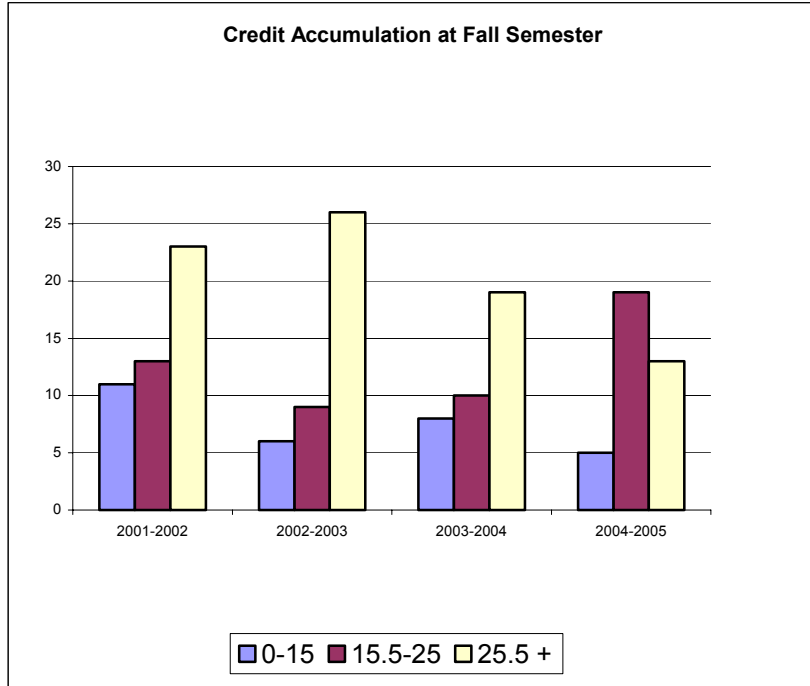
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	9	20		12		
Mathematics	18	0		8		
Science	5	9		6		
History-Social Science	8	11		9		

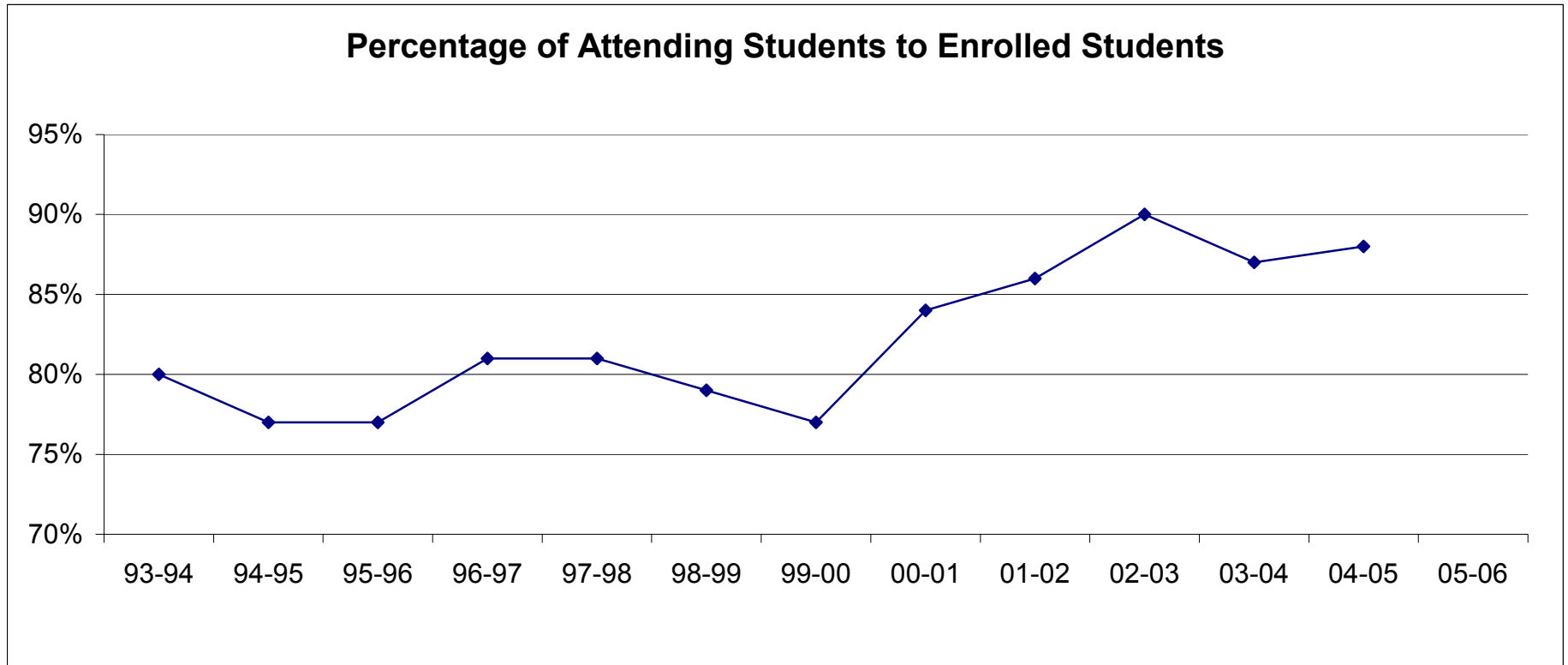
Norm-Referenced Test (NRT)

