

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

DAVIS SR. HIGH SCHOOL

**315 West Fourteenth St,
Davis, CA 95616**

Davis Joint Unified School District

2016

3/11/19 – 3/12/19

Visiting Committee Members

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I. Introduction

Davis Senior High School (DSHS) is located in Davis, California, a university community with a population of approximately 69,000 of which the majority (63.9%) is White. Other ethnicities include Asian (22.2%), Hispanic/Latino (14.3%), African-American (2.8%), American Indian/Alaskan (0.1%), Native Hawaiian/Pacific Islander (0.3%), and two or more/other (5.8%). Located in Yolo County 15 miles west of Sacramento and 70 miles northeast of San Francisco, Davis is a primarily middle to upper-middle income community with residents earning a median household income of \$57,683. The average value of a home is near \$565,700. Approximately 57% of the housing units in Davis are rentals, and 55% of Davis residents live in rental housing.

DSHS opened at its current location on 14th Street in 1960. The campus has experienced additional construction, including the library building in the late 1990s, the North Gym in 2002, and the Brunelle Performance Hall in 2005. The original multi-purpose room (MPR) and the cafeteria was demolished in 2013 and replaced by an outdoor seating and shade structure, which was removed for the construction of the new All Student Center, which opened in January of 2018.

The school has strong parent and community support both for academic and extracurricular programs. Through the PTA's Partners in Education program, staff members receive funding for equipment, curriculum materials, etc. The Davis Schools Foundation provides DSHS with funds counseling staff has allocated to a Drug and Alcohol Counselor. A variety of parent booster groups in music, athletics, Speech and Debate, Robotics, and Agriculture provide financial and organizational support. Community members come to classes to assist teachers and students in Academic Coaching Empowering Success (ACES), Japanese, and music. Scores of University of California Davis (UCD) students volunteer in classrooms through their coursework and interest in exploring the teaching profession. Career Technical Education (CTE) programs and Biotechnology class have developed effective partnerships with local industry such as Intel, Schillings Robotics, UC Davis and the UCD School of Veterinary Medicine, and local colleges.

The recently adopted Schoolwide Learner Outcomes (SLOs) are the same as the competencies in the DJUSD Graduate Profile.

- Critical Thinking & Problem Solving
- Civic & Cultural Awareness
- Collaboration
- Creativity & Innovation
- Adaptability & Resilience
- Communication

These SLOs derived from a year-long process that created the Davis Joint Unified School District (DJUSD) Graduate Profile. Beginning in the fall of 2017, the district embarked on a process that included staff, parents, students, and community members to identify the skills that comprise (according to the district website) the “cognitive, personal and interpersonal competencies that students should have when they graduate from high school in order to be

successful in the 21st century.” The district adopted the Graduate Profile in April 2018. Davis Senior High School updated its SLOs to match those of the district in the fall of 2018.

Davis Senior High School has seen a steady increase in student enrollment over the years of this WASC term, from 1638 students in 2015-2016 to approximately 1800 students in 2018. The total enrollment variances may reflect the inclusion of concurrently enrolled students. Davis Senior High has students from each of the three junior high schools, Da Vinci Charter Academy, Davis School for Independent Study, and Dr. Martin Luther King High School.

Significant Changes

Administrative changes:

Since the 2016 WASC visit, the principal and one vice principal resigned and took positions outside of the district. In July 2017, Vice Principal Tom McHale was named Interim Principal upon the departure of William Brown. By spring 2018 Mr. McHale was named permanently to the position. Mr. McHale brings 25 years of experience at Davis Senior High School, including nine years as an administrator. In 2016, Kellie Sequeira joined the administrative team as part-time Vice-Principal (0.6 FTE) and teacher on special assignment, replacing Mary Lynch. Ms. Sequeira has now been moved to a full-time vice principal position (1.0 FTE). Mark Simi joined the administrative team as Interim Vice Principal in December 2017, and at that time the position was increased to 1.0 FTE.

