**Davis Joint Unified School District**

# Davis Senior High School

**315 W. 14th Street**
**Davis, CA 95616**

# Focus on Learning

**Self-Study Report**
**for the**
**Western Association of**
**Schools and Colleges**

**Spring 2016**

# Table of Contents

# Davis Joint Unified School District Personnel

## Board of Trustees

| | |
|---|---|
| Alan Fernandes | President |
| Madhavi Sunder | Vice-President/Clerk |
| Tom Adams | Member |
| Barbara Archer | Member |
| Susan Lovenburg | Member |

## District Administration

| | |
|---|---|
| Winfred Roberson | Superintendent |
| Dr. Clark Bryant | Associate Superintendent of Instructional Services |
| Matt Best | Associate Superintendent of Administrative Services |
| Bruce Colby | Associate Superintendent, Business Services |
| Laura Juanitas | Director of Student Support Services |
| Stephanie Gregson | Director of Curriculum, Assessment and Learning |
| Jonathan Brunson | Director of Personnel Services |
| Sarah Roseen | Manager of Student Services |
| Patrick McGrew | Director of Special Education |
| Jennifer Galas | Program Manager for Special Education |
| Marcia Bernard | Director of Instructional Technology and Learning |
| Bob Kehr | Manager of Technological Support |
| Debbie Hernandez | Student Information System Administrator |
| Mel Lewis | Coordinator of School Climate Activities |
| Kate Snow | Coordinator of School Climate Activities |
| Kitty Hudson-Cawley | Manager of Student Achievement |
| Omaira Reyna | Director of Fiscal Services |
| Rebecca Spiva | Budget Analyst |
| Joanna Littell | Prevention & Crisis Manager |
| Natalie Zehnder | Prevention & Crisis Counselor |
| Niki Reina-Guerra | Differentiation Specialist |
| Mary Khan | English Learners Coordinator |
| Bill Storm | Instructional Technology Coordinator & Webmaster |
| Connie Best | Director of Yolo-Solano BTSA |
| George Parker | Director of Facilities, Maintenance & Operations |
| Mel Nelson | Manager of Maintenance and Operations |
| Dominic Machi | Director of Student Nutrition Services |
| Karen Harris | Supervisor of Student Nutrition Services |
| Maria Clayton | Public Information Office |

# Davis Senior High School Personnel

## Administration

| | |
|---|---|
| Will Brown | Principal |
| Amelia Hess | Assistant Principal |
| Mary Lynch | Assistant Principal |
| Thomas McHale | Assistant Principal |

## Certificated list with department affiliation

| Last Name | First Name | Department |
|---|---|---|
| ACHIMORE | DAVID | ELA |
| ALLEN | ELIZABETH | Special Education |
| ANDERSON | KEVIN | CTE |
| ARIOLA | DANIEL | PE |
| BAILEY | DARRYL | Science |
| BARCLAY | DREW | ELA |
| BASTIN | ERIC | Science |
| BERNADAC | CHRISTINA | World Language |
| BLACKWELL | DAVID | Math |
| BRUCH | GWYNETH | ELA |
| BUTLER | CAITLIN | Social Science |
| CANDELARIO | JANICE | World Language |
| COVERT | DEB | Special Education |
| CRAWFORD | JULIE | PE |
| CUMMINGS | BRUCE | Library |
| CURLEY | JAMES | World Language |
| CURRY | KATHLEEN | ELA |
| DEIBERT | BRITTNEY | World Language |
| DIEM | EVE | Art |
| DOLLER | RACHEL | Social Science |
| ELLIOTT | SPENCER | ELA |
| ESCARENO | CRISTINA | Counseling |
| GARDIAS | KAREN | Music |
| GONZALEZ | DANIEL | Math |
| GRIFFART-MEISSNER | ELISABETH | World Language |

| HAMRICK | ASHLEY | ELA |
|---|---|---|
| HARVEY | STEPHEN | Math |
| HAWS | CHARLES | Social Science |
| HESS | ALEXANDER | CTE |
| HUSMANN | LINDA | Science |
| ISTAS | HOLLY | Social Science |
| JOHNSON | JAMES | Math |
| JOSEPH | ROBERT | Math |
| KANNA | MICHAEL | Social Science |
| KRUMDIECK | REBECCA | Math |
| LANDRETH | ELLYN | Special Education |
| LARSEN | LYNN | Art |
| LARSEN | SEPTEMBER | Speech Therapist |
| LEE | CHRISTOPHER | Social Science |
| LIU | KIMBERLY | Counseling |
| LIUZZI | LINDA | Math |
| LORENSON | JEFFREY | Athletic Director |
| MCHALE | NAOKO | World Language |
| MCINTURF | KELLY | Social Science |
| MICHEL | ELLIE | CTE |
| MILLER | CURTIS | ELA |
| MORENO | ANGELO | Music |
| MORIARTY | ANN | Science |
| MULDER | JORDAN | Psychologist |
| MURAO | ANN | Counseling |
| NEAGLEY | ELEANOR | ELA |
| O'BRIEN | FERN | Social Science |
| O'KEEFE | SARAH | ELA |
| OSBORN | DAVID | Science |
| OSTER | JOHN | ELA |

| | | |
|---|---|---|
| PEEVYHOUSE | TIMOTHY | Science |
| PEREIRA | CATHERINE | Counseling |
| PETTIGREW | JEANNE | CTE |
| PILON | CARIN | ELA |
| PRECIADO | LINDA | Counseling |
| RAYMOND | PHILIP | Math |
| RAYMOND | WAYNE | Science |
| REESE | STAN | Special Education |
| REILLY | PETER | Social Science |
| RICH | VICTORIA | Special Education |
| RICHARDSON | SCOTT | Science |
| RONNING | KARL | Math |
| SALCEDO | NICOLAS | World Language |
| SANCHEZ-MITCHELL | RACHEL | Art |
| SANDBERG | SHERRI | Science |
| SCHAEFER | ALANE | Math |
| SLABAUGH | THOMAS | Music |
| SMYTE | STEPHEN | Special Education |
| STAPLETON | TRACY | Social Science |
| SWANSTROM | KRISTIN | Social Science |
| TABOR | GABRIELLE | World Language |
| TESSLER | COURTENAY | Counseling |
| THAYER | ROBERT | CTE |
| THOMSEN | FRANK | World Language |
| TROKANSKI | PAMELA | Dance |
| VAN MUYDEN | DAVID | Science |
| VASQUEZ | ANTHONY | ELA |
| VASQUEZ | LETICIA | Special Education |
| WANG | BIN | World Language |
| WHEELER | WILLIAM | Special Education |
| WIDMAN | JANINE | ELA |
| WILKERSON | KELLY | ELA |
| WILLIAMS | KEVIN | Social Science |
| WILLIAMS | WILLIAM | Social Science |
| WRIGHT | DOUGLAS | Art |
| ZINN | WILLIAM | Music |

# Classified list with job description

| Last Name | First Name | Job Description |
|---|---|---|
| Amaral | Ruth | Library |
| Andrews | Moniquia | Campus Safety |
| Arroyo | Elizabeth | ACP |
| Bradley | Michael | Paraeducator |
| Brookman | Jay | Paraeducator |
| Brown | Tyjzori | Paraeducator |
| Brumer | Leslie | Paraeducator |
| Chase | Deeanna | Paraeducator |
| Clayton | Julie | Paraeducator |
| Currea | Sylvia | Paraeducator (EL) |
| De la Rosa | Stephan | Paraeducator |
| Fowler | Chris | Paraeducator |
| Frias | Rafael | Library |
| Groth | Timothy | Campus Safety |
| Hunter | Linda | Campus Safety |
| Kuboyama | Sharon | Secretary |
| Lavergne | Nictina | Assessment and Testing |
| Leigh | Maria | Secretary |
| Mamidi | Leela | Paraeducator |

| | | |
|---|---|---|
| Michel | Marie | Academic Center |
| Nadler | Angela | Library |
| Nichols | Laura | Paraeducator |
| Ordanez | Orland | Paraeducator |
| Osorio Cabrera | Marlen | Secretary/Library |
| Ozga | Cheryl | ASB Bookkeeper |
| Pazos | Andres | Paraeducator |
| Perez | Kimberly | Secretary |
| Press | Deborah | Paraeducator |
| Preston | Laurie | Interpreter |
| Prien | Kathryn | Secretary |
| Rowe | Michael | Paraeducator |
| Schnathorst | Carmen | Secretary |
| Sharp | Coleen | Paraeducator |
| Smith | Cullen | Paraeducator |
| Spiva | Wanda | Paraeducator |
| Treece Potts | Christine | Secretary |
| Unzueta | Abel | Paraeducator |
| Villalpando | Maria | Secretary |
| Waltrip | Calli | Paraeducator |
| Webster | Lori | Paraeducator |
| Williams | Laurie | Secretary |

# Focus Group A

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

| | |
|---|---|
| Ashley Hamrick | English Language Arts |
| Brittney Deibert | World Language |
| Cheryl Ozga | ASB Bookkeeper |
| Chris Lee | Social Science |
| Courtenay Tessler | Counseling |
| Dan Ariola | PE |
| Daniel Gonzalez | Math |
| David Blackwell | Math |
| Debbie Covert | Special Education |
| Ellie Michel | CTE |
| Enrique Soliz-Lopez | Custodian |
| Eric Bastin | Science |
| Frank Thomsen | World Language |
| Fred Marania | Custodian |
| Gwyneth Bruch | English Language Arts |
| Ike Collins | Custodian |
| Karen Gardias | Music |
| Kate Prien | Site Administrative Secretary |
| Kathleen Hunter | Campus Safety Coordinator |
| Kimberly Perez | Secretary II |
| Laura Nichols | Special Education |
| Lori Webster* | Special Education |
| Lynnette Diem | Art |
| Maria Arjon | Custodian |
| Maria Leigh | Secretary I |
| Marlen Osorio-Cabrera | Campus Safety Supervisor |
| Moniquia Andrews | Campus Safety Supervisor |

| | |
|---|---|
| Nick Driemeyer | Special Education |
| Orland Ordanez | Special Education |
| Peter Reilly | Social Science |
| Tim Peevyhouse | Science |
| Timothy Groth | Campus Safety Supervisor |
| Tracy Stapleton | Social Science |
| William Brown* | Admin |

*denotes focus group co-chairperson

# Focus Group B

## Standards-based Student Learning: Curriculum

| | |
|---|---|
| Alex Hess | CTE |
| Alane Schaefer | Math |
| Angelo Moreno | Music |
| Caitlin Butler | Social Science |
| Coleen Sharp | Special Education |
| David Achimore | English Language Arts |
| Douglas Wright | Art |
| Elisabeth Griffart-Meissner | World Language |
| Holly Istas* | Social Science |
| James Johnson | Math |
| James Curley* | World Language |
| John Oster | English Language Arts |
| Kelly Wilkerson | English Language Arts |
| Linda Liuzzi | Math |
| Linda Preciado | Counseling |
| Mary Lynch | Admin |
| Mike Bradley | Special Education |
| Mike Rowe | Special Education |
| Nicole Spiva | Special Education |
| Scott Richardson | Science |
| Spencer Elliott | English Language Arts |
| Vicki Rich | Special Education |
| Wayne Raymond | Science |

*denotes focus group co-chairperson

# Focus Group C

---

## Standards-based Student Learning: Instruction

---

| | |
|---|---|
| Abel Unzueta | Special Education |
| Amelia Hess | Admin |
| Andan Bailey | Science |
| Andres Pazos | Special Education |
| Anthony Vasquez* | English Language Arts |
| Bin Wang | World Language |
| Curtis Miller | English Language Arts |
| David Osborn | Science |
| Derek Birdsall | Math |
| Drew Barclay | English Language Arts |
| Elizabeth Allen | Special Education |
| Janine Widman | English Language Arts |
| Kevin Anderson | CTE |
| Kim Liu | Counseling |
| Kristin Swanstrom | Social Science |
| Laura Schembri | Science |
| Laurie Preston | Interpreter |
| Leti Vasquez | Special Education |
| Lynn Snarr | Interpreter |
| Naoko McHale | World Language |
| Pamela Trokanski | PE |
| Pete Haws | Social Science |
| Rachel Doller | Social Science |
| Sarah O'Keefe | English Language Arts |
| Shula Glazerman | Social Science |
| Tom Slabaugh* | Music |

Ty Brown*                                    Special Education

Karl Ronning                                  Math

*denotes focus group co-chairperson

# Focus Group D

## Standards-based Student Learning: Assessment and Accountability

| | |
|---|---|
| Carrie Pilon | English Language Arts |
| Christina Bernadac* | World Language |
| Cristina Escareno | Counseling |
| David VanMuyden | Science |
| Deeanna Chase | Special Education |
| Gabrielle Jimenez-Tabor* | World Language |
| Jeanne Pettigrew | CTE |
| Kevin Williams | Social Science |
| Leslie Brumer | Special Education |
| Mike Kanna | Social Science |
| Philip Raymond | Math |
| Rachel Sanchez-Mitchell | Art |
| Rebecca Krumdieck | Math |
| Sherri Sandberg | Science |
| Stan Reese | Special Education |
| Tom McHale | Admin |

*denotes focus group co-chairperson

# Focus Group E

---

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

---

| | |
|---|---|
| Ann Moriarty | Science |
| Ann Murao | Counseling |
| Bill Wheeler | Special Education |
| Bill Williams | Social Science |
| Cathie Pereira | Counseling |
| Christine Treece-Potts | Secretary I/Library Technician I |
| Cullen Smith | Special Education |
| Debbie Press | Special Education |
| Eleanor Neagley | English Language Arts |
| Elizabeth Arroyo | ACP |
| Ellyn Landreth-Williams | Special Education |
| Fern O'Brien | Social Science |
| Janice Candelario | World Language |
| Jeff Lorenson | Admin |
| Jordan Mulder | Psychologist |
| Julie Clayton | Career Center Coordinator |
| Julie Crawford | PE |
| Kathleen Curry | English Language Arts |
| Kelly McInturf* | Social Science |
| Laurie Williams | Athletics |
| Leela Mamidi | Special Education |
| Linda Husmann | Science |
| Marie Michel | Academic Center |
| Nicholas Salcedo | World Language |
| Nictina Lavergne | Secretary III |

| Rhona Youtsey | Nurse |
| Robbie Thayer* | CTE |
| Robert Joseph | Math |
| Ruth Amaral | Library Technician II |
| September Larson | Speech Therapist |
| Sharon Kuboyama | Registrar |
| Stephen Harvey | Math |
| Steve Smyte | Special Education |
| William Zinn | Music |

*denotes focus group co-chairperson

# Community Profile

Davis Senior High School (DSHS) is located in Davis, California, a university community with a population of approximately 66,000 of which the majority (64.9%) is Caucasian. Other ethnicities include Asian (21.9%), Hispanic/Latino (12.5%), African-American (2.3%), American Indian/Alaskan (0.5%), Native Hawaiian/Pacific Islander (0.2%), and two or more/other (5.4%). 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 $60,000. The average value of a home is near $529,000. Approximately 57% of the housing units in Davis are rentals, and 55% of Davis residents live in rental housing.

Approximately 80% of the residents in the community have completed a minimum of one year of college training, with 67% having completed at least a four-year college degree. The University of California and the Davis Joint Unified School District (DJUSD) are among the major employers.

DSHS opened at its current location on 14th street in 1961. The campus has had additional construction, including the library building in the late 1990s, the north gym in 2002, and the performing arts center in 2005. The original Multi-Purpose Room (MPR) was demolished in 2013 and replaced by an outdoor seating/shade structure. A new MPR is in "planning" stages.

DSHS, with 1,718 (in 2014-2015) full-time students, is a three-year, public comprehensive high school with a reputation for academic excellence. The district runs four secondary programs: DSHS, Da Vinci Charter Academy, Davis School for Independent Study, and Martin Luther King High School (continuation). Each of the campuses serves the needs of a specific population, with DSHS serving the general population.

The school has strong parent and community support both for academics and extracurricular programs. Several parcel taxes approved by the community and the work of the local non-profit Davis Schools Foundation have been instrumental in supporting the school in staffing and materials.

**Certificated and Classified Staff**

DSHS faculty consists of 96 certificated staff members (full and part time), including four administrators, six counselors, one librarian, two psychologists, and one part time nurse. Staffing has decreased slightly over the past three years due to budgetary constraints. While budget fluctuations have threatened a number of additional positions, the community and District have rallied to provide funding and preserved many of the positions. Increases in class sizes have been used district wide to offset budgetary shortfalls.

**Certificated staff education levels, 2014-2015**

| Doctorate | Special Degree | Master's Degree +30 | Master's Degree | Baccalaureate Degree +30 | Baccalaureate Degree | Associate Degree | Total |
|---|---|---|---|---|---|---|---|
| 4 | | 21 | 12 | 40 | 5 | 0 | 82 |

Source: California Department of Education/DataQuest

**Certificated staff by ethnicity, 2014-2015**

| Hispanic | American Indian or Alaska Native | Asian | Pacific Islander | Filipino | African American | White | Two or More Races Not Hispanic | Total |
|---|---|---|---|---|---|---|---|---|
| 9 | 1 | 6 | 0 | 0 | 2 | 72 | 6 | 96 |

Source: California Department of Education/DataQuest

**Pupil service staff by type, 2014-2015**

| | Counselor | Psychologist | Librarian/Library Media Teacher | Social Worker | Nurse | Speech/Language/ Hearing Specialist | Other |
|---|---|---|---|---|---|---|---|
| Davis Senior High School | 6 | 2 | 1 | 0 | 0 | 1 | 0 |
| DJUSD | 21 | 10 | 10 | 2 | 3 | 6 | 0 |

Source: California Department of Education/DataQuest

## FTE of classified staff by ethnicity, 2014-2015

| | Female | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Description | American Indian or Alaska Native not Hispanic | Asian not Hispanic | Pacific Islander not Hispanic | Filipino not Hispanic | Hispanic or Latina of any Race | African American not Hispanic | White not Hispanic | Total |
| FTE Para-professionals | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.00 | 8.45 | 8.49 |
| FTE Office/ Clerical Staff | 0.00 | 0.00 | 0.00 | 0.00 | 4.50 | 0.00 | 8.00 | 12.50 |
| FTE Other Classified Staff | 0.00 | 0.00 | 0.00 | 0.00 | 3.40 | 1.00 | 5.30 | 9.70 |
| School total | 0.00 | 0.00 | 0.00 | 0.00 | 7.94 | 1.00 | 21.75 | 30.69 |

| | Male | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Description | American Indian or Alaska Native not Hispanic | Asian not Hispanic | Pacific Islander not Hispanic | Filipino not Hispanic | Hispanic or Latino of any Race | African American not Hispanic | White not Hispanic | Total | Grand Total |
| FTE Para-professionals | 0.00 | 0.00 | 0.00 | 0.00 | 0.88 | 0.88 | 0.00 | 1.76 | 10.25 |
| FTE Office/ Clerical Staff | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 12.50 |
| FTE Other Classified Staff | 0.00 | 1.00 | 0.00 | 0.00 | 2.00 | 0.00 | 2.80 | 5.80 | 15.50 |
| School total | 0.00 | 1.00 | 0.00 | 0.00 | 2.88 | .88 | 2.80 | 7.56 | 38.25 |

Source: California Department of Education/DataQuest

## WASC Accreditation History

In the spring of 2010, WASC granted DSHS a 6R accreditation term. Based upon input from the WASC Visiting Committee, Site Leadership revised the Action Plan to focus upon three areas identified as needing improvement. These areas, outlined in the form of Single Site Plan Goals, became the basis of the Schoolwide Action Plan. These goals were revised during the mid-term visit in 2013 (see Chapter II, Progress Report).

## School Mission Statement and Schoolwide Learner Outcomes

The Schoolwide Learner Outcomes (formerly Expected Schoolwide Learning Results) were drafted by the school staff for the 2010 WASC self-study. The staff revisited the ESLRs in the spring of 2015 and endorsed them as the SLO statements for the 2016 self-study. Some staff expressed a desire to articulate measurable indicators for the SLO statements, but this work was not completed. The school mission statement was also reaffirmed by the staff in spring 2015. The mission statement and SLO statements are posted on the school website.

## Mission Statement

It is the mission of Davis Senior High School to educate students over a broad spectrum of academic and artistic areas; to expand their worlds socially and culturally; and to further their growth into mature, responsible adults.

## Schoolwide Learner Outcomes

#1: Students are expected to demonstrate mastery of academic content and concepts.

#2: Students are expected to become life long learners.

#3: Students are expected to develop respect for self, others and property.

#4: Students are expected to be active and informed members of their local and global

communities and make contributions to them.

#5: Students are expected to communicate effectively.

#6: Students are expected to be prepared to be productive citizens in the workplace.

## Programs of study

DSHS provides students with approximately 150 course offerings. DSHS is working toward integrating career technical education (CTE) standards into courses fulfilling UC eligibility requirements as feasible. The Davis Senior High School Course Catalog details the district and UC/CSU graduation requirements.

**Highlighted programs of study**

**Automotive Technology**
The Davis High School automotive technology program offers hands-on, project based training in automotive technology, careers, financial literacy and preparation for post-secondary education. Two courses are offered, Basic Auto and Advanced Auto.

Basic Auto allows students to explore various aspects of automotive technology. It has a two pronged approach. The first is geared towards the automotive consumer and driver. Students will learn how to be more capable and more savvy automotive consumers. Students will be able to perform light maintenance, service and repair on their own vehicles, and command a basic understanding of all systems of a vehicle. Students will also learn how to negotiate on the price of a car and become familiar with the expenses associated with vehicle ownership. The second thrust of Basic Auto is on the practical application of academic theory. Students will experience the way mathematical, scientific and environmental concepts apply to real-world situations.

The second course in the pathway, Advanced Auto, allows students to explore long-term, in-depth assignments and gain a greater practical understanding of automotive engineering. The class is run like a "mom and pop" automotive repair shop, in which students work on community members' vehicles as part of a community service program, which gives students on-site internship experience. Students gain experience being part of a team, collaborating on project-based assignments. Advanced Auto may be repeated for high school elective credit. When first-year Advanced Auto students are paired up with second-year students on projects and assignments, students gain peer-to-peer educational experience.

Both courses satisfy career technical education graduation requirement and elective credit requirement. Basic Auto is the prerequisite for Advanced Auto. Students who complete both courses, and satisfy specific grade requirements, are eligible to receive 2 free, transferable, college elective credits through American River College in Sacramento.

The Davis High School auto tech program attracts students with a wide array of backgrounds and interests. Some students come from lower socioeconomic backgrounds. Some are English learners. Some qualify for special education services. The program attracts high performing, college-track students looking to explore how abstract mathematical and scientific principles apply to real-world projects and situations. All students love the college credits that are available, and the hands-on, project-based assignments that get them out of their seats working in a real live, fully equipped, state of the art automotive work shop.

**Music Department**
Choral Program – The Davis High School Choral Department strives to achieve a level of excellence with a diverse student population. As an integral part of the school schedule, the choirs train students in all aspects of vocal literature and vocal performance and focus in specific genres of music (Jazz Choir, Madrigals, Advanced Treble Choir). These audition choirs provide opportunities for students to direct the choirs, as well. In addition, a critical component

to the program is outreach and community service. Students are able to help others through their talents. Many students cook, serve, and sing at a local soup kitchen on a monthly basis. Students frequently perform for patients at hospitals and senior citizen centers.

The Concert Choir creates the opportunity for all students to explore all periods of music. It allows students to discover their potential in vocal performance in a safe environment without the pressure of competition.

**Dance Program**
Davis Senior High School offers a relatively unique dance program, with classes that can be taken to fulfill either a student's Physical Education, Fine Arts requirements or, over two years, both.

Introduction to Dance covers beginning level technique in African-Ethnic, Ballet, Jazz, Modern, Dance Improvisation, and Dance Composition. Importantly, the curriculum also covers the California State Content Standards for the Visual and Performing Arts, so that students understand the overarching goals that inform class content including its relevance in contemporary culture and their personal lives. Two semesters of Intro to Dance are required for Inter/Adv Dance, a performance based class, which may be taken to fulfill Fine Arts requirements.

Inter/Advanced Dance covers several aspects of a dancer's education, including technical training in Ballet, Jazz, African-Ethnic, Contemporary, and Dance Improvisation. Students also study dance composition (the art of choreography), performance and production techniques, and dance criticism. This class may be taken to meet either Physical Education or Fine Arts requirements, and is aligned with the California State Content Standards for the Visual and Performing Arts.

Intro to Dance emphasizes language acquisition along with physical skills, with the teacher modeling the correct technique while articulating aloud the counts and technical vocabulary. Students learn to count aloud and use language to ask and answer questions. (TPR Asher's Total Physical Response which, for all of the dance students, is a powerful tool for learning both the language and integrating rhythm and musicality into their movements.) In addition to direct to direct instruction, students also engage in project based learning, in groups often selected by the teacher, solving choreographic challenges.

For the Intermediate/Advanced dancer, the production of a full length concert requires them to integrate additional skills including creating the graphic design for posters, programs and tickets, planning for the finances involved with renting a performance venue, ticket sales, and the purchase of costumes, and organizing the technical crew, in addition to creating the choreography for the concert, marketing and publicity.