Norm Referenced exams are no longer given to students in the State of California at the high school level.

Local Assessment



Percentage of Attending Students to Enrolled Students



California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		98	98	Percent Tested	98	98	100
API Base Score	522	452	516	API Growth Score	449	557	533
Growth Target	14	B	B	Actual Growth	-73	105	17
Statewide Rank	1	B	B				
Similar Schools Rank	N/A	B	B				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
N/A				N/A			
American Indian or Alaska Native				American Indian or Alaska Native			
N/A				N/A			
Asian				Asian			
N/A				N/A			
Filipino				Filipino			
N/A				N/A			
Hispanic or Latino				Hispanic or Latino			
N/A				N/A			

Pacific Islander				Pacific Islander			
N/A				N/A			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	525	463		API Growth Score	462	569	
Growth Target	11			Actual Growth	-63	106	

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score		435		API Growth Score	433	551	
Growth Target				Actual Growth		116	

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

Dropout Rate and Graduation Rate

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	70	69	71	914	884	877	1,772,417	1,830,903	1,876,927
Number of Dropouts	2	5	2	10	10	4	47,871	58,189	61,253
Dropout Rate (1-year)	2.9	7.2	2.8	1.1	1.1	0.5	2.7	3.2	3.3
Graduation Rate	88.3	82.4	70.0	88.3	92.2	95.5	87.0	86.7	85.1

Class Size

Average Teaching Load and Teaching Load Distribution

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.2	5			17.8	5			19.8	7	2	1
Mathematics	15.6	5			15.8	5			16.8	5	2	1
Science	15.3	3			16.0	3			17.7	5	2	1
Social Science	21.6	4		1	16.0	4	1		20.2	5	2	1

Class Size Reduction Participation

We do not participate in this program.

Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	82.1
High-Poverty Schools in District	100.0
Low-Poverty Schools in District	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	4	4	4
Teachers with Full Credential	4	4	4
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

	School	District
Doctorate	0.0	2.4
Master's Degree plus 30 or more semester hours	0.0	7.3
Master's Degree	50.0	9.8
Bachelor's Degree plus 30 or more semester hours	100.0	75.6
Bachelor's Degree	0.0	4.9
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Teachers are evaluated according to the California Standards for the Teaching Professional, and through a goal setting and evaluation process completed by the entire staff (including principal). Teachers are further evaluated according to California Education Code 44660 through 44665.

Substitute Teachers

Substitute teachers are called from a County developed pool. We generally request teachers who are both familiar with our academic program, and the unique needs of an alternative setting. All substitutes are credentialed with either preliminary, clear, or emergency papers.

Counselors and Other Support Staff Title	FTE
Counselor	.2
Library Media Teacher (Librarian)	0
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0
Academic Counselors Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

Curriculum and Instruction

School Instruction and Leadership

Strategies to Increase Student Achievement

The first strategy Discovery High School uses is a comprehensive orientation process. The current orientation consists of a meeting with principal, parent and student at the time of enrollment. We feel many of the problems students have in achieving academically are related to the lack of a smooth transition from more traditional programs to alternative programs. Additions to the current Orientation program include diagnostic testing in mathematics, reading, and writing to help place the student in skill appropriate curriculum.