All Student Center

After five years without an MPR, the All Student Center (ASC) opened in January of 2018. The ASC is a popular meeting place with students, staff, and the community fostering positive interaction and friendships. It has a student union feel, where students may hang out before and after school. The facility contains a professional kitchen, an English classroom, and houses Student Government, the Career Center, and the Athletic Director’s office. The ASC has served as the venue for student club and Student Government events, concerts, and community events. The Student Nutrition Services Department prepares fresh meals on site. Students and staff may access the facility for breakfast early into the school day, during the mid-day snack break, at lunch, and after school. Additionally, the school was able to hire an additional campus supervisor from FTE provided by the district, as part of the plan to support the ASC.

District Graduate Profile

In the fall of 2017, under the leadership of Associate Superintendent of Instruction Rody Boonchouy, the District began to identify and develop what became the Graduate Profile. The process included stakeholders from all district schools and the Davis school community. The resulting profile components were shared in the spring of 2018. In the fall of 2018 DSHS reviewed the profile and adopted it as the new Schoolwide Learner Outcomes. Additionally,

through staff, department, and SLT meetings, DSHS staff generated performance indicators for the profile components. This process is continuing, with the goal of having a viable set of indicators that teachers may use to assess student performance by the spring of 2019.

Student Success Center

The Student Success Center (SSC,) opened in the fall of 2017. Daysi Melgar is the Center's Supervisor. The purpose of the Student Success Center is to connect students to campus and provide a positive and safe environment for students in need. The SSC serves multiple purposes depending on the student assigned to the SSC. As many students assigned to the SSC have high needs, it is the responsibility of the Student Success Center Supervisor to help support and connect with the student.

One of the roles of the Student Success Center is working with students assigned to in-school suspensions and class suspensions in a safe space. When a student is assigned an in-school suspension, the goal for the day is not just to complete assignments, but to ensure the student is reflecting on the actions that got them to that place. The SSC Supervisor works closely with administrators and counselors to determine the supports a student needs.

The SSC serves several important purposes. Students with prearranged "anytime" passes are allowed to come to the SSC to take a break, and/or collect a snack during their day. Many of these students come to the SSC in need of a quiet place with minimal distractions. Students who feel comfortable in the SSC may come during a free period to do school work or talk with the SSC Supervisor, or obtain school supplies such as folders, pens, pencils, and paper. Oftentimes the SSC serves as an alternate testing environment for students, especially for students with 504 accommodations. The Student Success Center plays a large role in helping students succeed academically.

The SSC also emphasizes the socio-emotional wellbeing of students by fostering positive relationships and connections between staff and students. Students who need extra support are referred to the appropriate staff member/place such as the Career Center, Academic Center, Recovery Happens counselor, crisis counselor/manager, their administrator, academic counselor, specific clubs on campus, etc. Establishing connections with students who feel disconnected to the school is paramount and pivotal to their success.

Every two weeks the Student Success Center Supervisor receives updated attendance reports. After counselors call parents of truant students, the SSC Supervisor calls any parents counselors were unable to reach due to language barriers. The SSC Supervisor informs parents about school attendance policies and the student's current absences. If a truancy contract is mailed to parents of a student who is not attending school, (Head Campus Supervisor) Kathleen Hunter then asks the SSC Supervisor to alert the families.

Case Management Program

Davis Senior High School administrators and counselors partnered early this school year to create Case Management Teams. Counselors began meeting regularly with unduplicated students to build relationships and identify student needs. Counselors are working towards meeting with students in need within this group once every two weeks. Administrators and counselors, using an MTSS (Multi-Tiered System of Support) approach, then meet every three weeks to conference about students, identify student needs, monitor interventions, and discuss next steps. This ongoing work includes an expansive view of site options for current interventions and the construction of interventions based on student needs. A data collection system and a shared tracking mechanism enable reflection and monitoring to ensure student needs are being met.

The program identified that counselors met with 111 students and made 45 referrals for intervention by the end of the first quarter of this school year. The program monitored and offered interventions to address 327 courses in which students in the case managing group were in jeopardy of failing. Within this cohort of classes, student results for semester one showed that 109 (33%) of the courses resulted in a grade of C or better (a-g eligibility) for the students and 222 (68%) courses earned a passing grade of D or better (graduation requirements).