Both groups expand their experience of dance by viewing dance videos selected by the teacher to support in class learning and are often video taped for the assessment of their work.

Importantly, this class makes a dance experience accessible to those in the community for whom this would be an "extra" that some family budgets cannot afford. It also allows those students who have been studying dance for a long time to use that training in a more directed way than the traditional Physical Education class. It also provides the crucial component of physical movement in a student's day.

**AP Music Theory and Music Essentials Program**
AP Music Theory, Music Essentials, and Music Essentials Honors help students to develop a fundamental foundation in music theory and music history.  Students may decide to take the AP Music Theory or Honors Music Essentials courses or receive an introduction to theory and music history through the Music Essentials classes offered to all students.

Areas for improvement include finding avenues to engage more students, especially those from diverse backgrounds.  We are not reaching many students who seem to be disengaged from the rest of the school.  Although we have strong parent support and a commitment to the program by the district for the audition choirs, i.e., allowing us to travel and a choreographer for the Jazz Choir, we have had difficulty building a strong, inclusive Concert Choir.  Funding for an accompanist is greatly needed to ensure that these students are served equally with the audition choirs.  Also, a rich vocal music feeder program at the elementary level, already offered in the instrumental programs could generate the interest and skills to create a vibrant choral program for all students at the high school level.

**Robotics**
The robotics program is multi-faceted.  It consist of a high school robotics team, approximately 20 junior-high robotics teams, several entry level computer science classes at the junior high level, an "Introduction to Robotics Engineering" class at DHS and a "Robotics Engineering" class at DHS.

The robotics team consists of approximately 50-60 high school students who participate in the FIRST robotics competition.  This involves designing, building and programming a robot to compete in several regional competitions and the World Championships.  The robotics team also has a well-developed outreach program which includes supporting FLL (FIRST Lego League) teams in Davis, other FIRST Robotics teams in Woodland and Winters, demonstrating STEM activities at children's summer camps, hosting an annual WISTEM (Women in STEM) conference, and other activities.

**ACES (Academic Coaching Empowering Success)**
This class is designed to support students in their English and Social Science classes. Students enrolled in ACES will be simultaneously in their regular language arts and social science classes. ACES provides specific strategies to improve study habits, organization, communication, and academic confidence. It offers individual tutoring as well. The class reinforces difficult concepts in English and social science through explicit instruction and guided tutorial sessions. Throughout the year students will engage in a series of expository reading and writing units designed to help develop their reading and writing skills. ACES emphasizes class

work rather than homework; therefore, the grade in this class is determined by student attendance and work ethic during class time. Placement in this class will be determined by teacher evaluation and test scores.

**AVID**

Advancement Via Individual Determination, better known as AVID, is a program designed to lift students to their highest potential by focusing on building and bolstering writing, inquiry, collaboration, organization, and writing skills. With 30+ years of data to support their curriculum, AVID is recognized as a meaningful and effective way to close achievement gaps based on low socioeconomic status, parent education levels, language acquisition, and other prohibitive life circumstances. AVID students are expected to maintain passing grades in all courses, especially those relevant to college applications, and the overall expectation is that students are eligible to apply to four-year universities straight out of high school.

According to online AVID records, the program has existed at Davis High since 2005, however it is currently being conducted under the status of affiliate because it does not meet full program requirements as assessed yearly by a regional coordinator. This year there are a total of 19 students enrolled in the program, up from 16 last year. The class includes six 10th graders, seven 11th graders, and six 12th graders. Last year (2014-2015) there were six 10th graders, two 11th graders and eight 12th graders. When looking at data from the three junior high schools that feed into the high school, 97% of students enrolled in 9th grade AVID chose not to continue moving forward with the program at the senior high school. Reasons for this include:

1. There are so many electives and choices for students to choose from.
2. The program has had a lot of staff turnover, which creates inconsistencies for students.
3. Due to turnover, the reputation of the program has been damaged.
4. Lack of visibility of the program & misinterpretation of the program and its goals.
5. Misrepresentation of the program from various avenues- teachers, counselors, staff, parents, students.
6. It is lumped in with our ACES class, which is designed for students who are in need of academic support due to failure of classes. AVID is quite the opposite and is designed for students who desire going to college and are taking and passing classes to obtain this goal.
7. Students are placed in the program without going through the interview process. Sometimes this is at a parent's request, which means students are not buying in.

This is the second school year the current coordinator of the program has been in place and with the help of a cooperative site team, goals have been set to try to improve recruitment and retention of the students currently taking AVID 9. Our goal is for 50% of the current 9th graders across the three junior high schools will continue into the 10th grade program next year (2016-

2017). The site coordinator is currently working with the three junior high schools to create the bridge between 9th and 10th grade through high school shadow days, field trips with the other sites, site visits with current high school students and parent engagement night presentations.

**AP course offerings**
Students and parents are required to sign AP contracts acknowledging receipt of thorough descriptions of course demands and time commitments. The following AP courses are available at DSHS:
Art History AP
Biology AP
Calculus AB AP
Calculus BC AP
Chemistry AP
English Literature & Composition AP
French 5 AP
German 5 AP
Human Geography AP
Japanese 5 AP
Macroeconomics AP
Microeconomics AP
Music Theory AP
Physics AP
Spanish 5 & 6 AP
Statistics AP
Studio Art AP (Drawing, 2D and 3D)
US Government & Politics AP
US History AP

**LEAD**: Learn, Educate, Advocate, Demonstrate
LEAD is a practical arts class that trains students to be community advocates. The students research, investigate and discuss current issues related to adolescent wellness which includes topics such as nutrition, eating disorders, stress, time management, healthy relationships, sexuality, conflict resolution, peer pressure, sleep deprivation, self-esteem, the pressure to succeed, substance use and additional related topics. Students are trained in peer mediation. LEAD students serve the campus by providing peer conflict resolution, facilitating wellness workshops and assemblies for fellow students, staff and parents.

**Link Crew**

Link Crew sets up a structure within a school for disseminating information and ensuring that the entire school community has the opportunity to engage in and support the school's defined mission and strategic goals.

With Link Crew, trained student leaders (juniors and seniors) are able to communicate and demonstrate the school's purpose and direction with and among those within the school population who might otherwise be disengaged: freshmen. Link Crew focuses the information dissemination process through the student- to- student connection both one on one and in small groups. This makes it far more likely that critical information is received and remembered. Additionally, the Link Leaders and Coordinators themselves become more committed to the beliefs, philosophy and learning results of the school via their roles as messengers.

The Link Crew Coordinator training not only improves classroom instruction, it also trains the coordinators to take leadership roles within the school, district, and professional community. Trained Link Crew Coordinators experience positive personal and professional transformations, a shared responsibility for student achievement and strengthened connections and communication between staff and students.

Link Crew helps improve overall school culture. Hundreds of schools have watched as their student bodies have become more connected, more spirited and kinder to each other.

Because of the diversity of the leaders, Link Crew gives students who would otherwise not socialize with each other a common purpose and a common goal, thus diminishing antagonism that might exist between these groups. Link Crew Leaders are positive, natural leaders from a broad social cross- section so student leadership is shared by a variety of groups on your campus and the climate reflects that.

**Modified Block Schedule and Later Start Proposal**

Davis Senior High School has a seven period day (supported through a parcel tax), with a modified block on Wednesdays (even periods) and Thursdays (odd periods). On Mondays, Tuesdays and Fridays, all seven periods meet, starting at 7:45am and ending at 3:30pm. First period is 64 minutes for each of its four weekly meetings. The block periods are 91 minutes each. On Wednesdays, the first period slot is allocated to staff meetings.

Following a study published by the American Academy of Pediatrics in August, 2014, the Davis Joint Unified School District Board of Trustees directed the superintendent to form a committee to investigate changing the secondary schools to a start time of 8:30am or later. The initial committee was charged with developing a proposal within a 60 days, for possible implementation at the 2015-2016 school year. The committee concluded its work in the spring of 2015, including a later start schedule, but with the basic conclusion that implementation of a new schedule would not be possible in so short a time frame. The proposal is now being considered in a newly constituted committee with potential implementation at the 2017-2018 school year.

**Student Support Services**
**Library**
The Craig Armstrong Library is open to students Monday-Thursday from 7:30am to 5:00pm, and on Fridays 7:30am to the end of the lunch period. Individual students may visit the library during unscheduled class time, or with a written pass from a teacher. Teachers may schedule whole classes to use the library floor seating, the library conference room, or the library computer lab. The library staff include a full time teacher librarian and two library technicians, who supervise the library schedules, circulation desk, and textbook distribution.

The teacher librarian provides students with assistance in using library resources, and also offers whole-class instruction on the use of databases and other online tools, including the library online catalog. The teacher librarian also supports teachers by purchasing and collocating materials specific to a lesson activity.

In addition to computers on the library floor and the computer lab, students may use library-issued Chromebooks. All students are provided with a district-assigned computer account, and with the permission of parents or guardians, a district-assigned Google Apps for Education (GAFE) account. Students also have a School Loop account through the Davis Senior High School website. Many teachers, particularly in English Language Arts and Social Sciences, use the Turnitin plagiarism check service.

**Academic Center**
The Academic Center is an on-site tutoring center at DHS that offers assistance in all academic subjects, from English to World History and Biology to AP Calculus. In addition, tutors also help students in classrooms such as ELD, AVID and ACES. Teachers may also request tutors to help out in their classrooms, these also include but are not limited to Math, History, English, Science, Language and elective courses. All of our tutors are currently attending or have recently graduated from the University of California, Davis. UCD Tutors can help with essays, math assignments, and class projects. In the Academic Center tutors work one-on-one or in small groups, in class they may also work one-on-one, in small groups or help with the entire class. We are open from 7:30am to 4:30pm Monday through Thursday and 7:30am to 3:30pm on Fridays.

Along with UCD tutors, we also have our very own Juniors and Seniors who can become Peer Tutors and receive Practical Art credit. Our Peer Tutors are all trained for three days before being placed in a classroom where they will become an extension of their teacher to help the class. Peer Tutors may help students one-on-one, in small groups or the entire classroom.

The Academic Center has a mentoring program with our EL students. Every tutor is paired up with two to four students (with the exception of students who are in our Special Ed. program since they provide each student with a case manager). Throughout the school year the tutors will meet with their mentees to discuss their grades, check in, motivate their students to pursue their education after high school and provide information regarding the AC's services. If their

mentees are not doing well the tutor will encourage the students to utilize the AC and develop a plan to improve their grades. If the mentees grades are strong, the tutor will reinforce their success and encourage them to also use the AC if they need to.

In the Academic Center we have several computers, a printer, and copies of most textbooks and novels for students to use. We have color pencils, calculators, markers, pencils, pens, lined and graph paper as well as construction paper. We provide as much support as possible to make sure our students can succeed. Also, tutors can give input regarding college choices, scholarships, and general college life.

With the support of our faculty and staff the Academic Center proudly introduces Academic Center Awards. Every month ten amazing students are recognized for their hard work throughout the previous month. If students are willing to improve their English proficiency or grades or maintain good grades they are already in the running. The ten students and their families are invited to a pizza party where they will be recognized for all of their hard work. These awards are open to all students. The Academic Center's very own UCD Tutors nominate students based on the following criteria: grades, effort, attendance, assignments, and organization.

The Academic Center works in unison with administration, counselors, teachers, staff and parents to provide as much support as possible to our students.

**Academic Center statistics**

|  | 14-15 | 13-14 | 12-13 | 11-12 | 10-11 | 09-10 |
|---|---|---|---|---|---|---|
| Total students tutored for general subjects | 975 | 886 | 762 | 785 | 590 | 538 |
| Total EL students tutored | 76 | 73 | 75 | 93 | 106 | 113 |
| Total RFEP students tutored | 164 | 174 | 133 | 104 | 72 | 89 |
| Total mainstream students tutored | 735 | 639 | 554 | 588 | 412 | 336 |

|  | 14-15 | 13-14 | 12-13 | 11-12 | 10-11 | 09-10 |
|---|---|---|---|---|---|---|
| Number of students tutored under EL program | 76 | 73 | 79 | 93 | 106 | 113 |
| Total EL students | 80 | 73 | 75 | 112 | 108 | 137 |
| Percent of students tutored | 95% | 100% | 95% | 83% | 98% | 83% |
| Number of tutoring sessions (not including RFEP) | 4018 | 3536 | 2831 | 3442 | 3859 | 5311 |
| Number of tutoring sessions (including | 9043 | 8679 | 7014 | 6099 | 4860 | 6253 |

| | 14-15 | 13-14 | 12-13 | 11-12 | 10-11 | 09-10 |
|---|---|---|---|---|---|---|
| Total tutoring sessions (including after school) | 17885 | 14290 | 12181 | 10798 | 7948 | 8313 |
| Total students tutored (including after school) | 975 | 886 | 762 | 785 | 590 | 538 |
| Total tutoring sessions after school | 4576 | 3615 | 2773 | 2817 | 2336 | 1697 |
| Total students tutored after school | 448 | 414 | 338 | 346 | 305 | 275 |
| Total tutoring sessions by peer tutors | 3793 | 1616 | 1286 | 1094 | 1340 | n/a |
| Total students tutored by peer tutors | 330 | 217 | 116 | 171 | 197 | n/a |

**ACP**

The Alternative Classroom Placement (ACP) room houses students who have received in-school suspension or detention either during lunch or during class time.  The room is located in close proximity to the campus safety supervisor and vice principals' offices.  The ACP coordinator contacts teachers requesting student's homework.  Students have access to most textbooks and can check out a Chromebook at the library for typing and research purposes.  Students can also complete tests and quizzes during in-school suspension.  Students also have an option to do a collage using pictures cut from magazines.  The purpose of this activity is for positive identity building and establishing rapport between the coordinator and students.

**Friendship Day**

On May 4, 1983, Thong Hy Huynh was stabbed to death on the campus of Davis Senior High School.  The murder was racially motivated.  In response, Friendship Day was created.

The purpose of each Friendship Day is to bring together 50-70 students from various groups – cliques, grade and socio-economic levels, and ethnicities.  By bringing such divergent groups together and participating in many activities, students realize that there is more that unites us than separates us.  By showing students this it is hoped that they develop more than simply tolerance, but also respect for one another.

There are seven scheduled Friendship Days each year (Dates for 2015-16: 9/18, 10/23, 11/6, 12/11, 1/15, 2/12, 3/11).  Each Friendship Day starts at 8:00 a.m. and ends at 2:30.  Snacks are served during a mid-morning break, and a full lunch is also provided.  In between, under the

leadership of 13 Friendship Day facilitators, students play games that emphasize teamwork, and learning about one another.  Facilitators also show a clip from the film The Breakfast Club.  This movie is about five students serving Saturday school detention.  They all come from different groups, and by the end of the film they learn that they aren't so different from one another.  Facilitators use this film clip to help create an atmosphere in which discussion of school issues regarding race, diversity, and cliques can comfortably be discussed.

**Davis Joint Unified School District mission statement, belief statement, strategic objectives and strategies**

---

### Davis Joint Unified School District Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn
- A team of talented, resourceful, and caring staff
- Transforming teaching, learning, and operations in our continuing pursuit of excellence
- Resourceful, transparent, and responsible fiscal planning, and
- A diverse and inclusive culture

*Adopted by the Board of Education March 6, 2014*

---

### Belief Statement

- We believe that every human being is unique and has inherent value.
- We believe we are connected and have responsibility to ourselves, one another, and the whole.
- We believe that a community has responsibility for the well-being of its members.
- We believe that education is a fundamental right.
- We believe that trust is essential to healthy relationships.
- We believe that diverse perspectives enrich our community.
- We believe that every person deserves to be treated with respect.

*Adopted by the Board of Education March 6, 2014*

---

| Strategic Objectives |
| --- |
| ■ Every student will set and pursue an academic, social, and personal goal at periodic intervals throughout their school career.<br>■ Every student will meet or exceed District academic standards.<br>■ Every student will demonstrate individual and social responsibility.<br>*Adopted by the Board of Education March 6, 2014* |

| Strategies |
| --- |
| ■ We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction, and inquiry-based learning.<br>■ We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.<br>■ We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the Achievement Gap, and ensure that all students meet or exceed district standards.<br>■ We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.<br>*Adopted by the Board of Education March 6, 2014* |

**Student learning and demographic data**

Student achievement at DSHS is measured by a variety of indices as required by federal No Child Left Behind (NCLB), State, and District requirements which have been aligned with the DSHS mission and Single Plan for Student Achievement. For students graduating in 2013 approximately 70 percent planned to attend a four year college upon graduation while 20 percent planned on enrolling in a two year institution.

DSHS has had historically strong API scores and is vigilant about informing the community about the importance of standardized testing and the impact on the school and community. The concern DSHS has expressed about the gap in achievement between different ethnic groups can be seen on the accompanying graphics. A notable gap exists between the scores of Asian and white students relative to the scores of Hispanic/Latino, socioeconomically disadvantaged, and English learners and the school wide average is relatively consistent between years. Low numbers of students from African American and American Indian/Alaska Native ethnic groups prevent them from being statistically significant. While not all numerically significant, the low proficiency percentages of subgroups including black/African American, Hispanic/Latino, English learners, and students with disabilities does present cause for concern. Narrowing of the achievement gap is both a focus of the DSHS Single Plan and a major DJUSD initiative. Underperforming subgroups are being aided through the provision of resources and intervention programs including our Academic Center, ACES classes and AVID.

DJUSD has an enrollment of approximately 8,600 students. The CBEDS enrollment numbers do not reflect the concurrently enrolled students at DSHS. As the District's comprehensive high school, DSHS serves students from the three junior high schools who wish to take higher level math, world language or CTE courses. DSHS also serves students from the Davis School of Independent Study (DSIS) and Da Vinci Charter Academy.

**Enrollment by Ethnicity, DSHS**

|  | Hispanic or Latino of Any Race | American Indian or Alaska Native | Asian | Pacific Islander | Filipino | African American | White | Two or More Races | NR | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2011-2012 | 284 | 3 | 313 | 13 | 14 | 40 | 983 | 62 | 6 | 1718 |
| 2012-2013 | 278 | 6 | 319 | 3 | 17 | 53 | 998 | 73 | 0 | 1747 |
| 2013-2014 | 309 | 8 | 307 | 2 | 19 | 42 | 938 | 78 | 1 | 1704 |
| 2014-2015 | 295 | 10 | 317 | 0 | 28 | 47 | 942 | 75 | 1 | 1715 |

Source: California Department of Education Educational Demographics Unit

**School Enrollment by Ethnic Designation***

|  | 2011-2012 | % | 2012-2013 | % | 2013-2014 | % | 2014-2015 | % |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 1718 | 100 | 1747 | 100 | 1704 | 100 | 1715 | 100 |
| Black/African American | 40 | 2 | 53 | 3 | 42 | 2.5 | 47 | 3 |
| American Indian/Alaska | 3 | 0.2 | 6 | 0.3 | 8 | 0.5 | 10 | 0.5 |
| Asian | 313 | 18 | 319 | 18 | 307 | 18 | 317 | 18.5 |
| Filipino | 14 | 1 | 17 | 1 | 19 | 1 | 28 | 2 |
| Hispanic/Latino | 284 | 16.5 | 278 | 16 | 309 | 18 | 295 | 17 |
| Native Hawaiian/PI | 13 | 0.8 | 3 | 0.2 | 2 | 0.1 | -- | -- |
| White | 983 | 57 | 998 | 57 | 938 | 55 | 942 | 55 |
| Two or more races | 62 | 3.5 | 73 | 4 | 78 | 5 | 75 | 4 |

*percentages may not add up to 100 due to rounding.

Overall enrollment and ethnic distribution has been fairly constant over the past few years. The majority of students are white. Asian and Hispanic comprise the next two largest groups, Asian being slightly larger, with both combined representing around 35% of the student enrollment.

**Languages of English Learners**

|  | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Arabic |  |  | 1 | 3 | 4 |
| Farsi (Persian) | 3 | 3 |  | 4 | 5 |
| Korean | 5 | 8 | 2 | 6 | 5 |
| Mandarin (Putonghua) | 14 | 9 | 12 | 13 | 6 |
| Portuguese |  | 2 |  |  |  |
| Punjabi | 2 |  | 4 |  |  |
| Spanish | 67 | 58 | 43 | 51 | 43 |
| All Other | 12 | 12 | 10 | 19 | 13 |
| Total Languages of English Learners | 103 | 92 | 72 | 96 | 76 |

Spanish-speaking English Learners make up more than half of all English Learners. Their numbers fluctuate, but the overall trend for all English Learners has been a decrease in numbers enrolled.

**English Learner, Fluent English Proficient and Redesignated Fluent English Proficient students**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---|---|---|---|---|
| English Learners | 92 | 72 | 96 | 76 |
| Fluent English Proficient Students | 322 | 332 | 343 | 364 |
| Students Redesignated Fluent English Proficient | 19 | 22 | 24 | 24 |

Source: California Department of Education Assessment Development and Administration Division

DSHS has an increasing number of multi-lingual students who are proficient in English.

**CELDT number and percent of students at each performance level**

| | 2011-2012 | % | 2012-2013 | % | 2013-2014 | % | 2014-2015 | % |
|---|---|---|---|---|---|---|---|---|
| Total | 111 | 100 | 92 | 100 | 88 | 100 | 68 | 100 |
| Advanced | 22 | 20 | 35 | 38 | 29 | 33 | 18 | 26 |
| Early Advanced | 58 | 52 | 33 | 36 | 38 | 43 | 35 | 51 |
| Intermediate | 17 | 15 | 12 | 13 | 8 | 9 | 9 | 13 |
| Early Intermediate | 7 | 6 | 10 | 11 | 10 | 11 | 3 | 4 |
| Beginning | 7 | 6 | 2 | 2 | 3 | 3 | 3 | 4 |

Source: California Department of Education Assessment Development and Administration Division

Most of our EL students are advanced. We are concerned about long-term English learner (LTEL) students, and how well these students are being supported to improve their English proficiency.

**Free and Reduced-Price Meals**

| | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|
| Total | 316 | 334 | 360 | 310 |
| Percentage | 18.4% | 19.1% | 21.1% | 18.1% |
| Enrollment | 1718 | 1747 | 1704 | 1715 |

Free and Reduced-Priced meal eligibility is one indicator of economically disadvantaged students. We have a higher concentration of Hispanic students who are economically disadvantaged than other ethnic sub-groups.

**Special Education**
Interpersonal Skills is designed to facilitate the development of communication skills that will augment improvement in social relations. The curriculum will target social learning foundation skills, perspective taking, collaboration, friend-making skills and independent academic study habits. Common Core Speaking and Listening Standards and/or Language Standards will be linked to lessons and units of study.

# Test Data

**CAHSEE 10th grade English results (percent passed)**

|          | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|
| School   | 95      | 96      | 96      | 94      | 97      |
| District | 95      | 95      | 96      | 94      | 97      |
| County   | 83      | 84      | 85      | 85      | 85      |
| State    | 82      | 83      | 83      | 83      | 85      |

**CAHSEE 10th grade mathematics results (percent passed)**

|          | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|----------|---------|---------|---------|---------|---------|
| School   | 97      | 97      | 98      | 97      | 98      |
| District | 97      | 95      | 97      | 97      | 98      |
| County   | 83      | 85      | 86      | 87      | 86      |
| State    | 83      | 84      | 84      | 85      | 85      |

The school has, except for 2013-2014, seen a 95% or greater passing rate for the English and mathematics portions of the California High School Exit Exam.