Language Arts

The Language Arts program is very strong at the current time. It covers standards for ninth through twelfth grades with a breadth and depth that is appropriate for a secondary system. We have in place an authentic assessment portfolio which shows improvement in students' unedited writings throughout the year. Each student compiles a writing sample in the first six-week session of school. During the school year students will complete the writing sample during their orientation period. Students will then be required to complete a writing sample at the end of each six-week session. This allows the staff to develop bench-mark writings for each student's improvement. Students also will participate in a reading diagnostic test. This will help place students in the skill appropriate curriculum. It also will allow us to develop and implement pre- and post-testing scores for all students.

Mathematics

The mathematics curriculum is currently the weakest area in our school. Students are very reluctant to complete math, it is very difficult for them, both psychologically and with regard to their skill levels. With the requirement that all students take and pass a challenging high school exit exam, as well as show competency in algebra prior to receiving a high school diploma, we felt it was past time to address the math curriculum. Our credentialed mathematics instructor is currently re-writing our mathematics curriculum. Purchase of textbooks and the appropriate supplemental curriculum is a focus for this school year, as well as a diagnostic and pre- and post-testing process for all incoming students. The mathematics instructor is leading the staff in ways to integrate mathematics language, skills, and teaching techniques within each subject area.

Science

Students experience local natural history through a variety of field excursions, and our Oak Knoll Education Center on Beaver Creek, which acts as an outdoor laboratory. One way in which we hope to improve the science curriculum is to link state adopted standards to the outdoor activities currently in place. We also plan to improve the current year-long curriculum with regard to the Oak Knoll Education Center. The one area of weakness within the science curriculum is Physical Science. As we are developing the curriculum plan for the Oak Knoll Education Center, specific physical science standards will be embedded.

Health & Physical Education

We currently provide periodic but not comprehensive physical education activities such as weightlifting, softball and hiking. Students also have opportunities to participate in physically challenging activities on R.O.P. Natural Resources field trips. Health education activities include the 2-day Red Cross course in HIV/AIDS awareness and prevention (offered four times per school year), Red Cross certification in CPR and first aid (graduation requirement), and smoking cessation and drug and alcohol groups. We also use *Choices* magazines (Scholastic) to provide health education. This curriculum supports the ASHA National Health Standards, AFCS National Standards for Family and Consumer Sciences, and CEP Principles of Character Education.

In addition to the *Choices* magazines, a full-fledged health curriculum based on the Prentice-Hall *Health: Skills for Wellness* materials has also been implemented. This program includes reading and language development, examinations and multimedia support. We believe that health education and awareness is crucial to an at-risk student body. Moreover, basic skills work—reading, comprehension and writing—will increase academic success in the core subjects.

Professional Development

Professional development at Discovery High School in the last two years, has focused on certification of all staff in SB395 (to address English Learners). This goal culminated in the summer of 2005, with the remaining staff members being certified. Further addressing school-wide literacy and reading development continue to be a training focus. In addition, further development of class units to enhance standards based education continues to be a school wide goal.

The Support staff have continued to focus their professional development in mastering the student accounting systems and technology that have been implemented district-wide. We feel this component is a strong one within our school. It has been focused and within the scope of our mission statement.

Quality and Currency of Textbooks and Instructional Materials

Each of the textbooks below maintain a copyright post 2000.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Fast Track- Reading Intervention; Possibilities; Career Choices; Series: Literature and the Language Arts
Mathematics	Algebra I - Concepts and Skills; Geometry-Applications & Connections; Algebra 2-An Integrated Approach; Calculus-6 th Edition (AP Calculus); Pre-Calculus with limits-A Graphing Approach (Analysis); Basic Math Skills (Math A - Grade 9)
Science	Science Explorer-Earth Science (Earth/Physical Sci); Science Explorer-Life Science (Life Science); Science Explorer-Physical Science (Physical Science)
History-Social Science	Basic Principles of Am Govt; Economics-Principles in Action (Economics); The Americans-Reconstruction to 21 st Century (US History); Traditions & Encounters(A/P World History); World History-Connections to Today(Wld Hist); The World's History (Hnrs Wld Hist); Geography Today; Responsible Driving - Edition 12
Foreign Language	We do not teach a foreign language
Health	Health , Skills for Wellness (Prentice Hall)
Science Laboratory Equipment (grades 9-12)	We do not maintain a traditional laborator, although our outdoor laboratory is located on Beaver Creek, in the Oak Knoll Ranger District. (see picture below)

The Oak Knoll Education Center provides a home base for all Natural Resources laboratory activities.



Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

We do not offer scheduled shortened days.

Postsecondary Preparation

Advanced Placement and International Baccalaureate Courses

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
384	267	69.5

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
7	0	0.0

SAT Reasoning Test

Students at Discovery High School are encouraged to take advantage of the excellent Community College system in our region. This system does not require students to take the SAT, therefore, students do not.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		28	28	202	186	189	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	0.0	32.7	28.5	25.9	36.7	35.3	35.9
Average Verbal Score				519	528	530	494	496	499
Average Math Score				543	540	535	518	519	521

College Admission Test Preparation Course Program

Discovery High School staff works closely with the College of the Siskiyou's Counseling team to ensure that students are prepared for the COMPASS placement exam in both English and Mathematics. Students in the fall of their fourth year of high school, regardless of whether they will be earning a diploma, participate in orientation days at College of the Siskiyous. Students receive counseling and introduction to the campus. They are also tested for enrollment into first year college classes.

Discovery High School students also participate in Upward Bound, a pre-college preparation and support program, as well as College Options. Further, students work with the principal to complete financial aid forms and scholarship applications. DHS graduates compete for over \$10,000 in scholarship money designated directly for DHS graduates. Students also compete for United Scholarship Foundation money, offered to all District students with a GPA of 3.0 or above.

Workforce Preparation Programs

Discovery High School maintains strong relationships and workplace agreements with:

- ❖ United States Forest Service
- ❖ California Fish and Game
- ❖ Shasta Wildlife Area

- ❖ Irongate Fish Hatchery
- ❖ Cooperative Interagency Klamath Basin Spawning Ground Survey
- ❖ Yreka Creek Greenway Committee
- ❖ Siskiyou County Office of Education, Watershed Project
- ❖ Yreka High School
- ❖ Karuk Tribe
- ❖ Great Northern Industries
- ❖ Shasta River CRMP

Through our many partnerships, we feel students who so choose, acquire many career skills. Many of our students acquire jobs through the partnerships as well as their senior projects. Due to our extensive co-curricular field activities, we feel our students are better equipped than the average graduate to succeed in the workplace.

In addition we work closely with local employers: Norcal, Ray's Sentry, Priceless Foods, Raley's, Taco Bell, McDonalds, Burger King, Carl's Junior, Kentucky Fried Chicken, local ranches and construction companies. We have students enrolled in Work Experience through the Siskiyou Training and Employment Program.

Career Technical Education (CTE) Programs

Current Enrollment at Spring Semester 2006

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
ROP Health Careers- 1	1	1	100	1	1	100
ROP Natural Resources- 24	24	6	25	3	1	30
ROP Floral Design-						
ROP Agriculture-						

Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,680	\$35,096
Mid-Range Teacher Salary	\$50,259	\$50,258
Highest Teacher Salary	\$61,471	\$62,271
Average Principal Salary (High)	\$74,701	\$82,898
Superintendent Salary	\$97,843	\$101,820
Percent of Budget for Teacher Salaries	37.0	34.3
Percent of Budget for Administrative Salaries	6.0	5.2

District Expenditures (Fiscal Year 2003-04)

Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$6,245,306	\$7,845	\$7,007	\$6,919

Types of Services Funded

Discovery High School maintains a fully functioning Site Council which oversees the direction of all categorical programs. The 2005-2006 categorical goals are as follows:

- ❖ Focus on the reading assessment and curriculum intervention program. Implement FAST TRACK reading class 6th period for all students testing below 7th grade
- ❖ Assign instructional aide to reading intervention class, and supporting students with their core curriculum in their regular classes thereby increasing credit earned.
- ❖ Support all day program, with new requirements for student attendance
- ❖ WASC accreditation in 2005-2006, self-review year, evaluating all academic and co-curricular programs
- ❖ Specific semi-annual plans by semester for each student, focusing upon specific academic credit needed, to improve credit earning across the core curriculum.