The work of the Case Management Teams continues to expand support when needed to strengthen student interventions which are inclusive of parents, crisis counseling, nursing, and instructional leaders (teachers). Success criteria for the DSHS Counseling Case Management program have been selected as improving student-adult relationships, grades, attendance and a-g eligibility for students who are historically underserved.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Decision-Making Protocol

The 2016 WASC Visiting Committee recommended the school “develop a clear and consistent decision making protocol.” In April 2016 the staff endorsed an infographic (School Decision Flow Chart)- *need this*-that detailed the role and relationships of the main decision-making groups. For example, the Curriculum & Instruction Committee (C&I--primarily department chairpersons) is responsible for making decisions regarding changes to curriculum and instruction. The Site Leadership Team (SLT), made up of department representatives, is responsible for making decisions regarding school culture and vision. The Site Council, a body whose membership is governed by the California Ed Code, is responsible for approving the Site Plan and making decisions regarding school goals and the Local Control Accountability Plan. The Site Liaison team, comprised of credentialed bargaining unit members, meets monthly with the principal to discuss concerns and reviews decisions that affect teacher working conditions. Issues that do not fit with any of these bodies, or cover more than one body, are discussed at staff meetings to gain focus and clarity. The minutes of these bodies’ meetings are published to

the staff after being accepted by the membership at subsequent meetings. Upon analysis by staff, it is noted that while the protocols are definitely in place, not all staff may be aware of current protocols and that the infographic created should be more visible and readily available to all staff.

The 2016 WASC Visiting Committee recommended, “A targeted multi-year professional development plan needs to be created based on WASC goals.” To achieve this goal, DSHS has incorporated release time into the master schedule for a professional development coordinator. The coordinator prepared a report detailing the multi-year plan. An outline of the report shows the following:

Year 1: 2016-2017: Teacher-led Mini-Series during Semester 2

Year 2: 2017-2018: Focus on “Student Connectedness” (WASC goal #3) and “Differentiated Instruction” (WASC goals #1 and #2)

Year 3: 2018-2019: Moving from Concept to Craft (continuing Student Connectedness and Differentiated Instruction); and Adding Open Door Visiting Program

Year 4: 2019-2020: Identifying, collecting, using classroom Data to improve Practice;
Building and strengthening the Open Door Program

Year 5: 2020-2021: Define and Facilitate formation of Teacher Inquiry Groups;
Continue to modify and strengthen the Open Door Program

Staff did note that the site PD plan has had to accommodate other factors, such as the planning for a later start schedule (which consumed PD time in the fall of 2016) and the adjustment to the WASC Action Plan. Additionally, the district provided release time and presenters for a summit on 21st century teaching and learning.

In reflecting on growth in this area, staff recognizes that there is still a need to create a system to monitor teachers’ growth as a result of participation in professional development. This could take the form of both external tracking and self- monitoring. In addition, DSHS is also looking for a way to build the PD team’s capacity.

Goal #1: Increase academic performance of High Priority students--defined as those students with two or more D's/F's in core academic subjects of Math, ELA, Science, and Social Studies, by

- **improving tracking and intervention strategies to identify, monitor, and engage High Priority students;**
- **developing, administering, and refining authentic common assessments; and**
- **using those results to improve instruction and identifying specific learning needs**

Common formative and summative assessments:

As evidenced by the narratives on each department included in the progress report, it appears that different departments are at different stages of adoption on the use of common assessments. The district has provided release time to both the Math and English Departments through LCAP funding and the Curriculum and Instruction budget to work on course alignment, and other departments have access to release time funded by the site budget. While these are strong first steps, there is still work to be done in this area. Staff has acknowledged that there is still a need to identify key standards within courses, a need for ALL classes to have a common assessment to indicate who is not demonstrating mastery, and a need for additional training in this area. Additionally, staff has indicated a need to update some instructional materials to help with course alignment and identification of key standards.