**AYP Participation Rate**

|  | ELA 2012 | ELA 2013 | ELA 2014 | Math 2012 | Math 2013 | Math 2014 |
|---|---|---|---|---|---|---|
| Schoolwide | 99 | 99 | 98 | 99 | 99 | 97 |
| Black/African American | -- | -- | -- | -- | -- | -- |
| American Indian/Alaska | -- | -- | -- | -- | -- | -- |
| Asian | 100 | 100 | 99 | 100 | 100 | 96 |
| Filipino | -- | -- | -- | -- | -- | -- |
| Hispanic/Latino | 98 | -- | 96 | 99 | -- | 95 |
| Native Hawaiian/PI | -- | -- | -- | -- | -- | -- |
| White | 98 | 100 | 98 | 98 | 99 | 98 |
| Two or more races | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 99 | 96 | 99 | 98 | 97 |
| English Learners | -- | -- | -- | -- | -- | -- |
| Students w/Disabilities | -- | -- | -- | -- | -- | -- |

**AYP Percent Proficient--Annual Measurable Objectives (AMOs)**

|  | ELA 2012 | ELA 2013 | ELA 2014 | Math 2012 | Math 2013 | Math 2014 |
|---|---|---|---|---|---|---|
| Schoolwide | 80.7 | 83.4 | 84.4 | 84.5 | 89.1 | 85.8 |
| Black/African American | -- | -- | -- | -- | -- | -- |
| American Indian/Alaska | -- | -- | -- | -- | -- | -- |
| Asian | 84.6 | 88.4 | 90.9 | 94.5 | 94.2 | 95.8 |

| | | | | | |
|---|---|---|---|---|---|
| Filipino | -- | -- | -- | -- | -- | -- |
| Hispanic/Latino | 55.6 | -- | 63.6 | 55.6 | -- | 63.6 |
| Native Hawaiian/PI | -- | -- | -- | -- | -- | -- |
| White | 90.6 | 88.1 | 89.0 | 89.6 | 92.1 | 91.6 |
| Two or more races | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 49.6 | 50.9 | 63.1 | 60.9 | 68.9 | 63.5 |
| English Learners | -- | -- | -- | -- | -- | -- |
| Students w/Disabilities | -- | -- | -- | -- | -- | -- |

**2015 CAASPP (SBAC) Results by Ethnicity & Economic Status**

| **English Language Arts** <br> Overall | % Standards Exceeded | % Standards Met | % Standards Nearly Met | % Standards Not Met |
|---|---|---|---|---|
| All students (506) | 53% | 29% | 11% | 6% |
| Black or African American (7) | * | * | * | * |
| American Indian or Alaska Native (2) | * | * | * | * |
| Asian (89) | 66% | 24% | 8% | 2% |
| Filipino (14) | 50% | 36% | 14% | 0% |
| Latino Not Econ. Disadvantaged (55) | 47% | 30% | 11% | 9% |
| Latino Econ. Disadvantaged (58) | 5% | 38% | 34% | 22% |
| Native Hawaiian or Pacific Islander (1) | * | * | * | * |
| White Not Econ. Disadvantaged (238) | 63% | 30% | 5% | 3% |
| White Econ. Disadvantaged (21) | 24% | 38% | 24% | 14% |

| Two or More Races (19) | 84% | 11% | 5% | 0% |
|---|---|---|---|---|

*10 or fewer students had test scores

| **Mathematics** Overall | % Standards Exceeded | % Standards Met | % Standards Nearly Met | % Standards Not Met |
|---|---|---|---|---|
| All students (507) | 44% | 25% | 15% | 15% |
| Black or African American (7) | * | * | * | * |
| American Indian or Alaska Native (2) | * | * | * | * |
| Asian (90) | 62% | 22% | 11% | 4% |
| Filipino (14) | 50% | 14% | 36% | 0% |
| Latino Not Econ. Disadvantaged (55) | 29% | 41% | 9% | 21% |
| Latino Econ. Disadvantaged (58) | 7% | 12% | 25% | 56% |
| Native Hawaiian or Pacific Islander (1) | * | * | * | * |
| White Not Econ. Disadvantaged (238) | 51% | 28% | 13% | 8% |
| White Econ. Disadvantaged (21) | 19% | 14% | 33% | 33% |
| Two or More Races (19) | 68% | 16% | 16% | 0% |

*10 or fewer students had test scores

The staff noted that while DSHS has a high percentage of students scoring in standards exceeded and standards met, students who are identified as economically disadvantaged do not score significantly higher at DSHS than their cohort elsewhere in the region and state.

## DSHS 2013 STAR/CST & 2015 SBAC Results

(CST = % Advanced and Proficient, SBAC= % Standards Exceeded and Standards Met)

|  | 2013 CST ELA | 2015 SBAC ELA | 2013 CST Summative HS Math | 2015 SBAC Math |
|---|---|---|---|---|
| Not Economically Disadvantaged | 78% | 90% | 68% | 79% |
| Economically Disadvantaged | 39% | 47% | 55% | 27% |
| Economic Achievement GAP | 39% | 43% | 13% | 52% |

The CST cannot be directly compared to the SBAC assessment. However, for the students scoring in the target category of proficient or meeting standards, an achievement gap remains between economically advantaged and economically disadvantaged students. In the case of the SBAC assessments, the gap increased from CSTs. The staff observed the achievement gap is very high in the case of SBAC math, but student performance for the economically disadvantaged cohort was also higher than the state average.

## SAT Report

| Year | Total Enrollment | Number tested | Average score: Reading | Average score: Math | Average score: Writing | Number of scores >=1500 | Percentage of scores >=1500 |
|---|---|---|---|---|---|---|---|
| 2013-14 | 1,704 | 681 | 589 | 613 | 580 | 572 | 83.99 |

| Year | Grade 12 Enrollment | Percent tested | Critical Reading Average | Math Average | Writing Average | Total >=1500 Number | Total >=1500 Percentage |
|---|---|---|---|---|---|---|---|
| 2012-13 | 586 | 78.16 | 601 | 625 | 592 | 406 | 88.6 |
| 2011-12 | 533 | 80.49 | 596 | 622 | 596 | 363 | 84.6 |
| 2010-11 | 531 | 78.15 | 595 | 620 | 600 | 360 | 86.7 |

Source: California Department of Education DataQuest

**ACT Report**

| Year | Number tested | Number of scores >=21 | Percentage of scores >=21 |
|---|---|---|---|
| 2013-2014 | 162 | 147 | 90.74 |
| 2012-2013 | 163 | 153 | 93.87 |
| 2011-2012 | 189 | 166 | 87.83 |
| 2010-2011 | 139 | 119 | 85.61 |

Source: California Department of Education DataQuest

**Advanced Placement Tests**

| | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|
| Number of tests taken | 1179 | 1107 | 1098 | 1041 |
| Number of students taking tests | 637 | 601 | 593 | 543 |
| Percentage of scores >=3 | 85% | 88% | 89% | 92% |
| State percentage of scores >=3 | 58% | 59% | 58% | 58% |

Source: California Department of Education DataQuest AP Exam Results Report

About four years ago the school and district developed the Advanced Placement/Honors Courses Contract in an attempt to rein in a tendency for some students to over-enroll in AP courses. In addressing student social/emotional balance and stress levels, guidance counselors recommend students to not exceed two AP courses in 10th grade, and three AP courses in each of 11th and 12th grades. We see a correlation in a subsequent decline in overall AP course enrollment and test taking since the introduction of this contract.

**Students earning two or more Ds and Fs at semester grading period**

| | 2012-13 S1 | 2012-13 S2 | 2013-14 S1 | 2013-14 S2 | 2014-15 S1 | 2014-15 S2 |
|---|---|---|---|---|---|---|
| Total | 42 | 58 | 115 | 122 | 174 | 144 |
| Male | 25 | 36 | 80 | 78 | 127 | 105 |
| Female | 17 | 22 | 35 | 44 | 42 | 39 |
| EL/RFEP | 11 | 17 | 42 | 42 | 59 | 47 |
| Spec Ed | 11 | 13 | 24 | 23 | 30 | 24 |
| Socio-Econ Dis | 24 | 29 | 62 | 71 | 94 | 80 |

The 2012-13 figures include 10th grade only.

**Students with ten or more period absences (unexcused or unverified)**

|         | 2012-13 | 2013-14 | 2014-15 |
|---------|---------|---------|---------|
| Total   | 171     | 711     | 668     |
| Male    | 87      | 350     | 352     |
| Female  | 84      | 361     | 316     |
| EL/RFEP | 50      | 145     | 138     |
| SED     | 81      | 212     | 193     |

The 2012-13 figures include 10th grade only.

Site Plan Goal One identifies "high priority" students as those who are receiving two or more Ds or Fs in core academic courses. We also recognize poor attendance correlates with poor performance.

**Suspension, Expulsion and Truancy Rates**

|                  | 2011-12 | 2012-13 | 2013-14 |
|------------------|---------|---------|---------|
| Total Enrollment | 1718    | 1747    | 1704    |
| Suspensions      | 158     | 151     | 144     |
| Suspension Rate  | 7.6     | 7.4     | 7.0     |
| Expulsions       | 2       | 0       | 1       |
| Expulsion Rate   | 0.1     | 0.0     | 0.0     |
| Truancies        | 295     | 267     | 274     |
| Truancy Rate     | 14.2    | 13.09   | 13.41   |

Source: California Department of Education/DataQuest

A potential explanation for the downward trend in suspensions is the district's focus on restorative practices and mediation.

**Graduation Rate by Race/Ethnicity**

| Race/Ethnicity | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|---|---|---|---|---|---|
| Hispanic/Latino | 94.1 | 84.6 | 97.0 | 97.7 | 96.4 |
| American Indian/Alaska Native | 50.0 | 100 | 100 | 100 | N/A |
| Asian | 94.6 | 95.9 | 99.1 | 99.0 | 94.7 |
| Pacific Islander | N/A | 100 | 100 | 100 | 100 |
| Filipino | 100 | 100 | 100 | 80.0 | 100 |
| African American | 90.9 | 100 | 100 | 100 | 100 |
| White | 97.1 | 96.3 | 97.6 | 98.5 | 98.7 |
| Two or more races | 100 | 90.0 | 100 | 100 | 100 |
| **Total** | **96.0** | **94.4** | **98.0** | **98.4** | **97.7** |

Except for White students (and for two years, Asian), all of the race/ethnic graduation cohorts have under 100 students. This contributes to some apparent volatility in graduation percentage rates. For example, the Hispanic/Latino cohort had a dropout rate of 9% in 2010-2011.

**Professional Development at Davis Senior High School: 2013 - present**
Beginning with the school year 2013-2014, DSHS has funded / staffed a .2 position for a Common Core / Professional Growth Coordinator.

During the first year, the coordinator gathered information from staff about site needs and requests for professional growth; met with science, history, and English department chairs to assess site's familiarity with Common Core Literacy Standards and upcoming SBAC testing; provided materials re: literacy across the curriculum; researched and publicized opportunities for off-site professional growth; and facilitated site-based professional development sessions for departments. In 2013-2014, coordinator worked closely with the English department as the department prepared for the 2014 SBAC pilot test and began developing common assessments and common resources.

Since then, the professional growth coordinator -- in collaboration with teachers and admin -- has organized monthly site-based professional development sessions (full staff and small group) based on topics requested by staff; invited and encouraged presenters for teacher-led small group sessions; launched site awareness of Costa's Habits of Mind; facilitated a yearlong teacher-inquiry group which read Habits of Mind Across the Curriculum by Arthur Costa and Bena Kallick; promoted off site professional growth activities (district, county, and state); produced a newsletter with details on the upcoming offerings for the semester; and continually gathered input and feedback from staff on the professional growth offerings.

**Beginning with 2014-15 school year**, the 3rd Wednesday of each month has been designated for Common Core / Professional Development.

Topics for 2014-2015 Professional Development grew out of the topics generated after the Academic Literacy Summit of Feb 2014 and the Common Core Summit at Tahoe later that spring, and from staff responses to surveys administered during 2013-2014 school year.   The coordinator, in collaboration with colleagues, department chairs, administration, and key leadership groups, continues to assess interest and needs of the site in order to incorporate into professional development plan.

Teachers with expertise in these areas offered small group sessions for their colleagues. Teachers were surveyed before each monthly CCPD session and asked to indicate which session they'd attend.  Generally, 60-70 teachers responded to these surveys, providing the workshop presenters with important information for planning.

By the end of 2015-2016 school year, we will begin to develop a 3-5 year plan for ongoing site-based professional growth. Such a plan will identify topics or areas with ongoing relevance (e.g., technology in the classroom,  differentiated instruction,  literacy across the curriculum, increased interdisciplinary collaboration,  instituting a program for teachers to observe other teachers in action (e.g., academic round). Any such plan will draw on the strengths and expertise of the staff, provide opportunities to attend professional conferences, and invite outside speakers – all to help us develop and maintain the skills we need to meet the needs of all our students.

To develop this plan, we will seek input from staff and from site leadership teams (i.e., C&I, SLT, PTA) and from District C&I. The goal is to establish a sustainable site-based professional development program that will provide an established structure for future PD with flexibility to adapt to meet the needs of the site.

**2013-2014 Professional Development included**:

**Specific to English Department**:
•	Release days to prepare for the SBAC pilot testing (entire department took the grade 11 ELA SBAC test and examined the ELA Performance Task; teachers reflected on what we was currently being taught and what needed to be brought into the curriculum to better prepare students to meet the Career and College Readiness standards)
•	Collaborative development of End of Year Common Assessment for Grade 11 and common rubric based on SBAC rubric for Argument
•	Shakespeare Lively Action Workshop.  (Facilitated by educational practitioner from Globe Education Academy, London) 8-10 teachers participated in workshop on teaching Shakespeare with applications to other literary works.
**Specific to Science Department**:
•	Presentation and discussion with Science Department on Literacy Standards and Next Generation Science Standards.

**Full Site**:
- Scoring of District Writing Assessment for Grades 9 – 10.   (Fall 2013, Spring 2014).   Grade 10 teachers administered assessment; teachers from all grade levels and multiple content areas participated in districtwide scoring of the assessments using common rubric.  Small team of DHS English teachers participated on Writing Assessment Core Team to prep fall and spring assessments.  District Assessment brings together teachers from four separate secondary sites to read, score, learn student writing.  On site training / preparation for scoring the 9-10 Writing Assessment was provided for DSHS teachers.   Scoring sessions and post-scoring data reports provide information on student-writers' strengths and weaknesses which can then be addressed by teachers and departments.

**2014  Staff Attendance at Professional Conferences, included**:
- UCD Academic Literacy Summit.  (20 teachers from DJUSD attended the conference, including 8 teachers from DSHS, representing 4-5 departments; previously, no DSHS teachers had attended this well-regarded annual local conference).  DHS teachers who attended the full day conference met two weeks later to debrief and identify key areas for staff development to better serve student needs.  List of target topics for future site-based PD.
- Climate, Culture, and Common Core Summit Conference.  (Two day conference at Lake Tahoe presented by California League of Schools) Approximately 10(?)  DSHS attendees: including teachers, admin, and paraeducators.

**Professional Development Program 2014-2015**
Small Group "Threads" and Sessions:
Common Core Literacy Standards across the Curriculum:  teacher-led sessions on
- Strategies for Active Reading
- Speaking and Listening
- Socratic Seminars
- Training to score the districtwide 9-10 Argumentative Writing Assessment
Technology Tools for the Classroom:
- Ongoing Introduction to Google Docs
- Working with School Loop
- Intro to Hapara
Common Core and the Mathematics Curriculum
- Reviewing the new standards and planning for the new courses


Additional Professional Development for 2014-2015 included:
- Development, administration, scoring of districtwide 9-10 Argument Writing Assessment (redesigned to incorporate features of SBAC Performance Tasks).

• Development, administration, and scoring of a common assessment for 11th grade, based on ELA Performance Task.
• Beginning of collaborative redevelopment of curriculum for American Literature P classes, with common units and common assessments.
• Teacher Inquiry Group:  Habits of Mind across the Curriculum.  Small group of teachers from English, SPED, Tech, World Languages met monthly to discuss group-determined readings, develop plans for building student awareness of Habits of Mind within the classrooms, share student work.
• Scientific Argumentation: Helping Students Identify, Evaluate, & Support Claims (2-part course / webinar by Smithsonian).  Teachers from English, Science, and World Languages participated; follow up included teacher demonstration of how she had incorporated the ideas within her classroom.
• Attendance at Professional Conferences including
    o    Innovating with the Common Core State Standards at UCD;
    o    Curriculum, Instruction and Assessment in the Common Core Era – with Robert Marzano and Erik Palmer;
    o    Transitioning to the Common Core: Instructional Strategies to Support Teachers and Students / A Professional Development Series based on AVID Curriculum)
• Newsletters with information on monthly site sessions and information on off site offerings.

**Surveys and Affective Data**

**Site Council Survey responses** (question 9)

| Grade of respondent | Number of trusted adult relationships at school | 2014 | 2015 |
|---|---|---|---|
| 10th grade | 0 | 32 | 24 |
| | 1 or more | 73 | 71 |
| 11th grade | 0 | 20 | 27 |
| | 1 or more | 63 | 75 |
| 12th grade | 0 | 24 | 16 |
| | 1 or more | 73 | 78 |

The Site Council has annually conducted a survey to a selected cross-section of students to measure student connectedness. It asks about student involvement in school activities and also

has one question about trusted adult relationships on campus. Roughly a third of respondents have indicated not having any trusted adult relationships at the school.

**California Healthy Kids Survey: Key Indicators of School Climate and Student Well-Being** (grade 11--2015)

| Category | Percentage |
|---|---|
| **School Engagement and Supports** | |
| School connectedness (high) | 58 |
| Academic motivation (high) | 29 |
| Truant more than a few times | 15 |
| Caring adult relationships (high) | 43 |
| High expectations (high) | 51 |
| Meaningful participation (high) | 15 |
| **School Safety and Substance Abuse** | |
| School perceived as very safe or safe | 86 |
| Experienced any harassment or bullying | 26 |
| Had mean rumors or lies spread about you | 25 |
| Been afraid of being beaten up | 5 |
| Been in a physical fight | 5 |
| Seen a weapon on campus | 10 |
| Been drunk or "high" on drugs at school, ever | 16 |
| **Mental and Physical Health** | |
| Current alcohol or drug use | 34 |
| Current binge drinking | 17 |
| Very drunk or "high" 7 or more times | 21 |
| Current cigarette smoking | 5 |
| Experienced chronic sadness/hopelessness | 34 |
| Considered suicide | 19 |

11th grade students have been taking the California Healthy Kids Survey in the spring during the standardized testing window. Teachers were able to review this summary table in November 2015. One question teachers raised when examining the data was how it compared to other schools across the region and the state; were the DSHS results "normal" or outliers?

**Chapter II--Progress Report**

The WASC Action Plan in 2010 had three goal statements.
**Goal 1**: Student achievement in Algebra I and Geometry will improve as measured by the percentage of students scoring Advanced, Proficient and Basic on the CSTs. The percentage of students scoring in the Advanced, Proficient and Basic groups will increase by 10 per year.

This goal was revised in January 2012, and was reflected in the Site Plan for Student Achievement, as follows:
Site Plan Goal #1
Student achievement in Algebra I and Geometry will be measured by the percentage of students enrolled for the year obtaining a grade of C or better on the End of Course (EOC) exam. Our goal is for 85% of students with valid scores to score a grade of C or better on the EOC.

**Goal 2**: Academic performance of English Language Learners will improve as measured by:
● The percentage of students enrolled in ELD III/IV scoring Advanced, Proficient and Basic on the English Language Arts CSTs increasing by 10 per year; and
● The number of English Learner students with a D or F in academic core area classes on semester report cards decreasing by 10% each year.

**Goal 3**: Students will have equivalent educational opportunities in like courses across all departments. This will be measured by:
● Similar scores on benchmark assessments.
● Aligned course descriptions.

The Single Plan for Student Achievement goals did not align with the WASC Action Plan goals until the spring of 2012. The SPSA goal language continued to align with the WASC Action Plan until the spring of 2014, when the third goal statement was dropped ("equivalent educational opportunities") and three new goal statements were added. The 2014-2015 SPSA goals were:
**Goal 1**: Increase Academic Performance of Algebra 1 and Geometry Students
**Goal 2**: Increase Academic Performance of EL students
**Goal 3**: Improve Academic Achievement of Students in English Language Arts
**Goal 4**: Improve School Climate and Student Connectedness
**Goal 5**: Provide a Baseline Technology Level

The SPSA goals were again revised in the spring of 2015 for the 2015-2016 SPSA.
**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:
1. improving tracking and intervention strategies to identify, monitor, and engage High Priority students;
2. developing, administering, and refining authentic common assessments; and
3. using those results to improve instruction and identifying specific learning needs.

**Goal 2**: Increase Academic Performance of EL Students
**Goal 3**: Improve School Climate and Connectedness

**Significant Developments**
The most significant development impacting curriculum since the last full visit has been the change in math curriculum driven by the Common Core State Standards. Beginning in 6th grade, the district has moved from the former math curriculum to Common Core I, II, and III, followed by Integrated Math I, II, and III. The new curriculum was introduced at the high school in the 2015-2016 school year, with Algebra I being replaced by Common Core III. Geometry was initially discontinued but was reintroduced with one section.

Additionally, the state has ceased administering most California Standardized Tests (CSTs) as well as the high school exit exam (CAHSEE), eliminating these tools as instruments of measuring student academic performance.

A significant development in the making is the Davis Joint Unified School District school board's commitment to moving the start of the school day to 8:30 beginning with the 2017-2018 school year. It is unknown, at this point, how this schedule change will impact course offerings, especially concomitant enrollment between the junior high schools and DSHS.

**Schoolwide Critical Areas for Follow-up**
The Visiting Committee from the 2010 full WASC review identified the following Schoolwide Critical Areas for Follow-up:

**Rewrite the Action Plan**
- The Leadership Team needs to focus the efforts of improvement on student achievement data supported by strategies that include the maintenance of staffing and quality professional development

**Involvement and Collaboration**
- Development of Teacher Leaders
- Development of benchmark assessments and common assessments – consistency of course experiences for students
- Development of measurements for schoolwide goals
- Use of data to drive instruction and allocate resources

**Student Performance to Bridge the Achievement Gap**
- Upon examination of the performance of the specific subgroups within the population, a disparity between the math scores of African American students and the other subgroups exists.
- Scores of the Hispanic subgroup are low across all content areas.
- In 2006 there was evidence of a drop across the scores of all EL students. This was the same year that the task force began examination of EL programs at DSHS and the design of the Academic Center was undertaken.
- An increase in the number of lower socio-economic students at DSHS

The 2013 Midterm Review Committee made the following commendations and recommendations:

- The Visiting Committee **commends** the school's authentic approach to EOC common assessments; however, DSHS should continue to work on aligning their Algebra I and Geometry EOC Exams with researched-based instruments.
- The Visiting Committee **commends** the school leadership, under Dr. Moore's direction, for the forward progress made in teacher collaboration and teacher leadership development. With the implementation of the school's plan to Common Core Goals, teacher collaboration and leadership is essential.
- The Visiting Committee **recommends** that DSHS reevaluate their EL goals and the accompanying action plan targets in light of the lack of success over the past several years.
- The Visiting Committee **recommends** that the Professional Collaboration Conversation Groups continue to share information among and between the interest groups in an effort to promote equitable access to curriculum for all students.
- The Visiting Committee **recommends** that the district address the lack of data access at DSHS. In order to make good decisions regarding student learning, class placement and allocation of resources, the Site Council, teachers and administration at DSHS need improved access of data.
- The Visiting Committee **recommends** that DSHS develop methods to quantify student achievement of their Schoolwide Learning Objectives. This has been a Critical Area of Follow-Up from the full visit in 2010 that has not been addressed.

**Ongoing Follow-up Process**

The School Site Council (SSC) meets monthly during each academic year to review the SPSA goals and hear presentations from district and site program managers regarding goal achievement and the effectiveness of strategies and resources allocated to meet the goals. The SSC annually updates the SPSA after considering the evidence and input received from other deliberating bodies.

In the fall of 2013, the Curriculum & Instruction Committee (C&I) was reinstated from a several-year hiatus as a separately functioning body from the Site Leadership Team. The C&I Committee is composed of department chairpersons and program managers. It was expanded to include the WASC focus group chairpersons in the spring of 2015. This body meets monthly during the academic year to consider new course offerings or course description changes, new textbook adoptions, and other matters related to curriculum and instruction.

The Site Leadership Team (SLT) is made up of any faculty or staff who wish to attend its monthly meetings. This group, led by the principal, reviews issues related to school culture and the workplace environment.

The SSC, C&I and the SLT each include WASC and school goals in their regular meeting agendas. Questions, concerns and suggestions may be raised in one body to be deliberated in

another. Each of these bodies may also form sub-committees to address specific concerns. Sometimes these concerns, such as the move to have final exams before winter break, lead to soliciting input from all stakeholders, including the use of surveys.

**Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals**
**The first goal** in the SPSA has moved from being primarily focused on student achievement in Algebra I and Geometry to all core academic areas, and expanding to include "High Priority" students. This was the result of adding English Language Arts as a targeted performance subject area in 2014 and then combining this with the original math focus in 2015 when Common Core eliminated the specific subject areas of Algebra I and Geometry.
[More on efforts to improve student performance in Common Core III and Integrated Math I.]

**The second goal** has remained consistently focused on the performance of English Learners. The goal language has shifted in which indicators are used to measure progress; we can no longer use CSTs or the CAHSEE. The main progress achieved in this area is a move toward more consistent instruction and curriculum. Since 2010, and especially since 2013, those teaching ELD courses have been consistent from year to year. Also importantly, the curriculum used (the *Edge* materials) has been the same. The school has also obtained Spanish versions of the textbooks in the new common core math curriculum. The ongoing support of the Academic Center

**The third goal** "area" has undergone many changes since 2010. The original WASC Action Plan goal was to promote equivalent educational opportunities in like courses. Once a month, the Wednesday morning staff time is devoted to lateral teams. These teams meet to discuss common assessments, curricular pacing, teaching strategies, and other concerns related to providing students common experiences in the same course.

An example of how these teams operate can be seen in this narrative from the science department.

> Teachers who teach the same course meet regularly to discuss what is being taught and when and also to look at assessments. This is generally what we do during lateral team time and sometimes during department meeting time as well, depending on what other business we have. The course descriptions—in terms of material covered—are the same for any given class, though the syllabus may not be exactly the same. Grading expectations are very similar, though not necessarily exactly the same for any given course, regardless of the teacher. Many of the tests are the same, also regardless of teacher, though in some courses that is not the case. In other courses, common end of term assessments have been given. In Biology, for example, tests are often similar, but they are not the same. When end of course assessment have been given, we found differences across classes, but not necessarily between teachers (so I would have a higher class and a lower class in terms of scores, while another teacher would have a middle range class. These scores were consistent with what we see on a regular basis in class).

The English department reports that it has developed common assessments at each grade level: collaborating with ninth grade teachers on two 9/10 assessments, conducting two assessments in eleventh grade, and conducting one assessment in twelfth grade. The English department has begun a review of each course, beginning with American Literature CP. Teachers are developing common assessments and units and re-submitting course proposals to UC.

The math department made considerable progress in aligning instruction between sections of Algebra I and Geometry. With the new Common Core curriculum, this effort has continued.

**The technology goal** introduced in 2014 was an attempt to ensure each classroom had a baseline technology standard, which included a teacher laptop or computer and a projector. Primarily, the SSC allocated funds for the purchase of additional (or replacement) lcd projectors, as well as newer technology equipment for the library, which serves most students for computing and printing needs. This goal was separately aided by state funding for Common Core implementation, including the purchase of 70 computers which replaced the aging equipment in two open-schedule labs. Additionally, the district provided funding to purchase projectors for the math classrooms implementing the new common core curriculum.

Apart from this the district invested in Chromebook carts for each site, initially providing six carts at the high school in 2014 and adding an additional six carts in 2015.

Recently the district instructional technology department has indicated it will take on the responsibility for providing the baseline technology, with respect to computers and projectors, for classrooms in the district. In light of these developments, the SSC removed this goal from the SPSA for the current school year.

**The student connectedness goal** seeks to improve student academic achievement by addressing affective behavior. The goal grew out of various student surveys, including a survey conducted at the school site on behalf of the SSC. Additionally, the district has identified student social and emotional needs as a goal in the Local Control Accountability Plan (LCAP).

The SSC survey has been administered to selected 10th, 11th, and 12th grade students each spring. While most students indicated feeling safe and secure on campus, the results from 2014 and 2015 suggested that a small, but significant (20-30%) set of respondents said there were no adults on campus they felt comfortable approaching if they had a problem. Additionally, about one third of respondents indicated they did not belong to any student groups, clubs or organizations.

The California Healthy Kids survey has been administered to 11th grade students during SBAC testing. While respondents seemed to indicate a higher level of connection to adults on campus (only 7% saying they had low connection), we noted about a third of students indicating they were not academically motivated.

Starting in the fall of 2016 the district conducted the YouthTruth survey to all students. We have not yet been able to review the results of this survey. It is our understanding that the district will continue to administer this survey annually.

The data suggested by these surveys have provided the rationale for the student connectedness goal. Strategies toward achieving this goal have led to the creation of the LEAD class and the LINK Crew program. The CARES group also seeks to address student connectedness with the students it identifies for assistance. This goal also considers the perceived increase in manifestations of student stress levels, even among "high performing" students. The school community frequently discusses how to set a healthy boundary for AP course loads. We have seen an increase in Student Study Team (SST) meetings to address family concerns of high achieving students who are depressed or stressed out.

**Critical Areas for Follow-up not currently in the Action Plan**
The last two recommendations from the mid-term visiting team report still lack meaningful progress: **addressing the lack of data**, and **developing method to quantify student achievement of the SLOs**.

**Data**
The production of this report, and the associated work of the focus groups and home groups was hampered by lack of ready access to student achievement data. While the district employs Illuminate to capture many data points, this service is not well-used by staff, and data relevant to this report was sometimes inaccurate or confusing. Indeed, much of the data presented in the Student and Community Profile (Chapter I) was manually extracted and tabulated from Dataquest charts at the California Department of Education website. Locally specific data, such as D/F lists and attendance data came through the district's student information system (SIS) staff; it was clear that this data was not regularly extracted.

Apart from the difficulty (rather than ease) of access, the DSHS staff does not have a regular habit of examining disaggregated data. Even less common is using this data to inform decisions about instructional practice. The WASC review served to sensitize many staff members to this reality, leading to data collection and analysis being reinserted as a specific action step in the Action Plan goals.

**Student Achievement of the SLOs**
When the staff reviewed and affirmed the SLO statements in the spring of 2015, many voiced concerns that the SLOs were difficult to measure. The process to identify measurable indicators was started, but became prolonged. It was set aside and inserted as a task into the Action Plan when other components of the WASC review became time priorities.

**Student/Community Profile--Overall Summary from Analysis of Profile and Progress Data**

**Implications**
Overall, the data tell us that many students at DSHS have high achievement in traditional core academics. Students participate in Advanced Placement courses at a high rate, and achieve at a high rate on AP exams, outperforming their peers across the county and the state. Students similarly achieve high, compared to county and state peers, on the SAT and ACT college entry exams.

DSHS students graduate at high rates compared to their county and state peers. A high percentage of students choose to continue their education at post-secondary schools, with 70% choosing a four-year college or university. Around 20% elect to continue at two-year vocational and community colleges. The district Local Control Accountability Plan references UC a-g completion rates: "There is considerable evidence both from graduation rates and a-g completion rates that DJUSD must focus on providing opportunities for EL and low income students access and support for these students."

Even though DSHS sees high success in student achievement, we see evidence that not all students achieve at high levels. Further, the students who do not achieve at high levels tend not to perform significantly better at DSHS on standard measures than do their peers at county and state schools. While it can be said they do not perform any worse, this is hardly a ringing endorsement of the educational experience these students have at DSHS.

The affective, or perception data collected through the various students surveys suggests we have a group of students who are either disengaged, or at least minimally engaged in the learning and social experiences the school offers. One measure in particular, a low level of connectedness to a trusted adult, seemed to cover perhaps a fifth to a third of students.

In an attempt to personify this group of students better, the principal introduced the notion of the "fifth student" during a fall 2016 faculty meeting. As awareness of this student group was refined, the term then became the "First Kid" that teachers should consider as they interact with their students. In the words of our principal in the weekly newsletter to staff, "All of our kids need a champion; our First Kids typically do not have one. Kids who do not have a champion usually have attendance issues, academic issues, behavioral issues, emotional and more. Take notice of the kids who are experiencing these problems and think about how we can help them succeed."

**Critical Learner Needs**
1. All students need the opportunities and learning environment necessary to be academically successful. Some students do not receive this at DSHS.

**School-wide Learner Outcomes**: Students are expected to demonstrate mastery of academic content and concepts, Students are expected to communicate effectively

Opportunities abound for well-resourced students at DSHS. Certain student sub-groups, however, are not able to access these opportunities or achieve full success within them. While the school does have various support strategies in place, it is unclear how effective these strategies are in assisting low-resourced students to achieve their highest potential. Additionally, some course areas, notably CTE, are often impacted in the master schedule, limiting access to students who may be drawn to these courses.

2. All students need adult advocates to help them develop behaviors and relationship connections necessary to succeed academically.

**School-wide Learner Outcomes**: Students are expected to become life long learners, Students are expected to develop respect for self, others and property, Students are expected to be active and informed members of their local and global communities and make contributions to them, Students are expected to be prepared to be productive citizens in the workplace.

Well-resourced students benefit not only from access to materials and environments, they also have strong supportive relationships. The "First Kid" may not have these sorts of relationships that translate into school success. The CARES Intervention Team, the Link Crew, the Academic Center, ACES classes and AVID program are all examples of where the school seeks to strengthen relationships between "First Kids" and school staff. These programs need a data/benefit analysis to gauge their effectiveness and to provide direction for improvement.

**Questions From Analysis of the Data**
1. How can we better identify the "First Kid"? (How can we move beyond a superficial examination of the data to identify these students?)
2. How can we decrease the D/F rate among our underperforming subgroups?
3. How can we best craft a master schedule and course offerings that support the learning needs of all students?

# Chapter IV: Self-Study Findings

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

### A1. Vision and Purpose Criterion

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

**Indicators with Prompts**

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

**Indicator**: The school has established a clear, coherent vision and mission (purpose) 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.

**Prompt**: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research.*

| Findings | Supporting Evidence |
|---|---|
| Our Vision and Mission Statement has been influenced by the necessity of future global competencies in the workplace. We have looked at the research, specifically one sighting the need from large companies for innovative thinkers who can work well in groups. It also reflects the research stating the need for critical thinkers who can analyze and solve a problem, not just memorize answers. We have reviewed our values in groups as well as an entire staff and the more we study the more our Vision and Mission Statement are confirmed. | ● Strategic Plan<br>● Reference previous DSHS WASC Report |
| Collaborative activities related to developing and presenting curriculum, instruction, and assessment that meets the new Common Core standards have impacted the school's Vision and Mission. We believe that all kids can achieve at high levels, to this end all members of our staff and school community commits itself to their success. | ● Staff meetings<br>● trainings<br>● SBAC<br>● technology development (Chromebooks) |

**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.

**Prompt**: *Evaluate the effectiveness of the processes.*

| Findings | Supporting Evidence |
|---|---|
| The mission statement was revised in 2013 to "better reflect student needs," including global competencies, critical thinking skills, and problem solving skills. The mission statement and schoolwide learner outcomes were recently revisited and reaffirmed in a 2015 survey of school staff, community and constituent groups.<br><br>Committees such as Site Council, Site Leadership, Curriculum and Instruction, School Climate, and C.A.R.E.S. (Collaborative and Restorative Empowerment of Students) are comprised of representatives of teaching departments, staff, administration, and parents. They meet regularly to address issues directly related to the school's purpose and goals. The work of these committees reflects a collaborative and inclusive process to continuously assess and evaluate the effectiveness of the school's mission and outcomes. | ● January, 2013 DRAFT DSHS WASC Midterm Progress Report<br>●<br>● 2015 Mission Statement and SLO Survey (found on DSHS website in "Council and Committee" link under "About DHS" menu item)<br>●<br>● Recorded minutes of identified committees' meetings. |

**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.

**Prompt**: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The DSHS mission statement can be found on the DSHS website, in the student planner that is provided to each student at the beginning of every year, and posted in classrooms.<br><br>Back-to-School night in the fall, Open House night in the spring, Special Education Information night, and College Information night provide opportunities for parents and the community to learn about and engage with the school's mission and schoolwide learner outcomes. | ● DSHS website; Student Planner; classrooms<br>●<br>●<br>● School Calendar |

**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, the district LCAP, global, national, and local needs, and community conditions.

**Prompt**: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

| Findings | Supporting Evidence |
|---|---|
| We feel that the process we employed in 2015 was very effective and had wide involvement. We reviewed, discussed and broke down our | ● 2013 DRAFT WASC Midterm Progress |

| SLOs and their meaning as a staff, in small groups as well as in our Constituent groups. By including all staff members, in a big group and in various subgroups, we were able to get a very clear idea what our staff believes about our students and our school. | Report<br>●<br>● 2015 Mission Statement and SLO Survey |
|---|---|

## 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 Control and Accountability Plan.

**Indicators with Prompts**

**Governing Board**

**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.

**Prompt**: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

| Findings | Supporting Evidence |
|---|---|
| All board meetings and their agendas are published and advertised as part of the public record. Board member elections are public information and committee assignments are publicly announced in the local newspaper, as well as made available on the DJUSD website. | ● Election Process<br>● District Website<br>● Board Meeting Schedule |

**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.

**Prompt**: *Evaluate the adequacy of the policies and district LCAP to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

| Findings | Supporting Evidence |
|---|---|
| DSHS learning objectives for student achievement and development are defined by staff in adherence to the Board's vision and goals. Administration, teachers, and staff work together to clarify the school's mission, following the Board's vision of student success, positive learning, and healthy safe development. The district's objectives are clearly laid out in the Strategic Plan. The LCAP process followed by the district was influenced by a wide variety of stakeholders.<br>DSHS programs such as AVID, the Academic Learning Center, LINK/LEAD are all supported by the Board's goal of student inclusiveness and support. ACES and Intervention Math Clinic are consistent with the Board's commitment to closing the achievement gap and assuring that quality instruction is available to all students at DHS. | ● District LCAP<br>● Strategic Plan |

**Governing Board's Involvement in the 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.

**Prompt:** *Evaluate the process for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

**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 past year has seen strong support for the adoption of Google Chrome Books for instruction, site-wide WiFi access, and continued funding for access to online databases for research, as well as student work check sites such as www.turnitin.com and www.hapara.com. Again, local site decisions have defined DSHS's needs which have been supported by Board actions and decisions to support student learning and achievement.<br><br>Our staff is embracing technology and are using Kindle Fire, Clickers and Classroom Audio devices just to name a few. Our students and families are able to connect with the material and staff in ways that were not possible three years ago. | ● 11 Chromebook Carts<br>● Wireless Internet Campus Wide<br>● Modernized Computer Labs<br>● Technology purchased for teachers<br>● School Website<br>● School Online Newspaper |

**Understanding the Role of the Governing Board**

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

**Prompt**: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance including their role in the determination of the district LCAP.*

| Findings | Supporting Evidence |
|---|---|
| The Site Leadership Team meets monthly and includes administration, teachers, classified staff, and parents. The SLT is an open public meeting that anyone can attend. Meeting times are published on the school website council, and announced to the school community to invite all interested parties.<br><br>The Curriculum & Instruction (C&I) meeting is also a monthly meeting in which administration, department chairs, parents, and any other interested staff or members of the community | ● School Loop<br>● Listserv<br>● DHS website<br>● Parent (PTA) newsletters<br>● Superintendent's Parent Advisory Committee |

| | |
|---|---|
| may attend. Meeting dates and times are also published on the school website calendar and announced to the school community for attendance and involvement.<br><br>Information is shared with our parents through the site listserv and is available on the DHS website. We have a very involved community that very often requests information, our mission is to be equally responsive. | |

**Professional Staff and Governing Board**

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

**Prompt**: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

| Findings | Supporting Evidence |
|---|---|
| All members of the Davis High School Community seeks to work in a positive, professional manner that results in high level learning for all students. There are many opportunities for members of the Board of Education and staff members to interact and collaborate toward that end. There are many opportunities for that relationship to be redefined including negotiations, board meetings, Board Office Hours or joining one of the Superintendent's Councils; Classified or Certificated.<br><br>Staff, Students and community members are aware of the methods for communication with the board and take advantage freely. Our board members often seek input from our community members on decisions or just to gauge satisfaction. | ● Bargaining Unit Contracts<br>● Open Board Meetings<br>● Board Office Hours<br>● Superintendent's Councils |

**Board's Evaluation/Monitoring Procedures**

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

**Prompt**: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

| Findings | Supporting Evidence |
|---|---|
| Student progress and achievement is regularly reported and shared with the Board by DSHS administration and staff at school board meetings, and via reporting done by the District Office. The process of review is clear and transparent.<br><br>Every effort is made to accomplish the goals laid out in our Strategic Plan. Our board is committed to a collaborative process that has wide involvement and directs district staff to follow up with site leaders to ensure that we are living up to our promise to the community. When community members have questions or concerns, those concerns are brought to the board either in office hours or during an open meeting. We have a very responsible community who looks to make sure that every kid gets the very best every day. | <ul><li>Strategic Plan</li><li>LCAP Process</li><li>Superintendent Council</li><li>Open Board Meetings</li></ul> |

**Complaint and Conflict Resolution Procedures**

**Indicator**: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

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

| Findings | Supporting Evidence |
|---|---|
| The conflict and complaint resolution procedure for staff and students is clear. Staff understand their rights for representation in issues of conflict, and administration recognizes their role in following board policy in handling all cases involving staff, students, and parents/community.<br><br>More complaints are being addressed via the Restorative Justice process. | <ul><li>Restorative Justice Process</li><li>Yolo Conflict Resolution Center</li><li>Climate Office; District Office</li><li>Training for staff</li></ul> |

## A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, 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 and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Indicators with Prompts**

**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.

**Prompt**: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

| Findings | Supporting Evidence |
|---|---|
| Davis High's planning process was developed over the course of two years. The process includes all stakeholders to include the staff, constituent groups, parents, students and district leaders. Each constituent group has a monthly meeting, we make sure that important topics are a part of these meetings, either as an information topic or an action topic. As a result of this process all staff members and groups have an opportunity to weigh in on all decisions to be made.<br><br>In the case of our Master Scheduling process, it is an inclusive process that we spend an extensive amount of time to be sure that all members of our school community are included and heard. The Salmon Sheet/Straw Design process is unique to Davis, it spells out exactly what the process will be for every staff member. The Salmon Sheet gives each staff member the opportunity to offer input on the assignment they get in the upcoming school year.<br><br>In February recruitment of students and families begins with the Roadshow and Open House. Our Roadshow is an opportunity for our programs to visit the Junior High Schools, interact with students, answer questions and generate enthusiasm. Open House is an opportunity for the community to come and see what our teachers and programs have to offer. It is generally well attended. During the month of February the window opens for students to submit their | Master Schedule/Staff Allocation<br>● August - December New Course Approval<br>● January - Salmon Sheets/Straw Design<br>● February - Roadshow and Open House for recruiting and course selection<br>● March - Planner review<br>● April - Schedule building<br>● April - May - Schedule Balancing<br><br>Budget Process - constant review<br>● March - Closing of the 2015-16 Books<br>● April - Meet with Department Chairs to Plan for Budget Allocation<br>● May - 2016-2017 Budget is shared with |

| | |
|---|---|
| course requests for the upcoming school year.<br><br>In March our Counselors visit all of the Junior Highs and meet with each of our Sophomores and Juniors to review their planners; to confirm that the classes they chose are appropriate for them and what they actually want to take.<br><br>In March we also closeout all budgets for the current school year in preparation for the upcoming school year. Departments are notified of this date as early as January so they can plan their purchases early with the end of the year in mind.<br><br>In April we meet to begin building our Master Schedule for the upcoming school year. This team consists of department chairs, administration, parents, students, classified staff and, sometimes, district leaders. Our Master schedule is the result of a lot of conversation and compromise, we work together to make it work.<br><br>April is also the time when we begin to work on the budget for the upcoming year. We have one on one meetings with Department chairs, here they share with us the needs of their department. This 'needs list' is a result of department conversations that have been had since March, these lists are very well thought out.<br><br>In April and May we work to balance the schedule. We get input from staff, department chairs, counselors and representatives from all of our constituent groups. Our goal is to create a schedule that meets the needs of every student and sets our staff up for success.<br><br>The month of May is when we share with departments what their allocation will be for the upcoming year.<br><br>July 1 they can begin spending. | Department Chairs<br>● July 1 - Implement the plan |

**School Plan Correlated to Student Learning**

**Indicator**: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

**Prompt**: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the single plan and impact the development, implementation, and monitoring of the single plan and the LCAP?*

| Findings | Supporting Evidence |
|---|---|
| We follow our process to make sure that student achievement data is included in all planning of our work. We make sure to share this information with all constituent groups and the staff at our staff meetings. We spend quite a bit of time talking about our "First Kid". At Davis High the "first kid" is our underperforming group of students who we make our priority.<br><br>Our Single Plan for Student Achievement is written by our School Site Council. We make sure that there is representation from every department present at each meeting and that valuable data is available for review at each meeting. Parents and students both have a strong voice as their perspective is important in our understanding all of what the data means.<br><br>While School Site Council is having their discussions about student performance and goal setting, updates are sent out to staff and to each of the constituent groups for review and input. Feedback from constituent groups is brought to Site Council to inform their discussion. | ● Formative Assessments<br>● 9 & 11 Writing Assessments<br>● 2015 SBAC results<br>● CAHSEE results<br>● CELDT<br>● YouthTruth Student Survey<br>● California Healthy Kids Survey<br>● Grades |

**Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP**

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

**Prompt**: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

| Findings | Supporting Evidence |
|---|---|
| The bulk of our allocation goes to our Academic Center. The academic center provides support for all students regardless of class, language, skill or grade level. Many kids take advantage of this resource. Kids can be found in the academic center throughout the day and after school till 4:30pm. Academic Center tutors are also assigned teachers and pushed into classes as needed or requested. | ● Academic Center annual report<br>● CELDT performance data<br>● EL student performance data<br>● End of the year |

| | Geometry data |
| | ● State test results |
| | ● CAHSEE results |

| Findings | Supporting Evidence |
|---|---|
| The rationale for the decision to assign so much of our budget to this resource lies in the fact that our First Kids struggle in every subject area and need to be able to find convenient support. Also, the tutors in the Academic Center are UC Davis students, DHS students. Many of these tutors are bilingual and are skilled in all areas of study.<br><br>There is strong rationale for the Academic Center as it offers students a one-stop shop for academic support. Our Academic Center Coordinator, Marie Michel, submits a report on the effectiveness of the Academic Center to site and district leadership. This document is also shared with our parents and made available to all who request it. | |

**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 collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt**: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| Our process is used to make sure that all staff are included in all decision making. Previous examples were our Master Scheduling and Budgeting processes. A lot of effort is put into making sure people are informed and have plenty of opportunity to offer input.<br><br>When a decision needs to be made that decision is sent to its appropriate constituent group. For example, we are having conversations about starting our school day later in the fall of 2017; from 7:45 am to 8:30. In an effort to begin the transition to a later start, this year we are looking to move our finals schedule later. This is a decision for our Site Leadership Team (SLT). As SLT has their conversation, staff and other constituent groups will be kept informed and given opportunities to offer input. | Meeting Agendas<br>● Curriculum and Instruction<br>● Site Leadership Team<br>● School Site Council<br>● Cares<br>● Staff Meeting<br>● New Schedule Committee<br>● PTA<br>● Buzz |

**Evaluation of Existing Processes**

**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.

**Prompt**: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

| Findings | Supporting Evidence |
|---|---|
| School Leadership makes a constant effort to improve our processes so that they are efficient and effective and impact student learning. At the end of each meeting and process the question is always asked if there are ways we can improve. At every meeting there are index cards available to those at the meeting to leave comments or questions. These comments can be anonymous if a staff member would like.<br><br>Feedback is a signature of our School Leadership Team. it is an important part of our processes as it gives people the opportunity to share. | • Blue Devil Buzz<br>• Staff meeting agendas<br>• Index Cards<br>• Constituent Groups<br>• Open door policy<br>• Admin Presence and Approachability at all times |

**Internal Communication and Planning**

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

**Prompt**: *How effective are the existing structures for internal communication, planning, and resolving differences?*

| Findings | Supporting Evidence |
|---|---|
| Davis Joint Unified School District makes respectful two way communication a priority. Davis high has many methods of communication for staff, students and families to be heard and to get involved in decision making. Our staff is highly educated and experienced and has a lot to offer any situation, as a result our staff is consulted for input often.<br><br>Each week, the Blue Devil Buzz is shared with our staff. The Blue Devil Buzz is a newsletter to the staff about what is happening on our campus, calls for input on a given topic, celebrations and upcoming events. Our staff also takes advantage of the Buzz to plan their activities and to communicate with each other. | • Blue Devil Buzz<br>• Staff Meetings and Index Cards<br>• Information Portion of all Constituent Group Meetings<br>• Approachable Site Leadership |

| | |
|---|---|
| Once a month we hold staff meetings where we take advantage of opportunities to present information to staff, seek feedback and recruit participants for committees. If a committee or group is working on a decision, this is an opportunity to give staff an update or ask for input. Also during these meetings there are blank index cards on every table. These cards are for people who have comments or questions they would like feedback on. These cards are collected, answers are sought from our site experts and responses are shared out in the Buzz that week.<br><br>Once a month we have our constituent group meetings; Curriculum and Instruction (C&I), Site Leadership Team (SLT), Site Liaison, Parent Teacher Association (PTA), School Site Council, CARES and others. At each of these meetings there is time for Informational topics and Discussion topics. Information or Discussion are opportunities for updates on work done by any of our committees, questions, ideas or suggestions from staff. These constituent group conversations provide our group with quality feedback that helps us make good, collaborative decisions that can be supported by staff.<br><br>Our site leadership makes the intentional effort to be present and welcoming to all members of our school community. As a result, information flows easily from individuals to the group and from group to group. At Davis High, there is an inclusive culture that hears and values all stakeholders and looks to make inclusive decisions that respect all members of our school community. | |

## A4.    Staff:  Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Indicators with Prompts

**Qualifications and Preparation of Staff**

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

**Prompt**: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.*

| Findings | Supporting Evidence |
|---|---|
| At Davis Joint Unified School District we look to hire the very best candidates available to educate our kids and serve our community. There is a comprehensive process applied by our Human Resources Department to make sure that all applicants are vetted and meet all requirements for any open position. We also have an inclusive interview process that must have a member of staff, students, parents and other members as appropriate. When necessary there are multiple tier interviews, there are background checks, reference checks; a lot of effort is applied to make good hiring decisions in our district.<br><br>At Davis High we have a Teacher led Professional Development (PD) Team. Each year our PD team recruits teacher presenters, compiles a list of topics our staff is interested in and creates a Course Catalog of sessions staff can take advantage of during our monthly PD meetings. Our PD offerings happen during our third Wednesday staff meeting. We have staff presenting on topics from Common Core to Technology, it is very well received by the staff and this model has received acknowledgments from the district office and Union leadership.<br><br>Our District Curriculum and Instruction collaborates with experts and organizations from around the region to provide | ● Hiring process<br>● Professional Development Team<br>● District Provided Professional Development<br>● Department Provided Professional Development<br>● Master Schedule Process |

53

learning opportunities for members of our staff. Speakers are brought in from around the country, classes are offered at the county office of education or groups are convened at the district office. Our District leadership works hard to make available the best information possible for our staff.