Data:

From the progress report, DSHS appears to be working towards developing a comprehensive process by which teachers, lateral teams, departments and the staff as a whole examine student data, and then use that data to guide instruction. Right now, some individual teachers report reviewing their own data for mid-course adjustments and for planning the next term. Evidence shared from the Math and Science departments indicates some data collection and analysis is being used to advocate for instructional change. There is also evidence of collection and examination of data in various connected pockets at the high school. For example, the Site Council reviews CAASPP data. The Academic Center collects and reports on behavior and performance data on the students it serves, which is examined by the Site Council. The EL program coordinator collected data with respect to the newly created EL para-educator, which helped the Site Council justify continuing the position. The site administrators and counseling staff also collect and examine data. For example, analysis of the CARES/Case Management data occurs in support of a Multi-Tiered System of Support. The ultimate goal of DSHS is to use a data system that allows teachers to reflect on their own instructional practice, support course alignment and benefit the school as a whole. Additionally, the need for greater training in data collection and analysis is addressed in the professional development plan for 2019-2020.

CARES:

The CARES Pilot program was implemented in the fall of 2018. This team was created to identify and discuss at-risk and high priority students, with the ultimate goal of interacting with and supporting these high priority students. The team, which includes Administrators, counselors, teachers, and classified support staff, identified students who were struggling in English and World Civilizations, and who were not otherwise being served through Case Management. For this pilot program, ten students were chosen. Conferences were then scheduled involving students, parents, teachers, and administrators. The conferences focused on strategies and supports to help students in the courses they were failing, or were in danger of failing, and students left the meetings with a plan to address concerns. Work in progress includes analyzing the results of the interventions put in place to support the students and sharing those results with the CARES team. The team also intends to expand the program to include all sophomore students who meet this criteria.

AVID:

Since the last WASC visit, the AVID program has expanded by offering an additional section, increasing the overall number of students enrolled in the program, and adding an additional teacher. One reason for the increased enrollment is the education of staff members on who the typical AVID student is as well as refining the recruitment efforts with the students from three feeder middle schools. The targeted student for this program should have a GPA between 2.5 and 3.5, be college bound, and have no D's and F's. Additionally, the AVID site team has held yearly presentations to the staff where they explained the vision of the program and how it supports students in achieving their college ambitions.

In an effort to increase school-wide adoption of AVID methodologies, the AVID Coordinator (over the last two school years) has offered demonstrations of quick activities and strategies during monthly staff meetings that could be utilized in any class. The ACES (intervention program) teachers are utilizing AVID curriculum, including Student Success Path and *AVID Weekly* to enhance student engagement and achievement. AVID site team members have also developed presentations to address additional needs of students such as motivation, effects of poverty, and language registers. Finally, the District LCAP continues to provide the AVID program monetary support for the required tutors, staff training at Summer Institute, class materials, and field trips.

Goal 2: By 2020, reduce the percentage of EL and RFEP on the D/F list by 10% (currently 37% of EL students are on the D/F list).

DSHS has made definite strides towards implementing programs in an effort to reduce the numbers of D's/F's that EL's and RFEP's are receiving. One strategy used to address this problem was to integrate Academic Center services classroom curriculum supports.

The Academic Center currently provides in-class tutoring for most English Learner students through the EL mentoring program. At the beginning of the year, the center sends out a form that teachers can fill out requesting a UCD tutor or a Peer Tutor to assist EL students in their classes. Currently, the AC supports 10 classes throughout the day with one UCD tutor in each class (about 39 students daily). The AC also supports five classes throughout the day with one peer tutor in each class (about 25 students daily). These push-in supports are designed to help EL students before they begin to fail.

Another way that DSHS has attempted to reduce the number of D's & F's among EL students was to hire two bilingual science tutors to specifically help English Learner students in science classes. These two science tutors are part of the 10 classes served by UCD tutors. Currently, they support three Biology classes. Even though it is early in the implementation process, student feedback regarding the tutoring program and content specific support in science is positive. The school is looking at ways to access additional resources so that the tutoring program can be expanded.

The Site Council also approved funding for a bilingual paraeducator in 2017. Currently, this person is tasked with assisting English Learners in accessing the curriculum in their social studies classes. Initial data collected indicate that the number of EL students receiving D's and F's within one school year dropped from 37% to 23%. For the first semester of 2018, that percentage is hovering around 26%, which is still a 9% drop since implementation.

An additional goal for the site was to keep updated records for English Learners, specifically referencing mandatory notifications and documents. The district has hired a full time employee to assist with this task, and the school hopes to benefit from this by accessing these student records. The information helps with not only identification of student language levels, but also the educational history of these students. It will allow both the site EL coordinator and the student's teachers to have a clear understanding of a student's educational path up to this point and could be used as a point of reference in instructional decisions at the site level.