Many of our departments work with outside groups to bring in experts specific to their discipline. These opportunities are open to all staff and many times colleagues from outside these departments take advantage. Departments are allocated a budget that can be used to bring in speakers, usually these speakers do it at no cost to the school.

An important part of our Master Schedule process is the Salmon Sheets and Straw Design. These sheets serve two purposes: the Straw Design is to inform people of the Master Schedule process; the Salmon Sheet is an opportunity for staff to share with leadership the courses they would prefer to teach. We look to make sure that our teachers are given assignments that work to their strengths. We consult with individuals and department chairs to ensure that we make the best decisions possible with respect to teacher assignments.

**Staff Assignment and Preparation**

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

**Prompt**: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

| Findings | Supporting Evidence |
|---|---|
| A very important of our Master Schedule process is the Salmon Sheets and Straw Design. These sheets spell out the process that will be followed during the development of our Master Schedule and offer individual staff members the opportunity to let leadership know their preferred assignment. Everyone understands that, at times, compromises have to be made. Before changes are made, department chairs and individuals are consulted for input. There are many opportunities for input throughout the process, the goal is to have staff be prepared and at their best to serve kids each day. | Master Schedule Process<br>● Salmon Sheets<br>● Straw Design<br>● Department Input |

| If there is any required or requested professional development for a teacher we seek that from department chairs, our PD team or district leadership or consult with the individual teacher. Our staff is always looking for opportunities to improve our team. | |
|---|---|

**Defining and Understanding Practices/Relationships**

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

**Prompt**: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

| Findings | Supporting Evidence |
|---|---|
| One of the first orders of business we faced as a team was deciding how we decide. We have a number of constituent groups and their roles had to be determined so that it would be clear which decisions went where. As we developed that process we worked on similar processes for each group on how the work would be done and how information would be shared out along the way and how th roll out would happen. Usually updates are given at staff meetings, other constituent group meetings and/or shared in the Buzz. There are lots of opportunity for people to offer input, ideas and/or suggestions. By the time a decision or new policy is rolled out it is no surprise to anyone. People are given so much information along the way that there is very little resistance at the end. | <ul><li>Blue Devil Buzz</li><li>Constituent Group Meetings</li><li>Staff Meetings</li><li>Department Conversations</li><li>Index Cards</li><li>Informal Feedback</li></ul> |

**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.

**Prompt**: *How effective is the support of professional development/learning? Provide evidence and examples.*

| Findings | Supporting Evidence |
|---|---|
| The Davis High Professional Development Team is supported by District, Site as well as Union Leadership. A lot of work goes into assemble quality learning for our staff. Every year our PD Coordinator, Carrie Pilon, puts a call out for presenters and a call out for learning. This gives staff say in | <ul><li>Professional Development Team</li></ul> |

55

| Findings | Supporting Evidence |
|---|---|
| what is learned and gives staff the opportunity to teach the material in a manner that is valuable to members of our team. A course catalog is created and shared out so that everyone knows what to expect. There are presenters from all over the district and our site, there is information shared on everything from google docs to Common Core learning to behavioral management in the classroom. There is a great deal of respect for our professional development process and our team for the quality of work they produce. | |

**Supervision and Evaluation**

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

**Prompt**: *How effective are the school's supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|---|
| There is language in the District and Classified and the Teacher's Association contract that says the Davis Joint Unified School District's "objective is to improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a willingness of the Board and the Association(s) to establish a fair evaluation procedure which will not only evaluate performance, but will assist bargaining unit members in improving their job related skills." District leadership, site leadership as well as Association leadership is committed to a fair process that supports an employee's ability to best serve each student every day. To this end, we work with employees to make sure that the objective of the process is achieved.

For every employee being evaluated there is a pre meeting where expectations are discussed and agreed upon between observing administrator and employee. There is a formal observation that varies with DTA vs Classified employees. Finally there is a follow up meeting where an evaluation summary (prepared by the administrator) is reviewed by the employee and signed. If there are discrepancies, a second observation can be scheduled with a second follow up meeting. | ● Davis Joint Unified Contract |

**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.

**Prompt**: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

| Findings | Supporting Evidence |
|---|---|
| As a result of Professional Development opportunities offered to our staff and families, we are confident that the learning reaches every child. Our Professional Development Team surveys our staff at every opportunity to gauge effectiveness of the courses taken by staff. It is our objective to offer the most impactful information that helps to improve our team and increase student learning. | ● Professional Development Team<br>● AVID Trainings<br>● District PD Opportunities<br>● Parent PD Opportunities |

## A5.　　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) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**Indicators with Prompts**

**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 district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt**: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
|---|---|
| The Site Leadership Team represents the staff in determining financial need for class needs and large expenditures.  The Department Chairs meet with the high school Administration in the spring to determine how to allocate FTE for the upcoming school year. | Meeting agendas |

**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. (**Note**: Some of this may be more district-based than school-based.).

**Prompt**: *Evaluate the effectiveness of the school's processes 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. (**Note**: Some of this may be more district-based than school-based.)?*

|  |  |
|---|---|
| The school allocates money to each department.  Teachers may ask the PTA for additional financial help.  We have a supportive and generous parent group. | Principal meeting schedule, PIE grants |

**Facilities**

**Indicator**: The school's facilities are adequate to meet the school's vision, mission, schoolwide

58

learner outcomes; the educational program and are safe, functional, and well-maintained.

**Prompt**: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students.*

| Findings | Supporting Evidence |
|---|---|
| The development of an Academic Center and the existing Career Center have created new opportunities for some students to focus on their future and receive support for their learning.  Enthusiasm is growing for a new Student Union to provide a safe and dry space for lunch and other activities.  Teachers need to share and move from room to room. | |

**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.

**Prompt**: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

| Findings | Supporting Evidence |
|---|---|
| Work needs to continue to standardize technological resources for the staff.  Staff computers are very old and slow.  More money needs to be allocated for software in a number of departments. | SLT agendas |

**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 and career.

**Prompt**: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings | Supporting Evidence |
|---|---|
| It is difficult to hire and retain competent teachers due to the lack of a competitive salary package.  The use of paraeducators for all classes is not equitable.  Extra duty assignments are not equitable. | |

**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'

59

achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

**Prompt**: *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|---|---|
| We still need to create more of a connection with the junior highs.  In addition, we need to support students who cannot financially cover an activity.  There is a disparity in the number of special needs students in the classes.  This is partially due to the number of classes that are available to students with special needs.  A mentoring program needs to exist.  However, there are successful additions since the last WASC visit.  We now have Chromebooks, sufficient textbooks and other resources.  Ninety-seven percent of students are college bound. | |

# ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

**Prioritize the strengths and areas for growth for Category A.**

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

A strength of the DHS leadership is its transparency in the process. Decision making is shared widely with students, staff families and district leaders. Our staff is informed through a process of cycling information through our many constituent groups and our staff. People are offered many opportunities to process information, discuss information and offer input. Employing this process sets our staff up to make the best decisions possible because it takes advantage of the expertise of all stakeholders.

We have a very talented and experienced staff; both classified and certificated. Their education level, experiences and passion for education comes through in all that they do. We have teachers with PhDs who are lifelong educators to people from private industry who bring in a tremendous amount of applicable expertise. We are proud of the level of accomplishment on our staff and it gives us a caliber of strength unique to Davis. This gives us the ability to efficiently problem solve the many challenges that we face.

Parent participation is another area of strength at DHS. Our parents are very interested and aware of the district and school site activity. Our parent community is very willing to sit on committees, rally support or fundraise to improve the educational experience for our students. Our parents are educated, many are educators at UC Davis making them resources for students, staff and, at times, the district.

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

While we all have opportunities to participate, we have not yet hit 100% engagement. Too often we allow "tacit approval" to be acceptable. We need to find what the "currency" is that will mobilize our staff and get everyone working together as a unit. We have a very talented, hard working staff who has a lot to offer kids, we have to get more staff involvement in decisions and processes.

# Category B: Standards-based Student Learning: Curriculum

## B1. Rigorous and Relevant Standards-Based 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.

Introduction:
Davis Senior High School provides many opportunities for all students to access rigorous curriculum and to explore a variety of subjects that include:
-**Art**
-**Career Technical Education**
      **-Auto Technology**
      **-Library Technology**
      **-Computer Technology**
      **- Food Sciences**
      **-Fashion Design**
      **-Robotics Technology**
-**English**
-**Industrial Education**
      **-Agriculture / Agricultural Technologies**
      **-Industrial Metal Working**
-**Mathematics**
-**Music**
-**Physical Education**
-**Physical and Life Sciences**
-**Social Science**
-**Special Education**
-**World Languages**

**Additional, the academic departments and their students are continually supported by expert administration and counseling departments**

**(source: dshs.djusd.net)**

### Indicators with Prompts

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

62

**Prompt**: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

| Findings | Supporting Evidence |
|---|---|
| **1). Staff members meet as a whole staff monthly at Davis High School to examine district driven assessments, state mandated assessment results highlighting certain priority groups of learners (those specifically that are not meeting standards for core areas of math and language arts), site administered surveys pertaining to school climate and student safety** | Calendar of Staff Collaboration for 2015-2016<br><br>+ Example copy of DHS 2014-2015 Summary of Key Indicators of School Climate and Student Well Being |
| **Each academic department's staff members gather monthly at Davis High School to discuss questions, challenges, the use of differentiated instruction for their students and best practices with the aim of creating rigorous common assessments**<br><br>**Highlight: Math Department:**<br>Our math department staff continues to strive to improve and create curriculum through collaborations, conferences, workshops, and continuing education.  While we were making decisions on whether have the curriculum from traditional to integrated we looked at research, attended collaborations with the junior highs and the district determine what was best for our students as a whole.  We have been provided opportunities for training on the implementation of the common core CPM materials.  Some members of the staff have attended workshops provided by the district and have taken continuing education courses on implementation of common core practices, strategies for teaching mathematics.  We also have some mathematics teachers who have worked with the COSMOS summer program at UC Davis.  While they are helping out with the COSMOS program they are able to see practical mathematics applications and also collaborate with other high school teachers and collegiate professors. | Calendar of Department Collaboration +<br><br>Example handout: Differentiated Instruction by Karen Burggraf, Med |
| **Individual teachers/instructors of the same course or subject matter, named Lateral Team members, meet monthly to discuss common assessment, to align their** | Calendar of Staff Collaboration for 2014-2015 "Lateral Teams" |

| | |
|---|---|
| **course materials and to evaluate the needs of their students –**<br><br>**Highlight: Social Science**<br>The Social Studies Department collaborates at least two full days during the school year to discuss curriculum and create common goals and themes for the school year. These themes are continued through all social studies classes and continue throughout the school year and into future school year. An example would be: "What is the role of government?" The discussion this year was about United States History, and the desire to make this course a *Problem Based Learning* Course, to make sure it was not seen as a lesser course when compared with Race and Social Justice in United States History, as both courses carry equal weight as a graduation requirement and a requirement on college applications. United States History classes use Kindle Fires for their research and problem based questions. The collaboration also was a discussion of how the Kindle Fires were used and common websites and discussion boards that teachers use in their classes.<br>The Social Science department uses many different strategies including:<br>a sophomore research paper on a modern world problem<br>Problem and project-based learning<br>DBQs<br>Stanford History Education Group lessons<br>We just received a grand from the PTA to purchase many of Brown University's Choices Curriculum lessons<br>All classes use chrome-book based lessons<br>RSJ classes do a survey-based group project addressing a local issue that culminates in a public oral presentation | |
| **Individual teachers/instructors are provided opportunities for professional growth through a series of staff led professional development workshops**<br><br>**2016 Staff Professional Development Leaders:  Carrie Pilon, Kelly McInturf, Amelia Hess** | Professional Development Director Carrie Pilon emails<br><br>+ Professional Development Calendar of Meetings |

| | |
|---|---|
| **Highlight: Science Department**<br>David Osborn has attended some NGSS workshops with the express purpose of creating and improving curriculum. Linda Husmann has attended to conferences (i.e. the NSTA) and workshops here (i.e. the NGSS workshops) and brought in ideas to the department, labs, even wording of concepts that are difficult to explain<br><br>Eric Bastin has added discussion to our late start proposals, both viewpoints.<br><br>Sherri Sandberg-Ransom attended workshops to keep current on topics related to class. She attended two last summer on watersheds and a variety of related issues. Through these workshops she had opportunities to interact with scientists in the field (Consumnes River, Sacramento River, and local rice field as well as on the Tuolomne River) and learn about science related to these areas. She also had opportunities to learn about possible professions for students and received curriculum resources for her classroom. This allows her to keep current on topics in the classroom and to enrich her curriculum.<br><br>Wayne Raymond used an article in the Journal of Chemical Education about Ling's Rules to teach a method of balancing equations that is widely adopted by chemistry teachers in the department. Many of the experiments and demonstrations used in chemistry and physics are derived from examples that various teachers have learned at conferences, workshops and seminars. | |
| **Site Need: Class Size Reduction**<br>Due to increased class sizes, English teachers are finding it difficult to assign and assess eight full essays a year, as has been done previously. The increased work load also makes it more difficult to find the time to modify curriculum and adjust to new standards. There are similar sentiments that pervade all departments with regard to curriculum development. | |

| Site Need: Math Department | |
|---|---|
| While we do have some groups of teachers collaborating on lessons, units, and strategies within a course, we don't collaborate to the extent we would like to. Collaboration is challenging because we have only one department meeting a month, and teachers who are on the same collaboration teams are not all on the same prep schedule, and not willing to wait an hour after school to collaborate. Finding time to meet and really look at strategies has proven to be difficult. | |

**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.

**Prompt**: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

| Findings | Supporting Evidence |
|---|---|
| **Highlight: Special English Courses – AVID, ACES, ESL courses**<br>Davis Senior High School offers various courses to develop certain students' motivational development for academic achievement. For AVID, students are nominated by teachers or self-nominated. For ACES, students opt for this course to improve their critical literacy skills (i.e. reading and writing strategies for success as well as the development of question asking and forming while reading). ESL is a course designed for students who have a need for improved English grammar, vocabulary and contextual language skills. | Course Catalog<br>Davis Senior High School<br>Website – |
| **Highlight: Mathematics Common Core Pathways**<br>As we are currently in transition between traditional courses to integrated courses for all courses prior to pre-calculus in the sequence, all courses are somewhat aligned to the school-wide learner outcomes. With our new integrated courses and our traditional courses we are aligned to the school-wide learner outcomes and we are working towards meeting mathematical practices for common core. We meet in collaborative groups | Specific example given for<br>Math Common Core Pathways |

| | |
|---|---|
| once a month to discuss progress of students and the courses. The collaborative teams are by class:  CC2, CC3, IM 1, algebra 2, trigonometry, pre-calculus and calculus courses. The group that has meet the most are the integrated teams as they meet once a month and sometimes collaborate at lunch to check in on lesson and student progress. | |
| **Highlight: University of California A-G course participant graduation rate 2014 2015** – Of the 563 seniors in the Spring of 2015, 553 completed High School diploma (98%) the parameters of which as set forth by the DJUSD School Board; Of the 553 graduating seniors in the Spring of 2015, 453 (81.9%) had met the A-G requirement of coursework. | Requirement Status Copy – Counseling Department |

**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 |
|---|---|
| **Highlight: Independent Lifetime Sports – Physical Education**<br>Davis Senior High School offers an alternative to the traditional in-school gymnasium physical education course. ILS has all of the curricular components of PE – physical training, sports and workout techniques, nutrition, body and personal health education, but allows students to work independently through various afterschool or outside school activities in order to satisfy course requirements | *ILS Course Description and Syllabus* |

**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.

**Prompt**: *Evaluate the extent to which 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 |
|---|---|
| **Highlight: Core Academic Departments – Math, Science, English, Social Science** | *Course Catalog*<br>*DSHS and district website* |
| **Mathematics** | |
| **Science** – Our pathways of science courses offer students life and physical science concepts and skills that meet Common | *Course Catalog* |

| | |
|---|---|
| Core and state graduation requirements.  Students and families are recommended to consult the course catalog and opt for the pathway that best fits their interest and completion of congruent mathematics courses. | |
| Wayne Raymond (Chemistry teacher):  There is a general body of knowledge in the sciences that is a major focus of the science department to help students **demonstrate mastery of academic content and concepts**.  We also train students while working in the classroom and lab to **develop respect for self, others and property**. Our curricula provide students with the knowledge necessary to **be active and informed members of their local and global communities and make contributions to them**, and to write lab reports and other papers as well as oral presentations **to communicate effectively**.  We train the engineers and scientists that our technological society requires **to be productive citizens in the workplace**, and—we hope—**become life long learners**. | |
| **English –** Our sequence of English course satisfies state mandated requirements for Common Core skills, district and state graduation requirements and offers challenging college-prep options | *Course Catalog* |
| **Social Science –** This aspect of curriculum the Social Science department does incredibly well.  Whenever we develop concepts for our class, memorization of answers or passing a standardized test is not the focus, but making sure students are *active and informed members of their local and global communities and make contributions to them.* As Social Studies teachers, our department is concerned about the future and we feel it is our job to put out active, informed adults into the community. For example, Race and Social Justice in United States History requires students to research a problem within the local community that needs to be addressed and solved.  Students then present these findings to the citizens of the Davis Community and it encourages awareness and active citizenship. Government students complete Supreme Court projects where they take on the roles of judge, jury, defendant, and plaintiffs to learn about the United States' legal system. We also want our students to be able to communicate | *Course Catalog* |

| | |
|---|---|
| effectively, and each teacher creates projects, presentations and group assignments that allow for this goal to be reached. As mentioned before, Race and Social Justice Students present their projects to the community, World Civilizations Students do a number of in-class presentations, Government and Economic Students present information and concepts to their fellow students throughout the year, United States History students' present answers to their problem based learning questions.  All of these teaching strategies and projects allow students to be successful in the workplace, which is the last goal. We also try to reach this goal in all of our teaching practices, encouraging punctuality, respect, professionalism, and confidence. | |

**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.

**Prompt**:  *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| **Highlight: World Language Department**<br> Integration of "Can-do" language goals for each language level based on ACTFL language ability qualifiers and common summative assessments (final semester exams that incorporate clear benchmarks for reading, writing, speaking and listening is the target language) | *Working Can-do list –*<br>*Gabrielle Tabor Jimenez* |
| **Highlight: Music Department**<br>Music students perform for numerous events throughout the school year as a form of assessment in analyzing and performing the material.  They explore musical elements, as well as the historical background for each piece.  Diction is a key element of all of the music and is practiced in rehearsal and produced in the performances.  A major component of the curriculum is community outreach.  Two of the choirs cook, serve, and sing for the less fortunate in the community.  In addition, workshops for younger students and performances for hospitalized and elderly people are given throughout the | *Site Calendar of Events –*<br>*Fundraising performances include a Madrigal Dinner, a Concerto Competition, Messiah for choirs and orchestra, Davis High Idol (similar to American Idol), a Cabaret Dinner, Choral Workshops, Performances including Elementary, High School, and College* |

| | |
|---|---|
| year.  AP Music Theory and Music Essentials students compose various forms of music, continually adding new concepts to new compositions.  Evidence of these compositions are available using Finale software with mp3's.  Final compositions will include works for chorus and orchestra | |
| **Highlight: English Department**<br>English teachers participate in two common assessments for each grade level (grades 10, 11, and 12) each year. Teachers meet to read and discuss student essays, align scoring, and analyze results to inform curriculum changes. | *Site Staff Professional Development Calendar – Department Meetings* |
| **Highlight: Statistics of Academic Center use**<br><br>The Academic Center, located in Room Library L-10, centrally located near the main quad and administration building, provides before, during and after school tutoring by current UC Davis students who are capable and willing to assist all DHS students seeking help.  The center also provides curricular and technological (computer) support to those who visit.  Finally, the center continues an outstanding tradition of monthly awards for diligent students who receive academic nominations for merit. | *Academic Center use data - Marie Michel, director* |
| **Site Need:**  Improved analysis of student work in all disciplines.  Instructors often discuss student challenges, but don't use their work as an example.  This is evident in distinguishing United States History and Race and Social Justice.  There is a desire to make sure both courses are equally rigorous, but it seems that there is still a stigma placed on United States History, that somehow students assume it is a lower level course, yet both courses hold equal weight in graduation and college requirements. Students come into RSJ or US History with certain assumptions, and it seems that they perform at a certain level based on those assumptions and it is the job of teachers to change those stigmas and make sure both courses meet all students' needs and are equally rigorous. | *Specific Course Syllabi – US History P  + Race and Social Justice P* |

**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

70

facilitate access and success for all students.

**Prompt**: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
|---|---|
| **Highlight: Special Education Department** WorkAbility I is a California Department of Education grant that allows DJUSD to provide work readiness and work experience for students with active IEPs receiving special education services. Each year the Special Education Dept. serves all Study transition skills students (mild-moderate as well as moderate severe, over 120) with pre-employment skills and place a minimum of 30 students in worksites to receive paid training. Over the course of the last 6 years WorkAbility I has served and placed more than 230 students in work-based learning. The priority of service for placement goes to seniors, juniors and then sophomores.<br><br>Study Transition skills curriculum provides self-awareness activities such as learning style and multiple intelligences, which lead to being able to self-advocate for post-secondary education and employment. Each year students write their resumes; practice interviewing skills; learn and practice filling out online forms and applications. At each annual review students are assessed for their interests, and based upon that interest, transition plans/services are developed. Each year students do college research to fine tune their plan to achieve their post-secondary goals (personal learning plan). Their plans consist of CTE courses that relate to their interests, extracurricular offerings, and community activities or experiences. Every effort is made to connect all graduating seniors with the local colleges and community colleges as well as the available community resources for which they qualify. | *Course Catalog:* *Special Education* |
| **Site Need:** A more well defined system of procedure for tracking and providing intervention steps for high priority students – defined as students with two or more quarter or semester marks lower than C- in core academic subjects | |

**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.*

71

| Findings | Supporting Evidence |
|---|---|
| Davis Senior High School offers hybrid online Davis School for Independent Study courses for students who earned a D or F grade and need to repeat English, World Civ or US History for a-g requirements. Students have to be able to work independently so we look at their past grades and grades in other courses. Students who elect to complete one or more of these hybrid courses receive guidance from our Counseling Department. | *Counseling Department* |

**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.

**Prompt**: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
|---|---|
| **Highlight:** Career Technical Education Department Goals: In Career and Technical Education at DHS, integration usually takes core academic discipline and combines it with technical education for the purpose of preparing students for careers or post-secondary education success. The goal is to provide greater opportunities for success. Multiple instructional approaches are common and contextually rich real world applications are a focus to help make abstract concepts meaningful. Our educators discuss the approach as a) a stage to teach content (framing to teach geometry), b) real world need and motivation (students get excited and are driven to succeed because they need both the underlying academic content and the skills that put theory into practice), c) it is multidisciplinary/inquiry based/problem solving focus (students investigate why the tap water smells unusual to learn underlying science concepts), etc. Some indicators that we have at Davis Senior High School are: 1) the number of CTE courses that we teach that are also receiving A-G credit , 2) newly adopted CTE courses that | *Course Catalog* *Career Technical Education Courses* + *Site Leadership / Curriculum and Instruction meeting minutes on discussion and action on newly adopted CTE courses* |

| | |
|---|---|
| were developed through the UC Curriculum Integration Institute, 3) The participation of CTE teachers and Academic content area teachers in interdisciplinary projects (i.e. Robbie Thayer (auto worked with English teachers on resume writing or technical writing, Alex Hess (Ag Tech) participated in NGSS workshops and PBL workshops,) , 4) the number Science courses housed in CTE and vice versa, 5) the CTE/STEA$^2$M Advisory Committee meetings, and …. The evaluation of integration is based on limited data, but CTE and Academic integration systemic, widely accepted, and happens regularly.   The expectation for CTE courses is that they are required to be a-g approved or articulated with a community college program.  There are CTE courses outsourced to the Science department (biotech and Env Sci). The bulk of the courses in the agriculture program are integrated science courses (floral design integrates art).  Keely has an English elective course that receives CTE credit.  The computer courses have been updated and will be a-g. While expected and systemic, the integrity, reliability, and security of the curricula largely rest on the individual teaching the course and that they teach the course outline adopted by the school board.  Professional development is offered, when it is discipline specific, it is offered to all teachers of import (i.e. NGSS).  Basically, the integrity of the course curricula often lies within the department the teacher is housed and reflects the same as the other courses within that particular department (Science in science, English in English, Ag in CTE, etc.). | |
| **Site Need:** Improved, expanded and/or modernized instructional classrooms for CTE courses and their integrated disciplines | |

**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).

**Prompt**: *Comment on the effectiveness of the school's curriculum review, evaluation, and review*

*processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

| Findings | Supporting Evidence |
|---|---|
| **Highlight Counseling Department:** Annual Course and Syllabus Review and Approval.  Each year, our lead counselor communicates to all staff members the need to review and make any necessary changes to existing courses.  Staff members receive current course descriptions in paper copy form and discuss these descriptions while in department meetings during January. | *Course Catalog* *Example Course listing for Department review for 2016-2017 (World Language)* |
| **Site Need :  Math Department** We do not give many common assessments outside of Algebra 2 and Integrated Math 1.  We hope to implement common assessments in IM 2 and IM 3 as these courses roll out.   There are test integrity issues when using common assessments in precalculus and calculus which have prevented us from using common assessments in those classes. | |

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

**Indicator**: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt**: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| **Highlight:  Curriculum and Instruction Discussion and Action** The inter-disciplinary recommending committee meets each month with a staff generated agenda.  Items and questions are placed into three informational categories of Input (I), Discussion (D) and /or Action (A).  All events and decisions affecting classroom curriculum and instruction time are considered.  Any action is put to quorum vote by department chairpersons. | *C&I Meeting Minutes and Notes* |
| **Highlight:** New Course and Textbook adoption Any consideration for new textbook adoption, per the district's public official code, must be presented first to and endorsed by the Curriculum and Instruction Committee.  The | *C&I Meeting Minutes and Notes* |

| recommendation of this body is then forwarded to the district's Office of the Superintendent of Curriculum. | |

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

| Findings | Supporting Evidence |
|---|---|
| **Davis School for Independent Study Collaboration** Davis Senior High School does not currently outsource curriculum options for students.  However, in the event that a student knows that they may or will be absent for an extended period, our students have the option of applying for temporary enrollment with DSIS in order to satisfy the curricular and assignment requirements for their courses. | *Course Catalog* |

**Articulation and Follow-up Studies**

**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.

**Prompt**: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

| Findings | Supporting Evidence |
|---|---|
| **Highlight: District Articulation Days allowing for Secondary site discussion and alignment of rigorous courses – Social Science.**  During Articulation, each course discusses common themes and subject matter to make sure concepts are being covered and there is no redundancy.  This year, there was a discussion with the Junior High teachers about pacing.  The Junior High Teachers were concerned that they didn't complete the Civil War in their teachings or reach Reconstruction, and high school teachers were concerned that they didn't cover these topics because of assumptions about the Junior High Schools' pacing.  It was decided that there should be some review, and teaching of these units at the high school level to ensure that students cover the necessary topics. There was also a discussion of necessary writing and research skills.  The Junior Highs wanted to make sure that students were coming to the high school with the necessary writing and research abilities.  As they are responsible for the World | Sample 2015 District Articulation email and agenda items |

| | |
|---|---|
| Problems Paper in 10<sup>th</sup> grade, teachers wanted to make sure that students were familiar with MLA formatting, appropriate resources, research methods, citing, and plagiarism. Junior High teachers left the meeting with a better understanding of what students were expected to accomplish in high school social studies classes, so that they may better prepare their students for the future.<br><br>**Linda Husmann (Science)**: We can use articulation days to gain information from JHS.  Some courses might use the other sources.  Unfortunately, there are only two articulation days per year and much of the time for that collaboration is used for other purposes. | |
| **Highlight: Automotive Tech Course**<br>The DHS Auto Tech Program is a pathway of two, year-long courses: Basic Auto and Advanced Automotive Technology. Students who complete both courses and who meet certain grade requirements are eligible to receive four college credits through an articulation agreement with American River College. The credits are transferable to any other college or university as elective credits.<br><br> Davis high school CTE programs that receive Carl Perkins Grant funding are required to collect and maintain follow-up data on the career and college paths of CTE students after graduation from DHS. No assessment has been made that I know of of what this follow up data reveals about the effectiveness of CTE programs at DHS.<br><br>**Highlight: Science Department**<br>Sherri Sandberg-Ransom:  We collaborate with programs such as SLEWS sponsored by the Center for Land-Based Learning that connects students with mentors from UC Davis and scientists from organizations such as Audubon California and the Natural Resources Conservation Service or Yolo County Resource Conservation District.  Students have the opportunity to participate in fieldwork.  We are also partnering with the UC Davis Energy Efficiency Program to teach | - *-Copy of articulation agreement with American River College.*<br>  *-Copies of articulated student rosters*<br><br><br> *-Carl Perkins Grant E2 forms, which contain the names and career/education paths of former DHS CTE students after high school.* |

| students about the science behind energy transfer and how to do energy audits.<br><br>**Wayne Raymond:**  I have been a Teacher Fellow at the UCD COSMOS program, and brought back ideas and equipment that enriches our science curriculum.  I encourage extra credit job shadowing in my chemistry classes whereby students interact with scientists and technologists in their careers.  My Honors Physics students have participated in an UCD Astronomy Club outreach program mini-course. | |
| --- | --- |

## B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

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

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

**Prompt**: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
|---|---|
| One of the benefits of being a larger high school, is that it allows DSHS to offer a wide variety of classes. DSHS is able to offer students many course choices in all departments, allowing students to explore interests and possible career/college paths. | Course catalog |
| The DSHS counseling department works very hard to make sure that all students are aware of all course options (as well as graduation requirements). Elective presentations are given to the 9th graders at each of the three junior high schools in Davis to showcase the many elective classes available at DSHS. Course planning presentations are given each spring to sophomores and juniors and counselors meet with all students individually during this program planning time. Counselors are also available throughout the year for individual appointments as needed (we have online scheduling for counseling appointments). Counselors devote extra time to at risk students and to students with Ds/Fs near grading periods. Additionally, the counseling department arranges for Naviance presentations in English or Social Studies class at least once. Naviance is an online career and educational planning and exploration program. | Counseling department records |
| However, the counseling department continues to be stretched very thin. The current student to counselor ratio is over 300 to 1 and counselors are not able to spend nearly as much time as they would like to with students and especially on career planning. | Counselor's student loads/records |

**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 students.

**Prompt**: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
|---|---|
| While all students theoretically have access to the full range of courses and opportunities on the DSHS campus, there are certainly segments of the student population that does not or is not able to take full advantage of these opportunities.<br><br>The Ag department classes tend to be mostly male students.<br><br>Art Department offers a ceramics course that welcomes beginners and students without much art experience. AP Art and AP Ceramics is over 50% female students.<br><br>English department offerings at DSHS are coherent and offer good opportunities for all students.<br><br>The Language department offers beginning-level courses with a wide mix of student populations, but advanced-level courses are less mixed with few minority students enrolled.<br><br>Math department courses follow a sequence. All students are expected to follow this sequence. After completion of Integrated Math 1, 2 and 3, students can choose from some advanced options, but there is a low percentage of minority students in the advanced classes.<br><br>The DSHS Music department has shown consistent excellence, but the program typically has students who have been learning/developing their skills for many years. Chamber Music and Concert Choir are both non-audition classes available to any student with an interest in music.<br><br>Science Department courses are less sequential than Math courses. Nearly all students take Biology and most students take one of the Chemistry classes, but there is a large range of options and many possible pathways in science coursework. Many advanced science classes have math pre-requisites, | Counseling department course enrollment data |

| | |
|---|---|
| which limits enrollment to certain groups of students. Again, there is lower minority enrollment in the advanced classes.<br><br>The Social Studies department currently offers the only course at DSHS that every student is required to take: 10th grade World Civilizations. Unlike other required classes at DSHS, there is no AP or honors option, nor is there a sheltered option. Bringing back sheltered World Civ has been the topic of recent discussion. Currently, the World Civ classes to allow for a more diverse and varied learning experience than students may get in other classes at DSHS. The department has devoted time to aligning curriculum between instructors and all World Civ students must complete a research paper on a modern world problem. The requirements for this research paper are uniform across the many sections offered. | |

**Student-Parent-Staff Collaboration**

**Indicator**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**Prompt**: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, and their college and career and/or other educational goals.*

| Findings | Supporting Evidence |
|---|---|
| Once in high school, students are encouraged to take responsibility for their own educational decisions and needs. However, parents have a need to know how their student is succeeding in school and sometimes it is necessary for parents to contact teachers on behalf of their student. | |
| DSHS teachers strive to be accessible to both students and parents. The entire DJUSD uses School Loop as a way for parents (and students themselves) to monitor their student's progress in his/her classes and contact teachers if the need arises. Students and parents are also able to email teachers, either via School Loop or directly, using district email. the vast majority of teachers at DSHS currently use School Loop to post assignments and track grades, and while it can present certain challenges (students obsessing over grades, constantly checking it), it is also a useful tool that allows students and parents to keep track of assignments, due dates and grades. | School Loop parent and teacher use data. |
| DSHS has a very well-attended Back to School night each fall and an Open House each spring. At Back to School Night, | BTS and Open House attendance data |

| parents are invited to follow their child's schedule, going from class to class to meet teachers and learn about each course their child is taking. Open House is more of a showcase for incoming students and their parents to visit the campus and learn about the various academic departments at DSHS and the courses available. | |
|---|---|

**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.

**Prompt**: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

| Findings | Supporting Evidence |
|---|---|
| Classroom teachers are the first part of the process for monitoring student success. When there is a change in student behavior or academic performance or if a student is not succeeding in a particular class, the teacher can meet with the student, contact the parent or guardian of the student and/or inform the student's counselor.<br>As stated above, counselors meet with struggling students and particularly with students who have received Ds or Fs on a progress report to see if a student needs additional support or if a possible program or class change is in order. | Teacher records |
| Also, as mentioned above, School Loop is a tool that allows students and parents to monitor their child's success and progress in each of his/her classes. | Counseling department records |
| The CARES program at DSHS is another way that school administration, counselors and classroom teachers are working together to identify and assist sophomores who are struggling in 2 or more core classes. The CARES team meets monthly, starting at the beginning of the school year, and seeks to mentor struggling students via personal connection and possible referral to the Academic Center. | School Loop use data<br><br>CARES Committee team notes |
| Students who have IEPs or 504 plans have annual meetings with parents, teachers and counselors to evaluate the student's progress, revise the goals and make any schedule adjustments needed. | IEP/504 plan meeting notes/records |
| The school does maintain a fairly strict policy around dropping classes, so most program changes need to be done at the start | Counseling department add/drop data |

| | |
|---|---|
| of the year, during the first 3 weeks of classes.  Sometimes extenuating circumstances necessitate changes after the drop date. | |

**Post High School Transitions**

**Indicator**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**Prompt**: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
|---|---|
| 65% of DSHS students who graduated in 2015 reported plans to continue on to a 4-year college after graduation and 27% of students reported plans to continue on to 2-year or vocational education programs after graduation. | Counseling department records |
| Counselors meet with seniors throughout the year not only to be sure that they are on track for graduation and completing all course requirements, but to plan for post-high school life, as well. As mentioned elsewhere in this report, the counseling department student to counselor ratio is quite high and counselors are not able to spend as much time as they would like to on career and college planning. | Counseling department records |
| DSHS has a very active Career Center on campus that recently moved from a peripheral location in the NE corner of the campus to a much more central location in the library wing near the main office. The Career Center provides students with information and resources to help them plan their future after high school. Naviance is one of the tools used by the Career Center. It is an online computer program that helps students research and apply for colleges and scholarships, write a resume, and explore career options. The Career Center also offers college presentations throughout the school year. Students may sign up to attend these sessions to learn about potential college options for them. | Career Center use data and Naviance Records |

## B3.    Preparation for Career and College 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.

**Indicators with Prompts**

**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.

**Prompt**: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

| Findings | Supporting Evidence |
|---|---|
| Davis Senior High School provides many opportunities for students to access rigorous curriculum and to explore subjects that include real world applications and coursework that will be relevant to their lives beyond high school. | Course Catalog<br>Specific Course Syllabi |
| DSHS offers 30 of Advanced Placement and/or honors courses with a total enrollment of 2, 325 students.. These courses are available in every department on campus. While all AP/Honors courses require either prior coursework and/or teacher approval or recommendation, all students at DSHS are able to apply. At present, DSHS does not limit the number of AP or honors courses that a students can take, though taking more than 3 requires counselor approval. | Counseling department |
| DSHS has a wide array of CTE offerings. DSHS continues to offer one of the strongest ag programs in Northern California, with courses in animal science, agricultural biology, agricultural engineering, animal science and ornamental horticulture. These classes serve a wide variety of students and course offerings provide students with hands-on experience in ag-related classes. Many students enrolled in ag classes are also part of FFA and are able to apply the skills and knowledge they learn in their classes to their FFA projects. | Course catalog<br>Specific Course Syllabi for Food Science, Biotech, Agriculture, Robotics |
| DSHS Science Department courses offer a number of opportunities for students to participate in field studies and other hands-on learning opportunities. These include the SLEWS program via Chemistry in the Community, which gives students the opportunity to participate in meaningful activities that enhance their understanding of our environment and connect them with professionals engaging in important | Course Catalog<br>SLEWS program (Chem Comm)<br>Science Department course syllabi |

| | |
|---|---|
| scientific work. Additionally, students may apply for biotech internships with local businesses, go on a week-long field trip to Catalina with the Zoology and Botany class, attend a field trip to the Marine Lab as part of the Environmental Science class, | |
| Other CTE offerings at DSHS include Basic and Advanced Automotive classes, which offer opportunities for internships in the community to students who have mastered specific skills, Food Science and Nutrition, and Drafting. | Course Catalog<br>Specific course syllabi for Auto Tech |
| The DSHS Computer Science Department offers courses in Computer Programming and Internet Working. The Internet Working class is sponsored by the Cisco Corporation and prepares students to work in the field of computer network design and construction. Students receive a CCNA certificate upon completion of each semester of the course and after two years, students may take the industry exam to become a certified network technician. | Course catalog |
| The DSHS robotics program has experienced tremendous growth in recent years. In 2013, DSHS had only 1 robotics courses offered, but we now offer 4 sections of Intro to Robotics and 1 section of Robotics Engineering, as well as a robotics team. Last year, the DSHS Robotics Team won first place in an international robotics competition. The district's recent emphasis on STEM classes has provided strong support for this program. | Course catalog<br>Counseling dept |
| The DSHS Social Studies Department offers core classes as well as AP Government/Economics and AP U.S. History, plus Race and Social Justice (which fulfills the 11th grade U.S. History requirement), and a variety of electives, including Human Geography/International Relations and Psychology. All of these classes incorporate the use of primary source historical documents (DBQs), class discussions, oral presentations, current event analysis, and writing and research. Many Social Studies teachers have been among the early adopters of new technology and now regularly incorporate the use of Chromebooks into weekly lesson plans. DSHS now has 11 Chromebook carts, each with 35 Chromebooks. There is an online reservation system. Half of the carts have "regional" home bases throughout the campus, while the other half are available for checkout from the campus library. | Course catalog<br>Course syllabi for Social Science, specifically Race and Social Justice<br><br><br><br><br><br><br>Chromebook calendar/schedule |

| | |
|---|---|
| The English department, in addition to offering a variety of AP and honors classes, also offers journalism, yearbook and speech and debate. The journalism class produces a printed school newspaper, The Hub, as well as an online news site, The Blue Devil Hub. Both formats offer students the opportunity to gain experience in writing, editing, photographing and producing a professional news publication. The yearbook class is also an integral part of the DSHS community. Students in this class stay informed of all activities and goings on around campus and document them all in photographs and stories for the school yearbook. The DSHS Speech and Debate team recently took first place in a regional competition. | Course catalog Course syllabi Copies of The Hub, bluedevilhub.com, recent yearbooks |
| Advanced Placement Art Studio classes are offered in Drawing, Photography or Graphics and Ceramics. They require a year of portfolio preparation and are for students who are highly motivated and seriously interested in the study of art. | Course Catalog Class syllabi |
| Additionally, DSHS has been able to provide work readiness and work experience for students with active IEPs and/or receiving special education services. This program is funded by a California Department of Education grant. Each year DSHS we serve over 120 study transition skills students and place a minimum of 30 students in worksites to receive paid training. | Special Education Department |

**Meeting Graduation Requirements**

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

**Prompt**: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

| Findings | Supporting Evidence |
|---|---|
| The DSHS graduation rate has been over 98% for the past 3 years. In 2015, there were 10 out of 563 students who did not graduate in June with the rest of their class. Of those 10, three graduated late, 4 returned to complete credits and 3 did not graduate. | Illuminate |
| While the pass rate for the CAHSEE for ELA at DSHS is 95% overall, certain subgroups are not passing at that rate: Filipino and Hispanic/Latino students are at 90/91%, SED students at 81% and SWD students at 52%. The numbers are similar for | Counseling dept data<br><br>CA Dept of Education DataQuest report |

| | |
|---|---|
| the CAHSEE Math test: 98% overall, 90% for Filipino students, 94% for Hispanic/Latino students, 100% for SED students and 74% for SWD students. Clearly there are some gaps for these subgroups of students that need to be addressed. | |
| In 2012-2013, 91% of the AP exams taken were passed and in 2013-14, 93% of the AP exams taken were passed. | Counseling Department report |
| While students are ultimately responsible for making sure that they are taking the right classes and meeting graduation requirements, the DSHS Counseling department is the key to assisting students with this process. Counselors meet with all students at least once during their sophomore year and meet with seniors quarterly to check in and make sure that they are on track for graduation. That said, the counseling department has lost staff and is no longer able to serve students as it has in the past. The ratio of students to counselors is currently over 300 to 1. As a result, less time is able to be placed on career planning. | Counseling Department records |
| There are a variety of courses at DSHS designed to help students succeed in high school. AVID is a school academic support program that is designed to prepare students for college eligibility. It has been under strong leadership, but more students could certainly benefit from AVID than currently do.  ACES is another academic support class, designed to support students in English and Social Studies classes. | AVID and ACES class enrollment and college acceptance and graduation rates. AVID Site Team Meeting Minutes |
| DSHS has a thriving Academic Center that supports a large number of students with college-age tutors that are available throughout the day to assist students with challenging work in any subject area. Peer tutoring is also available to students. | Academic Center data |
| For students in need of credit recovery in specific classes to fulfill graduation requirements, the Davis Adult School can often be helpful. The Adult School operates as part of the Davis Joint Unified School District and is located on the DSHS campus. DAS offers classes at night so that students can fulfill graduation requirements during non-school/non-work hours. | Adult School enrollment data |
| Senior English classes used to incorporate resume writing as a part of the curriculum, but this skill is no longer regularly taught in the classroom. | |

| | |
|---|---|
| Opportunity for students to participate in a wide range of student clubs, musical group, drama productions, World Language organizations, sports teams and peer-helping initiatives provides leadership, collaborative and communicative training | Daily Announcements for Clubs<br>Athletics Department Portfolio, Rosters and Calendars<br>Drama Production Publications<br>Musical Group Publications<br>Extra-Curricular Travel Group Emails "Amigos"<br>World Language Fair Flyer |
| Davis Senior High School Staff have the opportunity to directly discuss and voice recommendations for Curriculum / Instruction and Leadership issues that impact the classroom | Site Leadership Team Meeting Schedule and Minutes<br>Curriculum and Instruction Team Meeting Schedule and Minutes<br>Site Council Team Meeting Calendar and Notes |

# ACS WASC Category B.  Standards-based Student Learning: Curriculum
## Summary, Strengths, and Growth Needs

**Summary:**

# Conclusions

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

The great variety of courses in our site's catalog, along with their curricular elements, speaks to the concepts, skills, questions and ongoing research that our staff regards as essential in creating life-long learning throughout our school community.  The rigor embedded throughout the DSHS curriculum meets the demands of our stakeholders' values and seeks to guarantee that our students succeed in future academic, professional and community endeavors.  There remain an array of curricular obstacles (noted above as "site needs") that our staff views as ongoing challenges worthy of our professional discussion.

**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.*

The strength of Davis Senior High School's course catalog and ability to offer its students a variety of "A-G", World Language, Special Education, Art and CTE courses is evident. Our current Professional Development discussions center on improving <u>equitable</u> curriculum strategies.  We are discussing target students that do not achieve as high as we, the staff, would desire and around identifying curricular and instructional factors that can impact student achievement. Similarly, we are in discussion for the improvement of our school culture for all students so that they will enjoy a rigorous AND safe learning environment.

**Prioritize the strengths and areas for growth for Category B.**

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

DSHS is consistently one of the highest ranking high schools in the region. We excel at preparing students for high school graduation and offer a wide range of both core and elective classes. Students bound for 4 year colleges or universities will find their needs are met at Davis High. Davis High has embraced the use of technology in the classroom in recent years and we currently have a dozen carts with 35 Chromebooks each. We have also increased our CTE offerings and are currently moving to add even more CTE classes. The CARES committee has worked hard on identifying struggling sophomore students early in the year by fostering relationships with teachers and the greater DSHS community and our Academic Center continues to help students who require additional assistance outside of class be successful at DSHS.

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

Davis Senior High School has been having many conversations this year about closing our achievement gap. We continue to struggle to meet the needs of lower-achieving students and students who are not bound for 4 year colleges and universities.  Class size certainly plays a role in this and many teachers are teaching over 100% and/or have overages in terms of student enrollment. Our AVID classes continue to be under-enrolled; it would be beneficial to many students if we can figure out a way to grow this valuable program. The counseling department is stretched very thin as staffing has been cut over the past several years - students would benefit from having another two (or more!) full-time counselors on staff.  Many departments have made efforts to align the content of their various course offerings, but more could be done schoolwide so that there is curricular consistency between the classes even when they are taught by different teachers. Lastly, more articulation between the High School and the various junior highs would help ensure that students enter the high school adequately prepared to meet the demands of the courses that they are enrolled in.

# Category C:  Standards-based Student Learning:  Instruction

## C1.    Challenging and Relevant Learning Experiences 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.

### Indicators with Prompts

**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.

**Prompt**: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

| Findings | Supporting Evidence |
|---|---|
| All areas have aligned and revised curricular standards to reflect the nationwide Common Core Standards. Teachers have participated in district sponsored workshops to prepare for this curricular change. | <ul><li>Teacher In-service</li><li>Biannual articulation Day Outcomes</li></ul> |
| Departments align curricular standards and assessment strategies to determine uniform common assessments.<br><br>Cross curricular engagement creates unique learning opportunities for students' engagement. As such, assessment strategies and curricular standards are shared and codified. | <ul><li>Monthly Department meetings</li><li>English Department: teacher-made common assessments for 10th and 11th</li><li>Peer Tutoring</li><li>Academic Center</li><li>UC Davis Tutoring/Internships</li><li>Department Meetings</li></ul> |
| Students learn communications skills that can be used to help facilitate conversations between both teachers and peers.  This is a tool used to enhance students' ability to be effective communicators. | <ul><li>Intrapersonal Communication Course (Spec Ed)</li></ul> |

| | |
|---|---|
| Intensive academic instruction is available in a variety of academic areas, including language arts, mathematics, sciences, World languages, and Visual and Performing Arts. | • # of Advanced Placement classes.<br>• # of Honors Classes. |
| Instructional activities in Performing Arts incorporate a variety of instructional strategies to prepare students for high standards expected in these courses. | • Scales to teach and/or reinforce the pitch related materials to be found in the literature. Rhythm Clapping to emphasize intricate rhythmic sequences. |
| Integrated instructional activities in all curricular areas that emphasizes contextual application of learning versus static information. This includes historical, etymological, cultural transmission. | • Definitions of foreign language terms, cultural morays, and contextual understanding within arts, music, drama, world language, history/Social Science, and literature courses. |
| Guest speakers, artist, and clinicians regularly visit classroom at DSHS, bringing a real world standard and professional approach to learning the content in the classroom. | • Guest speakers in History classes.<br>• Regular guest artists from the Mondavi Center visit music classes and provide instruction to students.<br>• DHS Band Boosters pay for clinician visits to work with all band classes. DSOMA pays for substantial individual coaching/individual and small group instruction for all orchestra classes. |
| Students regularly compete in local, regional, national, and international adjudicated contests that emphasize high achieving standards of instruction. Many of these festivals require entrance auditions and/or preliminary events as qualifying criteria for entrance. | • Academic Decathlon, Speech and Debate, Robotics, Quiz Bowl Team, Drama Festival Participants, and numerous musical ensembles. |
| SpecEd Career Interest Inventory, Mock Interviews, Resume & Cover Letters (SpecEd). ACES unit on resume building and interviewing (English). Naviance: Career Interest Inventory in Soph English Classes (All) | • Students in special education work on various career inventory surveys, such as COPS (Career Occupational Preference System). As well working on creating working |

| | |
|---|---|
| Academic counseling annual group review UC a-g requirements, followed up in individual conferences with transcript review.<br><br>SBAC and Common Core Assessments have been instituted at DHS with high success rates. 2015 testing results in Language Arts/Literacy showed that 50% of DHS 11th grade students exceeded the SBAC standard, 30% met the standard, 12% nearly met the standard, and 7% did not meet the standard. This standard exceeds the statewide results as follows: 22% exceeded standards, 32% met the standards, 24% nearly met the standards, and 19% did not meet the standards. Likewise, the 2015 SBAC testing results for Mathematics resulted in 39% exceeding the standard, 26% meeting the standard, 16% nearly meeting the standard, and 17% did not meet the standard. This standard exceeds the statewide results as follows: 11% exceeded standards, 18% met the standards, 24% nearly met the standards, and 44% did not meet the standards.<br><br>CTE courses directly articulate with community colleges<br><br>FFA - SAE projects (Ag)<br><br>Biotech Internships with UCD<br><br>Biotech competition<br><br>Robotics classes vs team (increasing #s)<br><br>Workability (Spec Ed) | resumes, and also learning about job interview process.<br>● Seven academic counselors for grades 10-12.<br>● Fully staffed Academic Center.<br>● Fully staffed Career Center.<br><br>● Letter of support from the Chancellors/Presidents of the University of California, California State University, Association of Independent California Colleges and Universities, and the California Community Colleges.<br>● Test results found at http://caaspp.cde.ca.gov/sb2015/Search<br><br><br>● Students involved with agriculture classes and clubs raise livestock during the academic school year. Students exhibit the livestock in County Fair competitions as well as selling livestock for profit.<br><br><br>● Every Thursday during 1st period the Robotics Club offers workshops for DSHS students to have an opportunity to learn about both the robotics team and robotics class. This serves as way to increase the number of |

| | |
|---|---|
| Outreach trips to local elementary schools<br>    ○ Spanish classes travels do puppet shows - World Language<br>    ○ K-6 outreach - Ag<br>    ○ 2 days of children's concerts - Music<br>    ○ choir outreach workshops - Music<br>    ○ youth camps - Athletics<br>    ○ junior wrestling program - Athletics<br><br>Peer tutoring (at DHS - clubs, academic center - and NDE)<br><br>Peer Helpers (in mod/sev program)<br><br>Spanish Tutoring Club (to Cesar Chavez, go to MME?)<br><br>World Civ Research Paper/Skills (SS)<br><br>Environmental Science trips to Tahoe and Bodega Bay (Science)<br><br>ZoBot trip to Catalina (Science) | students who participate and have access to the Robotics. |

**Student Understanding of Learning Expectations**

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

**Prompt**: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

| Findings | Supporting Evidence |
|---|---|
| The district has spent resources and time training secondary teachers on the new state standards. In turn, teachers craft lessons and assessments clearly aligned to the new Common Core standards and students can clearly see this on prompts and grading rubrics. Grading rubrics give students clear expectations and guidance that helps them reach proficiency, or indicate what is needed as they approach mastery. | • Articulation Days<br>• Paid Teacher in-service<br>• Rubrics for major assignments<br>• Daily objectives visible in class |

**Differentiation of Instruction**

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

**Prompt**: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

| Findings | Supporting Evidence |
|---|---|
| All teachers at DHS differentiate instruction in a variety of ways. Teachers alternate between modes of instruction, from lecture to partnered or small group work, using research based activities like Think-Pair-Share, Jigsaw activities, gallery walks, and alternative assessments in addition to more traditional assessments like essays and multiple-choice tests. | |

Instructional methods are used to engage students as learners and encourage them to organize, assess and to show mastery. Examples of curriculum integration and activities that reflect learning experiences are evident. Innovative methods are evidenced in some classrooms throughout the school. Instructional strategies are characterized primarily by whole class instruction, teacher-directed instruction and lectures. The alignment of learning experiences with academic standards and the expected school-wide learning results is limited. In most cases, the primary role of the teachers is to serve as the content area experts, ensuring that students benefit from their knowledge and expertise.