A last goal and action to increase the overall achievement of the EL students at DSHS was to support additional professional development opportunities specifically designed to help deliver effective first instruction to EL's within the general education classroom. This PD would be designed for all content area teachers, and would focus on strategies that are dedicated to increasing access to the curriculum for EL's. This goal/action item is still a work in progress. During the 2016/2017 school year, the English Learner Lead Teacher delivered a number of

presentations on ELD standards, strategies for accommodating and supporting emerging (beginning) and expanding (intermediate) English Learner students, and information pertaining to specific English Learner needs at DSHS. However, there was a slight change in focus with respect to PD for the following school year. This focus on differentiated instruction within the professional development strand allowed teachers to select and implement one intention to investigate differentiated practices. Even though the session was not specifically dedicated to English Learners, EL's could benefit from teachers focusing on differentiated Instruction, since they need highly differentiated learning experiences. Professional development at the site this year has continued the focus on differentiated instruction, however in November 2018, the District offered PD opportunities to teachers on English Learner resources that exist online via education companies. In addition, the ACES classes have also begun to use the English 3D curriculum for long-term English Learner students. While it appears there has been a deliberate focus on professional development that would benefit EL's, it is still unknown to staff to what extent effective teaching strategies for EL's are being implemented. Once that is established, it would be beneficial for staff to measure what effect the focus on strategies is having on the EL student learning and achievement.

Goal 3: Increase student connectedness to school through engaging course offerings and through caring adult relationships for the purpose of improving overall student achievement.

The school has many engaging courses that promote a sense of community for the students enrolled: AVID, CTE, music programs, journalism, among others. However, recent data from the YouthTruth survey demonstrated a concern that a significant amount of students report not having an adult on campus to approach with a personal problem. These results were shared with pertinent stakeholders. In the fall of 2017, professional development sessions focused on increasing student connectedness with school staff. The staff also listened to presentations from on restorative practices, and a smaller group of staff members received restorative practice training through various venues. In addition to developing caring adult relationships, staff also recognized that strong peer relationships also support student achievement, and took action to increase those relationships as well.

The first task taken on by staff in support of this goal was to continue the year-long sophomore student orientation and support program (Link Crew). The main focus of Link Crew is assisting students with their transition from junior high school to Davis Senior High School. The year begins with a spirited and interactive sophomore orientation. After the general assembly, the Link Leaders lead a crew of ten sophomores through a series of fun, positive activities designed to help them all get to know each other, as well as learn important school information. Throughout the school year, Link Leaders connected with the sophomores via two main follow-ups. These include social follow-ups that provide a social setting for Link Leaders and

their assigned sophomores to reconnect and build relationships outside the classroom. Several times during the year Link Leaders and sophomores attend organized social events that may include going to sporting events, eating lunch together or attending a movie night. Leader Initiated follow-ups are where Link Leaders are encouraged to maintain a connection with their sophomores. This could be a message through social media, a phone call, or a personal check-in to see how things are going. This helps to develop the personal relationships that will allow leaders to be a source of support throughout the year. One area of improvement identified in the self-reflection was to possibly hold monthly Link Crew events to in an effort to maintain peer to peer connectivity.

Another way staff intends to improve upon the existing Link Crew program is to develop additional assessment measures. Specifically, they plan to identify a “baseline” measurement by surveying 9th graders at their junior highs to determine their expectations on attending DSHS the following year. After orientation, Link Crew will conduct another survey which will seek to measure the degree of confidence, comfort, and success students are experiencing at DSHS. Link Crew leadership will compare the results of students who attended the orientation and students who did not.

As indicated in the progress report, DSHS is maintaining the existing informational and peer tutoring programs in an effort to increase connectivity to school, increase overall student achievement, and strengthen ties to the community.

Informational programs include offerings from counselors and the Career Center Supervisor. Counselors conduct a Parent Night for incoming 9th graders and a College Night for parents and students. The Career Center hosts presentations from college representatives for students across the school year and conducts a fair for summer jobs and volunteer opportunities. Currently, an staff is making plans to host Cash for College event on site next fall. Additionally, the Health and Wellness presentation series provides opportunities for students to receive information about a healthy lifestyle, which is an important aspect of overall student physical and mental health.