Many students use technology, the library and other curricular resources. Students are involved in classes that teach specific strategies to improve study habits, organization, communication and academic confidence. The ACEs program is a resource for students who are targeted EL for tutoring and provides extra strategies for learning. Some teachers indicated a concern for the lack of collaboration time for teachers; to begin work on increasing student engagement, consistent grading policies within departments, developing interim assessments, benchmarks and common finals.

Counselors hold individual conferences in 8<sup>th</sup> grade to begin planning students' high school educational pathways to graduation. The counselors hold informational meetings for parents throughout the school year to create educational pathways.

In most non-honors or Advanced Placement classes, the Visiting Committee noted evidence of critical thinking, hands on work, and student collaboration taking place. Students in these classes demonstrated active engagement with the content by expressing opinions, making comparisons, and making connections between the academic content and their own lives. However, in most honors and Advanced Placement courses (outside science labs), the Visiting Committee observed less evidence of critical thinking and active student engagement. Instead, students participated in these classes by transcribing notes from lectures and PowerPoint presentations. While there may be opportunities for students to demonstrate critical thinking in writing, The Visiting Committee noted that there were fewer opportunities for students in advanced classes to analyze, react to, and critique the content delivered by teachers in class.

## C2.    Student Engagement 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.

### Indicators with Prompts

#### Current Knowledge

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

**Prompt**: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| All teachers use technology in the delivery of curriculum when appropriate. Many teachers have embraced the site's new Chromebook carts and tech infrastructure as a regular part of their routine. Many experiment with emerging websites and phone applications to enable interactions like voting, polling, or notifications/reminders, and messaging/questioning in real time. | <ul><li>District issued lap top</li><li>District filling gaps in projectors for multimedia use in all classes</li><li>Campus wide wi-fi</li><li>Social Science: analysis of propaganda, political cartoon, and video clips of primary source footage</li><li>English: movie adaptations of novels, biography clips, Ted Talks, or Khan Academy</li></ul> |

#### Teachers as Coaches

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

**Prompt**: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

| Findings | Supporting Evidence |
|---|---|
| Students regularly compete in local, regional, national, and international adjudicated contests that emphasize high achieving standards of instruction. Many of these festivals require entrance auditions and/or preliminary events as qualifying criteria for entrance. Teachers serve the dual role of being instructional based faculty while utilizing application based coaching strategies to ensure team competitiveness.<br><br>Elective classes and tutoring center available for accessible teachers closer to student's age. | <ul><li>ACES program for at-risk students</li><li>Academic Center and UCD tutors open to all</li></ul> |

#### 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.

**Prompt**: *Evaluate and comment on the ways in which student work demonstrates 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.*

| Findings | Supporting Evidence |
|---|---|
| The Modern World Problems research project is assigned in every sophomore social science course. Each step of this substantial research paper is scaffolded for all types of learners and teachers walk them through the process of qualifying and citing sources that are relevant and interesting, and moving through the writing, use of evidence, structure and integration of images and charts or graphs to convey data. | |

**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.*

| Findings | Supporting Evidence |
|---|---|
| SchoolLoop provides a locker for materials to be easily shared with students to enhance instruction. This includes video and audio files of classroom activities to be used for criticism and review. It also acts as a way to provide feedback and communicate grading to parents and students.<br><br>Many teachers use TurnItIn.com to teach essential research skills, monitor plagiarism, and analyze how students write from and integrate sources.<br><br>Hapara is a relatively new program that the English Dept. uses to watch digital writing in process and edit, leave feedback, and mark errors in real-time. | <ul><li>School Loop</li><li>Turn It In</li><li>Hapara software</li></ul> |

**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.

**Prompt**: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

| Findings | Supporting Evidence |
|---|---|
| DHS offers an ever increasing variety of elective and extra-curricular courses that allow students to follow their personal interests while gaining valuable professional, work-place skills, practice problem solving in groups, and gather interpersonal experiences that will aid them regardless of their field of work after graduation. | • Yearbook<br>• The Hub newspaper<br>• Spoke lit. mag.<br>• Speech and Debate<br>• Drama Productions<br>• Stagecraft classes<br>• Agricultural Engineering class<br>• FFA<br>• Autoshop<br>• all music performance classes<br>• student athletic trainers |

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

**Prompt**: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
|  |  |

**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.

**Prompt**: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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.*

| Findings | Supporting Evidence |
|---|---|
| Students at DSHS have access to Chromebooks for online research. Students also use original source documents to create document based questions. | • Chromebook Laptops<br>• Document Based Questions/Research |

**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.

**Prompt**: *Evaluate the degree to which the opportunities for access and involvement in a variety of*

*real world experiences are available and effective.*

| Findings | Supporting Evidence |
|---|---|
| Youth in Government--a shadowing program that pairs many students at Davis High with government officials in the capitol--visits history classes and sometime present to any interested student in the IPAB with great interest and success. Academic clubs like CSF and Key Club require community service hours, as do classes like Student Government.<br><br>Workability program pairs students with job coaches to learn real life job skills. | |

# ACS WASC Category C. Standards-based Student Learning: Instruction:  Summary, Strengths, and Growth Needs

### Summary:

 Technology is integrated throughout DSHS classrooms, the library, and programs providing support to facilitate the mastery of academic and content standards by students.  While textbooks, novels, lectures and traditional instructional resources provide the frameworks for instruction, a wide variety of strategies and experiences are utilized by the classroom teachers and available to students.

In the past few years, DJUSD has spent significant funds to purchase six carts of Google Chromebooks, in addition to some for the library use, for teachers to check out and use in their daily classes. This has sparked a revitalized energy around integrating technology, using Google Drive and Docs, and creating simulations of the SBAC/CASSPP examination, as well as programs such as Hapara for new ways to teach writing and collaboration.

In some classes, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress.  In these classes technology is available to help students improve their skills, apply knowledge and work on projects.  In some classes students are encouraged and given opportunities to apply their knowledge in classes and in situations outside of school.

Students are offered a variety of field trip opportunities across the curriculum to enhance learning and address a variety of learning modalities.  Many courses incorporate local resources, both natural and cultural, as part of their curriculum and internships and workplace learning are offered through several ROP and resources courses.

**Prioritize the strengths and areas for growth for Category C.**

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

- Wide variety of technological and library resources both available and heavily utilized by teaching staff

- Instructional content is driven by the State Standards

- Diversity of course offerings meets the wide range of student interests and learning styles

- Teachers at DSHS set high standards and utilize a rigorous and challenging curriculum to maximize student learning

- Career Technical Education courses and related experiences in other courses provide a

wealth of hands on experiences for students outside the traditional classroom

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

- The school collects standardized school-wide assessment data on student performances. There is a need to collect data from each course by using interim assessments, benchmarks and common finals.

- To ensure the integrity of all school programs, staff should consider ways to develop common grading policies within departments

- Due to the configuration of the junior and senior high school, collaboration time for vertical teaming is a needed in order to align the curriculum.

- To increase a challenging learning experience and to create equal access to curriculum for all students teachers needed to examine all course content to ensure the consistency of the learning opportunity.

- Some staff recognized the need to implement or increase differentiated instruction for all course.

- In some classes, there is a lack of critical and creative thinking.  In classes higher level questions is not applied.

- To increase consistency between sections and facilitate interaction between staff within and between departments, there exists a need for more time for collaboration.

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

## D1. Using Assessment to Analyze Monitoring and Report Student Progress 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.

### Indicators with Prompts

**Professionally Acceptable Assessment Process**

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

**Prompt**: *Evaluate the effectiveness of the assessment processes.*

| Findings | Supporting Evidence |
|---|---|
| At DSHS teachers use School Loop to enter grades. Parents and students enjoy access to student progress in School Loop and the Q parent portal, Parent Connection, at any time throughout the year. Teachers submit grades periodically throughout the year. And at mid-quarter, end of quarter, and end of semester intervals, these grades are finalized in School Loop and imported into Q, the student information system. Parents then receive printed report cards up to eight times a year. | School Loop has 1905 registered students and 1130 registered households |
| Disaggregated standardized assessment data is collected in Illuminate, which is used primarily by district staff. | Illuminate |
| The School Accountability Report Card is available on the school website. | SARC |
| The School Site Council (SSC) reviews student assessment data annually in the process of developing the Site Plan for Student Achievement (SPSA). | Site Council meeting minutes CAASPP (SBAC) |

**Monitoring and 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.

**Prompt**: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The DSHS course catalog explains briefly what students need to know for each class. Teachers meet annually to make revisions to these descriptions as needed. | Course catalog |
| Teachers send syllabi home at the beginning of each academic year that communicate to parents and students what will be expected of students in that class. Many teachers require students to return those syllabi signed by parents and students acknowledging that parents and students have understood class expectations. | course syllabi |
| In addition to the grade book, School Loop has a variety of resources that allow teachers to communicate expectations with parents and students. There are announcement boards, calendars, a virtual class "locker" for class materials and even email. Teachers use these resources to varying degrees in each class to communicate expectations, assignments, due dates, etc. | School Loop |
| The School Academic Report Card (SARC) is updated annually and linked from the school website. | DSHS website |
| New courses are sent for approval to UC to ensure that they meet prerequisite for university entrance requirements. | District policy |
| IEPs and SSTs meetings are held regularly for struggling students to discuss student achievement, areas of strength and growth and to discuss and agree upon each student's special needs and what teachers can do to enable student success. | Counseling and administrative records |
| Coaches and the athletic director work together to assure students participating in sports maintain a GPA of 2.0 or higher. If athletes don't keep 2.0 GPA, coaches get together with parents and affected students and students are given the opportunity to sign a one-time waiver. During that time students use school resources such as the academics center. At this moment there are no students in this contract. | Athletics records |

**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.

**Prompt**: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

| Findings | Supporting Evidence |
|---|---|
| At DSHS teachers use School Loop to enter grades. Parents and students enjoy access to student progress in School Loop and the Q parent portal, Parent Connection, at any time throughout the year. Teachers submit grades periodically throughout the year. And at mid-quarter, end of quarter, and end of semester intervals, these grades are finalized in School Loop and imported into Q, the student information system. Parents then receive printed report cards up to eight times a year. | School Loop<br><br>catalog is in the website<br><br><br>last spring surveys |
| Some language teachers divide grades into categories based on required skill to inform parents and students how well they are doing in specific skills or standards. | World Language department |
| IEPs and SSTs | |

**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.

**Prompt**: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| The School Academic Report Card (SARC) is updated annually and linked from the school website. | SARC |
| Illuminate is available but largely underutilized. The interface is difficult to navigate and few teachers have had adequate training in its use. | Illuminate |

| | |
|---|---|
| Regular D and F reports are discussed in CARES and Site Council meetings, C & I and in Administrative meetings. | CARES intervention team minutes<br>C&I minutes<br>Site Council minutes |
| Counselors meet yearly with individual students to determine their progress toward graduation and college readiness. | Counseling |

**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 that information to strengthen high achievement of all students.

**Prompt**: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|---|---|
| 9/10 Writing Assessment in English Language Arts | |
| 11th grade Assessment in development | Precedes SBAC testing |
| For Grades 9-10 and 11, the English department has developed rubrics collaboratively, based on current common core standards. For the Grade 11 common assessments (modeled on the SBAC ELA PT), they use the SBAC rubric provided to score performance tasks. | English department |
| To calibrate their grading with the rubrics, English teachers have used release time to gather as a group, read and score student work using the rubric(s), and then discuss where scores align and where they diverge.  Through discussion, they come to consensus on the discrepancies.<br>They then return to their classrooms with confidence that they will be scoring student papers similarly. | |
| Informally, English teachers also consult with each other about their grading.  These conversations validate or reorient classroom grading. | |
| English teachers take their students through the process of "reading and ranking" essays, using rubrics.  This helps them to align their expectations with those of the teacher and allows them to learn more through the "read and rank" process about what makes a stronger paper. | |

With the 9-10 grade Argument Rubric, the scoring calibration process is more extensive -- in keeping with the need to align scores not just among our 10th grade teachers, but also with the 9th grade teachers at 3 different sites.

To calibrate scores using the 9-10 rubric, a core group meets in advance of the general scoring.  That core group reads, scores, and discusses 20 plus papers written to the most recent administration of the assessment. English teachers work until reaching a consensus on the scores for 6-10 essays, making sure to select exemplar papers for each of the main score points, as well as papers that demonstrate challenges in scoring so that they can review how to resolve such challenges.  They then prepare written annotations for the exemplar papers, detailing why each paper received its score and referencing the rubric exclusively.

English teachers then use these annotated exemplars as training tools to calibrate the scoring for the readers of the 9-10 assessments.  Any papers scored discrepantly are re-read by an experienced scorer to resolve the discrepancy.

The English department encourages use of its calibrated rubrics throughout the year when assessing students' writing in the classroom.  It also encourages teachers to take their own students through the process of reading exemplars, ranking or scoring them, and discussing their scores by referencing the rubric.

Many English teachers have used the calibrated rubrics as templates for rubrics to assess other types of writing at other grade levels.  The rubric format thus becomes familiar to students, who understand its use and applications.

Lateral Teams for course consistency amongst teachers

District articulation meetings

## D2. Using Assessment to Monitor and Modify Learning in the Classroom 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.

### Indicators with Prompts

**Appropriate Assessment Strategies**

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

**Prompt**: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|---|---|
| The majority of teachers are familiar with and frequently employ a variety of formative assessments in their classes in order to collect diverse information: To ascertain prior knowledge, as an anticipatory activity, to check for understanding, to provide quick feedback to students, to review previously taught information, to provide students an opportunity to check their own progress, so that students might feel successful, to provide needed repetition. Many teachers also use the insights they garner from formative assessments to modify instruction and lessons where teachers see gaps in student understanding.<br><br>On the other hand, teachers use summative assessments less frequently in their classes. These assessments take a variety of forms including essays, labs, Socratic seminars, debates, presentations, projects as well as traditional paper and pencil tests. Teachers use the results of these summative assessments to decide what changes to make in future lessons and units. They also use this data to decide which information to recycle in future lessons.<br><br>Standardized tests are kept in a secure environment until they are administered by trained teacher-proctors who assure the security of those assessments as they are being administered. | -discussion in department meetings<br>-Survey given to teachers |

| | |
|---|---|
| English and Social Science teachers use Turnitin to guard against "recycled" essays from older siblings or friends.<br><br>Some teachers update their quizzes and tests to not have the same assessment year after year. | Turnitin usage statistics |

**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.

**Prompt**: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|---|
| Teachers develop a variety of activities and assessments that enable students to demonstrate their understanding of/mastery of standards and SLOs. Students are able to demonstrate their achievement through a wide variety of projects, presentations, internships, written exams, speeches, plays, etc. Many teachers are flexible about *how* students demonstrate their knowledge, allowing learners choices as to how they will demonstrate what they have learned. | Student work |
| Examining student work from across the campus reveals that students are learning the concepts, ideas and skills set forth in the academic standards, the college- and career-readiness standards and the SLOs.<br>Projects in the different courses give students a more creative format for showing their knowledge of subject matter.<br>Students use artistic ability to create final products that help themselves and their classmates better understand the course content.<br>Student work (class work, homework, group and individual projects, quizzes, tests) is collected and evaluated regularly to demonstrate student achievement of relevant standards.<br>Student work is monitored for understanding, and reteaching occurs when need is demonstrated.<br>Classroom instruction is determined based on student needs - regular checks for understanding determine how and whether or not the lesson moves forward. | |

**Curriculum-Embedded Assessments**

**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.

**Prompt**: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

| Findings | Supporting Evidence |
|---|---|
| The Davis High English Department has common writing assessments for students in grades 10 and 11.   They have developed these assessments primarily based on the common core standards for argument, and modeled them on the ELA Performance Task for Argument Writing.  The assessments provide us with a means to meet, read, evaluate, and share insights about our students' writing.  These insights have helped us to align expectations for student writing and to develop instruction to address areas we've identified together as needing improvement, laterally and vertically.<br><br>In 2014-2015 and 2015-2016, they have developed common assessments for Grade 11 to be administered electronically, using our site's Chromebooks.  In Spring 2015, this common assessment helped to prepare students for taking the SBAC assessments as the students completed an argument writing task, using evidence drawn from a text set, writing on the same Chromebooks in the same classrooms in which they'd take the SBAC assessment.<br><br>**BACKGROUND of 9-10 Writing Assessment.**<br>In 2011, Davis High English teachers were central to developing a district-wide writing assessment and rubric based on the (then) new common core standards for argument.  The test is administered at the start of the school year to all DHS 10th graders early in the school year (late August – mid September) and again in the Spring.<br><br>Now in its fifth year, the 9-10 Writing Assessment continues to be a work in process, reflective of the progress department members have made as teachers and learners. They've adapted the rubric so that they might better assess the standards.  They've adapted the format of the assessment to align with the SBAC ELA Performance Task.  This particular | English department<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>9-10 writing assessment |

| | |
|---|---|
| assessment has facilitated professional development for teachers, aligned teacher expectations for student writing, informed classroom instruction.<br><br>Through this collaborative project, Davis High English teachers have worked closely with colleagues within the department and with the English 9 teachers at the junior highs to align expectations for student performance with argument and to share approaches for teaching argument more effectively.   They know that 10th graders arrive at DSHS having been introduced to the 9-10 Argument standards by their English 9 teachers and assessed on their progress using a common rubric.<br><br>Scoring the Fall Writing Assessments brings together 40+ teachers, administrators, paraeducators, and pre-service teachers to read and evaluate over 1000 student essays, providing colleagues from across the district and across the curriculum with insight into our students' argumentative writing skills. Involving our colleagues from other disciplines has been a way to help them develop their knowledge of the argument standards, which are foremost among the Literacy Standards for History, Science and Tech Subjects. | |

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

**Prompt**:  *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings | Supporting Evidence |
|---|---|
| Some teacher ask for students' feedback in their individual classes as the school year progress and use their feedback to modify their curriculum. | Student surveys, Healthy Kids survey, YouthTruth survey |
| Counselors meet with students in relation to preparation for college, career, and life. | Counselors |

**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.

**Prompt**: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

| Findings | Supporting Evidence |
|---|---|
| Data analysis is an area of growth. Charts are shared at faculty meetings, but not much happens beyond that.<br><br>This year (2015-2016), English teachers are disaggregating the individual components of the overall scores for all 10th grade essays with an overall rubric score of 2 (approaching but not yet meeting the standards).  This data will give us more detailed insight about student strengths and weaknesses so that they might address these areas more precisely within their classrooms.<br><br>English teachers have increased their understanding of the standards for argument through the 9-10 assessment process and this understanding carries over into their teaching.  By examining the data they've collected from student scores, they have been able to identify and target specific areas for instruction.  For example, they know that students have difficulty constructing effective counter arguments. | English department |

## D3. Using Assessment to Monitor and Modify the Program Schoolwide 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, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

### Indicators with Prompts

**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.

**Prompt**: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|---|---|
| The Site Council is an example of a stakeholder body that is involved in the monitoring process | Site council minutes, site plan (SPSA) |
| Counseling holds throughout the school year meetings with teachers, students and parents to evaluate students' concerns that may be alleviated by modified instruction. | 504s SSTs |
| Teachers keep their grades on School Loop which allows their access in a constant basis by parents, students, other teacher, counselors and administrators. | School Loop |
| CARES focuses on students who are failing most classes. In it teachers, counselors and administrators look for ways to better serve this students. | CARES Team minutes |
| AVID is a program that focuses in closing the achievement gap to help students to be successful in high school, college and a career. | AVID |
| Illuminate | |
| Special Education | IEPs (how effective?) Special Education documents of student progress. |
| Administration reviews attendance records, assessments, students' discipline records, including suspensions and expulsions. | Attendance records, Q (SIS) |

**Schoolwide 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.

**Prompt**: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|---|
| The academic center, in response to student need, provides students with tutoring services during and after school. | Academic Center |
| | In campus professional development series |
| Teachers and administration collaborate to determine areas of need, and teachers develop workshops to assist other teachers in areas such as technology, common-core curriculum and assessment, etc. | External opportunities for professional development |
| CARES focuses on at-risk students and provides them strategies to help them become successful academically. Teachers also attend CARES meetings to learn how to more effectively support these students. | CARES team |

# ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:  Summary, Strengths and Growth Needs

**Summary:**

It became evident in the self study process that while a lot of data is gathered through a variety of means, and is reported to a variety of stakeholders, the data tends to cover generalities in student performance. The critical learner needs require data that is more detailed to student subgroups, and even, in some cases, specific students. Some departments, notably English Language Arts, are making strides in developing course-wide assessments and using these assessments to improve instruction and curriculum to promote student success. But this trend is uneven, and some departments do not perceive the creation of common assessments as the best means of monitoring and improving student performance.

**Prioritize the strengths and areas for growth for Category D.**

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

A variety of assessment tools are used to monitor student learning and progress.

These assessment tools range from formative and summative assessment and state mandated tests

Some departments have developed common assessment and projects

DSHS staff is given time during Staff Development days to view and analyze data with regards to student progress

Teachers collaborate within their departments to develop shared assessment tools and appropriate curricula

Teachers collaborate with middle school teachers

School Loop is connected to the web giving teachers the ability to e-mail parents students' progress reports and allowing parents and students constant access to student progress.

The Academic Center provides tutoring and support for EL and underachieving students.

DSHS website serves as regular means of communication with parents.

114

Social Studies and English teachers utilize Turnitin.com to assess grammar, originality.

Teachers have freedom to vary instruction, curriculum and assessments to better address students' needs and appropriate standards.

| Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth |
|---|

Illuminate is underutilized. There needs to be further effective training and time given for teachers to analyze assessment data from Illuminate and then determine how that data can be used to improve our programs and serve our underachieving students.

Develop common rubrics in each department and agree on common expectations and vocabulary for interdisciplinary skills, develop agreement about target student achievement campus-wide. These common terms and assessment criteria will help students to see connections across the curriculum and understand common expectations for writing and speaking now that this has become an emphasis of common core.

Continue to focus on EL students and under-achieving students, providing them a variety of academic, personal, and social support.

While individual teachers should maintain the creative autonomy that helps to make DSHS a great school, each department should develop a clear set of expectations or benchmarks that all stakeholders should have access to that will clearly outline what each student should be able to do by the end of each class. These benchmarks should be standard driven rather than textbook driven.