The school also maintains two peer tutoring programs. One program is assigned to the Academic Center while the second program supports North Davis Elementary classes. The Special Education department also makes use of peer helpers who assist special needs students with learning activities. In a similar fashion, The Best Buddies Club at Davis Senior High provides a collaborative opportunity for students with special needs to connect with their general education peers. The club’s activities include weekly meetings during lunch, and outings/activities on the weekend. Students enjoy playing social games, working on arts projects, taking pictures and engaging in conversation on a variety of topics which they find engaging. The club this year is directed by a senior student, and currently there are 15-20 participants. This is the third year of the program running at DSHS.

The students and staff are also exploring new ways to inform students about connectedness opportunities, including non-English languages, and parent outreach. For example, the School Climate Committee is working with the district School Climate Director Kate Snow to analyze data from the most recent YouthTruth Survey concerning student connectedness. The Climate Committee is also interested in student concerns on bullying issues as this relates adversely to connectedness. The SCC has also reached out to students enrolled in the Race and Social Justice classes in order to discuss factors that increase or hinder student connectedness. Finally, the SCC has a designated member who conducts outreach to student clubs on campus as a means to promote the clubs as well as helping with any club concerns. The SCC sees student clubs as a viable means of supporting student connectedness.

School climate was also the focus of the January, 2018 Site Council meeting. Student leaders and advisors from clubs, committees, and programs---Climate Committee, Best Buddies, Link Crew, Student Government, Student Solidarity Task Force, and Friendship Day explained how they contribute to making the school a more welcoming, inclusive, and respectful place. The discussion centered on ways to continue working together to help all students feel they belong at DSHS. DSHS is committed to collecting student feedback on issues of school culture through the use of a variety of student surveys, and to use those results to improve the overall student experience at DSHS.

Finally, the Student Success Center Supervisor is instrumental in informing students, including non-native English speakers, of ways to get involved in school activities (upcoming events, clubs, etc.) and encouraging them to participate in campus life. The SSC Supervisor connects students to resources such as the Academic Center which fosters an environment that promotes friendships as well as tutoring services. The Parent Liaison is an important link between the school and parents, especially Spanish speaking parents. The liaison invites parents and their students to school-wide events such as Back-to-School Night, Open House, and English Learner Advisory Committee meetings and ensures that supports such as interpreters are available to enjoy the events fully.

III. Commendations and Recommendations

Commendations:

1. Davis High School is to focus on closing the achievement gap as well as reducing the numbers of ELs on the D/F list. There are a number of systems put in place that offer support for students. The Academic Center provides tutors from UCD and a place for students to go for targeted instruction. Tutors push into classes to help with EL students and language barriers. Academic Center also monitors the progress of students receiving support by having class notebooks in the center put together by tutors for students to reference/check and see which assignments they are missing. The center produces a report highlighting the successes in the students they monitor. There was a drop in the number of ELs on the D/F list in the Fall of 2018--the drop was from 37% to 26%. EL Coordinator has provided some EL strategies to the staff to initiate more support by the general teachers. Extra support is also noted for Sophomores who are struggling in World Civilization. Students are assigned/invited to the AC where they have the opportunity to re-do or make-up units in order to pass World Civilization.
2. A number of monitoring and support systems have been laid at Davis High School. Programs such as ACES, CARES, AVID, the Counseling Case Management that targets unduplicated students, and monies coming from a block grant to aid in a few areas to help struggling students become college and career ready. These are just a few of the Tier-2 interventions found on campus.
3. The school is also working on a Multi-Tiered Support System that will offer to support to all students, not just the ones who require additional help due to other factors in their lives. Part of this MTSS system development is found in the PD plan that includes several opportunities for staff members to expand their repertoire with such practices as incorporating Differentiation, developing the Open-Door Visiting Program, and Student connectedness.
4. Goal two is to explore and advance 21st-century teaching and learning. This goal is working on establishing indicators for the District's Graduate Profile. In the Fall, staff met and listed a number of criteria for each of the indicators, which is a start in the process of flushing out this change to the Student Learner Outcomes. As noted in the report, more clarification is needed in order to finalize the indicators.
5. Another element in this goal is the selection of key/focus standards within the departments and creating common formative and summative assessments. Once these are set, then departments can move conversations to teaching practices from the data collected from the common assessments to work to improve student achievement. Some departments have been given release time to work on course alignment as seen with the English departments work with junior and senior English classes and in Science classes.