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

## E1.  Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

### Indicators with Prompts

**Regular Parent Involvement**

**Indicator**: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents, special needs, and online students.

**Prompt**: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. Comment on the effectiveness of involving parents of non-English speaking, special needs, and online students.*

| Findings | Supporting Evidence |
| --- | --- |
| <ul><li>Davis High has a variety of procedures set in place in order to keep parents and the community informed of school happenings. A calendar is maintained on the school's homepage in which anyone who would like to see school events going on can quickly glance at and see what is coming up.  Athletics also maintains their schedule on a separate, linked page.</li><li>The calendar ensures that parents are updated on when events such as back to school night and open house will occur throughout the year. These nights in particular aim to involve the parents in the classes their students are currently taking, and to help them be involved in the classes they may be signing up for the next year. Communication regarding these events also goes home in paper form through the mail, in both English and Spanish.</li><li>School Loop is an integral part in communicating with parents about students' progress not only in the posting of grades, but the opening of another communication opportunity between parents and staff.</li><li>office staff, administration and academic support programs that have staff who speak Spanish</li></ul> | http://dshs.djusd.net/ Vice-principal, Attendance, Counseling, library and Academic Center staff who can speak Spanish. IEP forms available in Spanish for Spanish speakers/readers. Interpreters used for IEP's that involve non or limited English speakers<br><br>-Back to school night, open house, Renaissance awards, Senior awards, Academic Center Awards (monthly and end of year) Special Education: parent/student information night before first day of school. Transition meetings for student/parent at junior high for transfer to senior high. Parent Information Nights at DJUSD that focus on IEP process and Legal Rights and Transition Services |

| | |
|---|---|
| ● Parent involvement nights<br>● Donations for  local UCD Labs and local businesses<br><br><br>● Parent attendance at SST, 504, and IEP meetings<br><br><br>● Parent/teacher collaboration in PTA<br><br>● Parent/student/teacher participation in Climate Committee<br>● Blue/white Foundation<br><br>● DSF<br><br>● DSAF<br><br>● Ag advisory (Business)<br><br>● Ag Boosters (Parents) | PTA "PIE" grants to teachers |

**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.

**Prompt:** *How effective is the school use of community resources to support students?*

| Findings | Supporting Evidence |
|---|---|
| ● UCD students used as tutors.<br><br>● DSHS students as peer tutors.<br><br>● DSHS students in special education volunteer to do panel discussions at junior highs<br><br>● career center<br><br><br>● Participate with: UCD MEChA, CSUS Mujeres Ayando Raza, | AVID program, Academic Center - local schools, businesses, Speakers invited to share with students<br>Field trips<br><br>Meets with Migrant students, parents and other Spanish speakers: assist with FAFSA, college apps.<br><br>Prizes include gift certificates |

| | |
|---|---|
| ● Migrant Counselor Intern<br><br>● Special education Workability program<br><br><br><br>● Blue Devil Spirit Awards (encourage positive student behavior, increase student-school connectedness)<br><br>● Empower Yolo - Assisting LEAD class and senior assembly.<br><br>● Student internships at UCD labs and other local (biotechnology) companies<br>●<br>● Guest speakers from outside<br><br>● Presentations at UC or Sac State--open to students for EC<br>● Presentations in Career Center at lunch | from local businesses, such as In&Out, Steve's Pizza<br><br><br><br>Completion of research projects - Biotechnology Symposium |

## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place 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.

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**Indicator**: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt**: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

| Findings | Supporting Evidence |
|---|---|
| ● campus safety team supervise designated areas throughout the school; safety drills conducted each semester | Campus Supervisors, janitorial & maintenance staff |

**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.

**Prompt**: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

| Findings | Supporting Evidence |
|---|---|
| ● Encourage  acceptance and diversity in perspectives through exposure to a broad array of experiences | Assemblies e.g. Empower Yolo, Holocaust survivor, Author/journalist held captive in N. Korea, Civil Rights activist |
| ● Student clubs | |
| ● LEAD class | LEAD students act as peer helpers, conflict mediators, and peer tutors. |
| ● Link Crew | Link Crew leaders make connections with sophomores through activities, social contacts, and peer tutoring. |
| ● friendship day | Include # of participants |
| ● Academic Center | Tutors in the AC are bilingual; English, Spanish, Armenian, Farsi, and Chinese |
| ● Peer Buddies Club (run by special education | |

| | |
|---|---|
| moderate/severe program) | |
| ● CSF Community Service activities | Numbers of students who joined CSF in 2015 Numbers of students who performed community service; Numbers of hours given back to community. |

**Atmosphere of Trust, Respect, and Professionalism**

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

**Prompt**: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

| Findings | Supporting Evidence |
|---|---|
| ● Staff acknowledgement<br><br>● District and school civility policy<br>● Student driven activities that demonstrate respect and care for the school. | Good news share-out at start of meetings<br>Buzz Kudos |

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

| Findings | Supporting Evidence |
|---|---|
| ● Still employed<br><br>● Restorative Practices | |

## E3. Personal and Academic Support Criteria

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

**Indicators with Prompts**

**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.

**Prompt**: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

| Findings | Supporting Evidence |
|---|---|
| ● SST, 504, and IEP meetings--individual plans | Documentation of existing plans |
| ● Crisis intervention counselor | Referral slips<br>Stats on # of students seen |
| ● School nurse | Outline for a health plan |
| ● campus police officer & campus security | Yearly stats |
| ● school psychologist, school counselors | |
| ● Migrant Education Advisor | |
| ● Academic Center | |
| ● Alternative Classroom Placement | |
| ● Career Center | |
| ● Weekly grade reports for athletics | |
| ● For one season only, one-time grade waiver for athletics if grades not met | |
| ● DHS special education program recently created a class called Interpersonal Skills, class for students w/ social /interpersonal skills challenges commonly associated with | Course syllabus |

121

| | |
|---|---|
| high functioning autism.<br><br>● Special Education program expanded offerings for students with emotional disturbance to meet needs of growing ED population.<br><br>● Special Education program department chair and head counselor hand schedule every student in mild/moderate special education program to ensure all IEP services are covered.<br>● Special education case managers in moderate/severe program and head counselor hand schedule all students in moderate/severe program to ensure all IEP needs are covered.<br>● Special Education program sends out individual student profiles to every teacher that has a student in special education in their classroom.<br>● Special Education program does action plans for every student in special education that achieves a grade lower than a "C".<br><br>● Workability, provides specialized, individualized training for students in special education to get work experience off campus. DHS pays employers to hire our students. DHS pays teachers to be job coaches.<br><br>● Our CTE course provide activities and opportunities beyond a theoretical academic curriculum.<br><br>● Academic Center supports students.<br><br>● CARES program. | The syllabus of that course.<br><br>Examples of time sheets and completed employment packets.<br><br>Follow up info on graduates from the workability program.<br><br><br>Class rosters of filled CTE courses.<br><br>Lists of students receiving academic center awards.<br><br>CARES program action plans.<br><br>Data from counseling on success of students in CARES program. |

**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.

**Prompt**: *Evaluate the ways that there are 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.*

122

| Findings | Supporting Evidence |
|---|---|
| <ul><li>Academic Center</li><li>AVID</li><li>ACES</li><li>LINK Crew</li><li>ELD classes</li><li>PD/Staff Articulation</li><li>District Special Education support services include school psychologist, speech and language therapist,</li><li>County Support Services include vision specialist, deaf and hard of hearing specialist and interpreters</li><li>Workability Coordinator and Job Developer for career counselling</li></ul> | Articulation day agenda<br>Picture of all gathered |

**Support and Intervention Strategies Used for Student Growth/Development**

**Indicator**: Strategies are used by the school leadership and staff to develop and implement 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 schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt**: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

| Findings | Supporting Evidence |
|---|---|
| <ul><li>Short-term DSIS- designed to keep them up to date while away</li></ul> | Numbers of students who take part. |
| <ul><li>Home Hospital</li></ul> | Stats per year |
| <ul><li>Truancy program</li></ul> | Copy of the form |
| <ul><li>Tardy policy- not very effective, not consistently used</li></ul> | |
| <ul><li>Academic Center- students LOVE getting support here!</li></ul> | |
| <ul><li>SST</li><li>AVID bi-weekly grade reports</li></ul> | |
| <ul><li>Athletics grade reports</li></ul> | |
| <ul><li>Action Plans for students in special education</li></ul> | |

| |
|---|
| ● Inservice for teachers on differentiated instruction, plus hand out |
| ● Individual Student profiles sent to teachers on students in special education |
| ● Para educators in mainstream classes based on individual student need to support students in special education |

**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.*

| Findings | Supporting Evidence |
|---|---|
| ● LINK | Sophomore orientation before school year begins |
| ● ELD | |
| ● Transfer of 504 plan/IEPs | Special Education- |
| ● Special Education | 1. DSHS student panel visit to junior highs to explain how senior high and junior high are different and how to be successful. 2. Transition Meetings for junior high sp. ed. students (and their parents/guardians) who are transferring to senior high 3.Welcome workshop for students in special ed. and their parent/guardian  night before school starts 4. Inservice for teachers in working with students with special needs 5.profiles sent to teachers on students in special education that outline best practices for working with the student 6. Action Plans for students in special education that are individually discussed with case managers |

**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.

**Prompt**: *Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

| Findings | Supporting Evidence |
|---|---|
| ● Academic Center | Self-referral, teacher, counselor, admin, referral, EL |
| ● C.A.R.E.S. | Mentoring |
| ● AVID | |
| ● ACES | Counselor & D/F list |
| ● SST | |
| ● IEP | |
| ● Truancy program | |

**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 |
|---|---|
| ● All students have access to Chromebooks. We have a school wide wireless network | Chromebook carts spread around campus, scheduling easily available online http://dshs.djusd.net/chromebook |

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**Indicator**: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Prompt**: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

| Findings | Supporting Evidence |
|---|---|
| • Summer school to repeat (Credit Recovery)<br>• Hybrid classes offered through DSIS<br>• ACES<br>• Disproportionate percentage of low SES in "lower" level classes<br>• Adult Ed | Enrollment numbers |

**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 along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Prompt**: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

| Findings | Supporting Evidence |
|---|---|
| • Biotech Internships | Posters, letters of evaluation from supervisors |
| • SLEWS program | SLEWS documentation/posters |
| • Physics day FT | Work packet |
| • Teen biotech challenge | Website online |
| • Monsanto scholarship | PPT presentation of their research to a panel of scientists |
| • UCD energy efficiency program | Energy Audit of |
| • Robotics program | DHS-presentation to school board<br><br>State and County Fair stats/oil changes, etc. |
| • CTE-Ag FFA<br>• Auto Tech<br>• SkillsUSA Chapter Automotive Tech Team -- Meets after school to train and prepare for regional student skills conference and competition. | |

126

| | |
|---|---|
| <ul><li>Some sports open to everyone</li><li>Independent P.E.</li><li>Comprehensive oral practical final in anatomy--rat dissection--students demonstrate cumulative mastery and understand how similar we are to each other and to other species</li></ul> | |
| <ul><li>Performances by music and drama programs.</li><li>Catalina trip for zoo-bot classes.</li><li>Student sign in to certain support services</li></ul> | Teachers of music and drama classes compare participation in co-curricular activity with class enrollment<br>Sign in sheets for AC/ACP/counselors/crisis counselor, etc.<br>roll stats for ACES/AVID |

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

| Findings | Supporting Evidence |
|---|---|
| <ul><li>DHS expectation that all students become a member of a sports team or school approved club.</li></ul> | Read to students annually during 4th period review of planner items. |
| <ul><li>Friendship Day - Advisor sends out email asking for students who may benefit from attending the event. Students are given an invitation to attend. The event encourages students to make initial contact with new students.</li></ul> | Friendship Day - Staff and students recommend students to attend. Advisor maintains list of students who attend. New students participate each month. |
| <ul><li>Development of a new student center</li></ul> | |
| <ul><li>In lab/hands-on classes, teacher defines working group and changes it periodically, giving students an opportunity to collaborate with a diverse group of students</li></ul> | Weekly planning meetings.<br>Lists of lab groups. |

# ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

| Summary: |
| --- |

Davis Senior High School is a busy and bustling campus, which enjoys a high level of community involvement that adds to the offerings for our students. Local businesses routinely support the endeavors of students and staff alike as seen at sporting events, donations to programs, and internship/job opportunities. The community also enjoys seeing the results of students participating with great vigor in our music programs as well as in Robotics; both of which have resulted in students winning honor and prestige due to their hard work and countless time spent preparing for events. Our students can find challenge and variety in the numerous electives, AP courses, career tech (CTE) classes and extracurricular programs such as Speech and Debate and Academic Decathlon, while at the same time they can also access supports such as the Academic Center, AVID, ACES, and MAST. Efforts continue in creating, maintaining, and structuring supports for all students to be as successful as possible, though programs for student who want an academic challenge are securely established.

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

Davis High has a lot of support from the community; not only the school's community on campus, but from parents, businesses, and UC Davis. Students are routinely encouraged to be involved on campus whether it is in a club, on a sports team, or through a class. Many classes enjoy strong student participation, creating a safe space for students with varying interests.

- The Science Department has strong courses, which allows students the opportunity to gain research experience through internships with different partnerships including UC Davis.
- Another hands-on department for the kinesthetic student are the offerings in Career Technical Education such as Animal Science, Floral Design, and Auto Shop.
- Music students are routinely selected for placement in the All State Honor Band, host beautiful concerts, and draw people in with their talent as seen at the yearly Madrigal dinner.
- The CARES committee is making strides in creating a program designed to assist at risk students.
- The Academic Center (AC) has grown significantly in the past couple of years and is now able to provide students with much needed support from UC Davis and peer tutors.
- The Special Education program has expanded offerings for students with emotional disturbance to meet needs of growing ED population.
  - Case managers in the moderate/severe program and head counselor hand-schedule all students to ensure all IEP needs are covered.
- Friendship Day is an amazing opportunity to create community on campus and a truly amazing experience for all involved.

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

Davis High School has many support services for student personal and academic support, but it needs to do much more in evaluating the effectiveness of these support systems. They are designed to improve and maintain a positive culture in all areas of school life, to increase academic and social success, reduce truancy, negative/destructive behaviors and discipline problems. Currently the evidence of their effectiveness is inadequate. Bold and creative efforts must be put forth to evaluate the effectiveness on student success of the school's academic center, the CARES program, special education services, ACES, AVID, career technical education, the career center, the robotics program, the biotechnology internships, LINK, LEAD, SST's, IEP's, 504's, and friendship day. Davis high school is about to implement a later-start bell schedule without any system in place to gauge its effectiveness other than standardized testing data, lists of students with Ds and Fs and an annual student wellness survey (formerly Healthy Kids, now YouthTruth).

In addition, the following measures would make greater progress towards improving school culture and increasing student personal and academic growth.

- Engage more with local businesses to increase internships, apprenticeships and job shadowing that are coordinated with program leaders and school staff.
- Create and implement stronger anti-bullying education and prevention programs.
- Provide greater evidence of direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services.
- Provide more evidence of the effectiveness of curricular and co-curricular activities.
- Provide more evidence of the effectiveness of students' involvement in school and community activities.
- Increase support and utilization of LINK, AVID & the Academic Center:
  - AVID, too often confused with ACES, currently has disproportionately low SES and minority populations represented, compared to other classes.
- Help student government reach more students in more meaningful ways.
- Increase and retain quality bilingual and special ed paraeducators to meet the number of classes they are needed in.
- Implement more effective attendance & tardy policies.
- Create norms of teacher implementation of school discipline policies; currently there are as many different versions of the school's discipline policies as there are teachers.

**School-wide Action Plan--Overview**

# Areas for improvement

<u>**Academic Achievement**</u>
**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.

**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). At least 75% of EL students will increase their CELDT scores by one level each year.

| Rationale | Critical Learner Needs Addressed | SLOs Addressed |
|---|---|---|
| Performance data indicate an achievement gap exists between subgroups of DSHS students. DSHS will help these students improve performance through better identification of shared characteristics, targeted delivery of existing interventions and revised intervention strategies resulting from examination of outcome data. The district LCAP goal is to increase access for all students to be a-g eligible and to improve performance in a-g classes for low performing students. | All students need the opportunities and learning environment necessary to be academically successful. | <ul><li>Mastery of academic content and concepts</li><li>Communicate effectively</li></ul> |

**Student Connectedness to School**

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

Continue to administer annual surveys to assess and track DHS students' attitudes regarding school climate, focusing especially on student connectedness to school, feeling safe, and being connected to a caring adult on campus.

| Rationale | Critical Learner Needs Addressed | SLOs Addressed |
|---|---|---|
| Affective data indicate some DSHS students are not effectively connected to all learning opportunities available at the school. | All students need adult advocates to help them form develop behaviors and relationship connections necessary to succeed academically. | <ul><li>Life-long learner</li><li>Develop respect for self, others and property</li><li>Active and informed members of community</li></ul> |

**Goal 1: Increase the academic performance of High Priority students**

**Review of Supporting Data**

- Numbers of students earning D/F grades at the end of the 3rd Quarter and the courses associated with the students' grades.
- Two years of historical data on the number of D/F's received by students in core academic subjects each quarter.
- CARES work with sophomore students with D/F grades and poor attendance.

Focusing on those students who are struggling in all core academic courses will support the allocation of site resources to have the greatest impact.

| TASKS<br>Action Plan Goal #1 | RESPONSIBLE PERSON(S) INVOLVED | RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| 1. Teachers will produce and implement common formative and summative assessments. | Principal, department chairs, lateral team members | Site funds, LCFF, district funding | Review lateral team accomplishments by department. | One course in each core subject area have common assessments by 2017, with all core courses having common assessments by 2020 | Site Council, C&I committee, PTA |
| 2. Teachers will gather and analyze data to guide their instruction and improve student achievement. | Principal, department chairpersons, lateral team members | Site budget (release time), LCFF | Lateral team meeting minutes showing data analysis, Department lessons or units of study adjusted from data analysis | All lateral teams meeting each semester to examine student data by 2017 | Department chairpersons, C&I, Site Council |
| 3. Teachers will identify indicators used to measure achievement of Schoolwide Learner Outcomes | Principal, department chairpersons, all staff | Staff meeting time, professional development time | A published set of indicators for each SLO | Develop indicators by 2017, pilot to measure validity by 2018, refined and applied by 2020 | Staff, C&I, Site Council |

| | | | | | |
|---|---|---|---|---|---|
| 4. CARES Intervention Team will meet at least quarterly to identify and discuss at-risk and High Priority students. | Assistant principal, CARES Intervention Team members | LCFF (release time and stipends), Site budget | CARES Intervention TEAM meeting minutes | Normalize meeting schedule by 2016 | Site Council, PTA, SLT |
| 5. CARES Intervention Team develop process to interact with and support identified High Priority students | CARES Intervention Team members, whole staff | LCFF, site budget | Student affective data, interaction logs | Pilot interaction plan by 2017, regular implementation by 2018 | Site Council, C&I, SLT, PTA |
| 6. The library will purchase instructional materials to support student learning. | Teacher librarian | LCFF | Collection development statistics, informal teacher and student response | Annual, with subject emphasis changing annually based on teacher and student input | Site Council |
| 7. AVID course support and expansion. | AVID teacher/coordinator | District budget | Creation of discrete grade-level AVID classes, increase in enrollment. | 10th grade AVID and 11/12 AVID by 2017, with three discrete classes by 2018, or total enrollment of 60 students by 2018. | Site Council, PTA |
| 8. AVID teaching strategies and practices expanding across school instruction. | AVID teacher/coordinator, PD coordinator | District budget, site budget, LCFF | Department meeting minutes, lesson plans, student affective data | At least one course in each core subject area using AVID teaching strategies by 2017, with all core subject courses using AVID strategies by 2020. | Site Council, PTA |

**Goal 2: Increase Academic Performance of EL Students**

**Review of Supporting Data**

- 2014 CAHSEE results for DSHS EL students show pass rates of 56% for ELA and 76% for Math.
- 2013 CAHSEE results for DSHS EL students show pass rates of 66% for ELA and 82% for Math.
- 2012 CAHSEE results for DSHS EL students show pass rates of 57% for ELA and 75% for Math.
- For the 2013-2014 school year, 62% of EL students increased one CELDT level.
- For the 2012-2013 school year, 64% of EL students increased one CELDT level.
- Reclassification rates for DSHS EL students remain steady at 21% for both 2012 and 2013.
- The Academic Center (AC) performance data from 2009-2014 shows a consistent or increasing use pattern by EL students, RFEP students, and mainstream students at DSHS.
- Fall semester 2014, 80% of EL students received tutoring in the AC (66/83).
- Fall semester 2013, 92% of EL students received tutoring in the AC (93/101).
- Number of sessions per EL student who received tutoring at the AC was 17 in fall 2011, 17 in fall 2012, 21 in fall 2013, and 25 in fall 2014.

Increasing use of the AC and a focus on the EL program by staff and administration at DSHS strongly supports EL/RFEP student achievement. For those EL and RFEP students that seek tutoring at the AC, the number of times they use the AC has increased every year since 2012. CELDT reclassification rates can be expected to move much more slowly year over year. Increased support of the AC will allow for an expansion of the tutoring program for EL/RFEP students, including those participating in the ACES or AVID programs.

| TASKS<br>Action Plan Goal #2 | RESPONSIBLE PERSON(S) INVOLVED | RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| 1. Integrate Academic Center services with support of DSHS classroom curriculum. | AC coordinator, C&I committee | LCFF, site budget | AC center tutor log, department lessons and units of study | Annually | Site Council |
| 2. Keep files of mandated English Learner notifications and documents. | Principal, EL coordinator | District budget | Current practice Measure reporting | Expand reporting to all teachers by 2017 | EL coordinator, AC coordinator, ELAC, Site Council |

| | | | | | |
|---|---|---|---|---|---|
| 3. The library will purchase instructional materials to support student learning. | Teacher Librarian | LCFF | Collection development statistics, informal teacher and student response, EL program input | Annually | Site Council |
| 4. Support additional professional development for all teachers in EL teaching strategies. | Professional development coordinator, EL coordinator | District budget, site budget | EL student performance, teacher response to training, evidence of EL teaching strategies | Begin training in 2017, increase targeted training in 2018 | Site Council, ELAC |
| 5. Monitor and support the A-G approval process of the STEEL class by DJUSD to allow DSHS to offer additional support for RFEP students. | District EL coordinator, Site EL coordinator, Counseling staff | District budget, site budget | UC approval of STEEL class | 2017 | C&I, Site Council, ELAC |
| 6. Identify funding for bilingual paraeducator for EL students in core academic classes. | Principal, Site Council | LCFF, district budget | Hiring of bilingual staff | 2017 | Site Council, ELAC |

**Goal 3: Improve School Climate and Student Connectedness**

<u>**Review of Supporting Data**</u>

- Annual DSHS SSC survey results from school years 2013-14 and 2014-15.
- Presentations by Friendship Day facilitators, Link Crew advisors, LEAD class representatives, CARES Committee representative, and Climate Advisor at Site Council meetings.
- Healthy Kids survey results.
- YouthTruth survey results.

Numerous groups, classes, and committees are supporting a positive school climate at DSHS. Their hard work and focus is having a positive impact on student connectedness, student engagement, feelings of safety and connection to a caring adult. For those students surveyed (SSC survey), the percentage of students reporting that they feel safe at school was 85% in spring 2014 and 86% in spring 2015. For those students surveyed (SSC survey), the percentage of students reporting that they have at least one adult on campus to whom they can turn with a problem was 73% in spring 2014 and 77% in 2015. For those students surveyed (SSC survey), the percentage of students reporting that they are NOT connected to any group, club, team, or activity on campus was 33% in spring 2014 and 22% in 2015.

| TASKS Action Plan Goal #3 | RESPONSIBLE PERSON(S) INVOLVED | RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| 1. Continue year-long sophomore student orientation and support program (Link Crew). | Link Crew coordinator, principal, Site Council | LCFF | Affective data from exit interviews of Link Crew student leaders, 10th grade participants | Annual | Site Council minutes |
| 2. Develop additional assessment measures for Link Crew | Link Crew coordinator | LCFF | Affective data from exit interviews of Link Crew student leaders, 10th grade participants | Pilot student Link Crew survey in 2017, for regular administration by 2018 | Survey results to Site Council |
| 3. Maintain existing informational programs and peer tutoring programs. | Principal, Student Activities Director, Academic Center Coordinator | Site budget, LCFF | AC student traffic statistics, student activity logs | Annual | Site Council, C&I |

| 4. Explore new ways to inform students about connectedness opportunities, including non-English languages, parent outreach | Principal, Student Activities Director, Academic Center Coordinator | Site budget, LCFF | Examples of new strategies to inform students, measurement of participation rates in promoted activities | Pilot additional language outreach in 2017, other strategies in 2018+ | Site Council, C&I, PTA |
|---|---|---|---|---|---|
| 5. Continue to conduct Site Council, Healthy Kids and YouthTruth surveys | Site Council, testing administrator, assistant principal | LCFF, state SBAC assessment funding, district funding | Tracking student participation rates | Annual, with annual reviews. Site Council in 2016, whole faculty review in 2017 | Site Council, C&I, whole staff, PTA |