6. This goal is also attached to the PD plan that has been developed for the next few years. The plan is to move from establishing a base and common understanding of practices such as differentiation. The next step is to move from concepts of teaching to crafting instructional practices within the classes by introducing the Open-Door visitation idea, where teachers sign up to either visit or host visiting teachers into their classrooms. The goal is to have teachers witness teaching practices by others on campus in order to open up a conversation about best practices. Lastly, the plan adds in the goal of creating Teacher Inquiry Groups.
7. DSHS's goal three is to create an inclusive school environment for all students. Several changes have been implemented since the WASC visit in 2016. There was an expansion in the ELAC meeting from three times per year to every other month. This provides more opportunities for feedback from EL parents as well as more opportunities to disseminate information to the parents. On the off months, the school offers activities such as Movie Night, Taco Night, and Game Night for the EL students. The school has seen an increase in student participation at these nights.
8. The Student Government class has worked to add more activities into the year to help draw in students in targeted groups by hosting a Gamer Night and Culture Fair. The school continues its Friendship Day tradition which works to break down barriers and assists students with connecting to others on campus. The Student Government is also using a variety of Social Media outlets to broadcast events happening on campus to help with informing students and encouraging participation.
9. There are several places on campus where students can go before, during, and after school in order to receive help/support. The Academic Center is open before school and into the afternoon to provide an area where students, especially ELs can go for tutoring. The AC has UCD mentors who work with students on a one-on-one base to support students not only academically but also with navigating the school system, college options, and applications. There are a number of teachers who are also around to offer help to their students before, during lunch, and after school.
10. The school is investigating expanding Link Crew activities and assessment measures to help support the 10th graders in their transition to DSHS and to build up the success of the program.
11. The School Climate Committee works with the Student Success Center to look for ways to encourage students to become more involved with school by creating a number of outlets for students, whether it be by creating a new club or being a peer tutor. The School Climate Committee has used the information from YouthTruth and California Healthy Kids surveys in order to drive discussions and to gain funding for issues that arise from the surveys. Currently, the committee is focusing on bullying, connectedness, and vaping.

12. Specialized groups such as FFA, Band, Choir, and CTE classes helped to build the connectedness on campus through the bonds students make working with others not only in classes but also out in the community and at competitions. These groups help to break apart barriers by creating inclusiveness and the spirit of giving back to the community through a variety of events.

Recommendations:

1. One of the concerns the Visiting Team expressed to the leadership team and the district administration is the ambitiousness of the Action Plan. Goal number one alone has 16 tasks identified and within those tasks, the research and information gathering is just starting. While all the tasks within the goal are commendable, the time frame of having these measures in place within the next couple of years is a daunting task. Some of the tasks require departments to identify standards, create and implement assessments, and modify those assessments as needed. The VC is not recommending that DSHS start over in their Action Plan, but to work with scaling back on the tasks DSHS wants to accomplish and be able to implement with fidelity in the three years for the next full site study for WASC.
2. The second recommendation is for DSHS to build in accountability into their goals and tasks. There was no evidence that site leadership has communicated clear expectations related to the implementation of instructional strategies/programs. For example, teachers participated in PD sessions around a variety of topics, but little follow through or requirements were placed on the teachers to use the practices. Similarly, DSHS started the work on course alignments and common assessments prior to the self study visit three years ago and while some work has been accomplished in some courses, other courses have not progressed.
3. The third recommendation is for DSHS to structure its Multi-Tiered System of Support. There are a lot of programs and classes that DSHS is using to offer Tier-2 level supports. Some of these classes and programs are AVID, CARES, ACES, Academic Center and the Counseling Case Management of unduplicated students. There does not appear to be the same level of clearly defined support at Tier I.