

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Davis Senior High School

315 West Fourteenth Street

Davis, Ca. 95616

Davis Joint Unified School District

3/7/2016 through 3/9/2016

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Chapter I: Student/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.

The school has 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.

Student Data: School Enrollment by Ethnic Designation*

	2011-12	%	2012-13	%	2013-14	%	2014-15	%
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.

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-Price meal eligibility is one indicator of economically disadvantaged students. DSHS has a higher concentration of Hispanic students who are economically disadvantaged than other ethnic sub-groups.

2015 CAASPP (SBAC) Results by Ethnicity & Economic Status

English Language Arts 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%

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

DSHS's first round of Smarter Balance Assessment provides insight into the room they have to grow, particularly with their economically disadvantaged populations. Overall the scores look good, but when the data is disaggregated, growth opportunities present themselves.

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%

In recent years DSHS has seen a decline in the number of AP exams taken by students. The school believes the decline is associated with a new policy designed to discourage students from overloading on A.P. exams.

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
Special Ed.	11	13	24	23	30	24
Socio-Econ Disadvantaged	24	29	62	71	94	80

The 2012-13 figures include 10th grade only.

There has been a steady increase in the number of students receiving two or more D's and F's. The most significant increase has been in male students. The school has identified students receiving D's and F's as high priority students.

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 8:30 a.m. or later. The initial committee was charged with developing a proposal within 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 concluded 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.

Chapter II: Progress Report

Since the 2013 WASC mid-term visit, significant changes have occurred at Davis Senior High School. The following represents some of the major changes that have had a schoolwide effect:

- Significant administrative changes at district and site level: new superintendent, new principal and new vice principals.
- The district has charged DSHS with researching a new school start time.
- Transition to new Common Core State Standards.

The Committee for Davis Senior High School's 2013 mid-year visit identified four areas that they felt were important for follow up. Those were:

1. Reevaluate their EL/RFEP goals and the accompanying action plan targets in light of the lack of success over the past several years.
2. 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.
3. 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.
4. 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.

Evaluation of each of the areas identified for follow up:

1. Reevaluate their EL/RFEP goals and the accompanying action plan targets in light of the lack of success over the past several years.

Analysis: *DSHS has been focused on improving the performance of its EL/RFEP population as far back as 2003 with limited success. Recently, they have implemented the use of new instructional materials (Edge, Spanish versions of textbooks) in an effort to improve the quality of instruction being provided EL/RFEP students. In addition, they have seen some stability in the teachers who teach ELD courses over the past few years. However, there was no data presented that can substantiate the impact these strategies have had on EL/RFEP student's academic improvement. The only achievement data presented reflected an increase in the number of EL/RFEP students receiving D's and F's. The transition from CST's to Smarter Balance and the end of the CAHSEE have forced all schools to identify alternative methods of assessing EL/RFEP student academic performance.*

2. 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.

Analysis: *The DSHS staff has spent a great deal of time discussing common assessments, curricular pacing, teaching strategies, and other processes related to providing students common experiences in synonymous courses. Although some staff members are moving in the right direction, a greater sense of urgency is necessary in order to achieve their stated goals in a reasonable time frame.*

3. The district addresses 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.

Analysis: *This, too, is an area needing attention. The school reports that they do not have access to student achievement data. The district employs Illuminate, but the faculty does not know how to use it and the information extracted is unreliable. In addition, the school reports that gaining access to localized data was challenging due to the district's student information system (SIS) and the staff's unfamiliarity with accessing the data. It is unclear if the issue is associated with the programs employed or the ability of the end users to effectively utilize them. Either way this continues to be an area where improvement is needed.*

4. Develop methods to quantify student achievement of their Schoolwide Learning Objectives.

Analysis: *DSHS has made no progress in developing a method to quantify student achievement of their SLO's. The rationale provided was that they were too difficult to measure.*

Chapter III: Self-Study Process

Schoolwide Learning Outcomes (SLO's)

- #1: Students are expected to demonstrate mastery of academic content and concepts.
- #2: Students are expected to become lifelong 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.

The self study process conducted by Davis Senior High School includes an assessment of the entire school program and its impact on student learning as related to SLOs, academic standards, and WASC/CDE criteria.

Davis Senior High School has addressed the five outcomes of the self study process, as delineated by WASC, and has accomplished all of them with varying degrees of success. The staff has been involved throughout the self-study process and the school has made efforts to reach out to the parents and community, requesting their involvement in the process. One group notably absent from the self-study process was the ELAC committee.

Since the WASC visit of 2010, through a collaborative process that involved representatives of most stakeholder groups, the school has examined, reviewed, and revised its ESLRs as updated SLOs to define what students are expected to know and be able to do upon graduation from Davis Senior High School. The process of review and clarification included ensuring alignment with district LCAP and goals, as well as being supportive of, and connected to, the mission of the school.

Data related to student achievement has been gathered, analyzed, and discussed. As a result of this data analysis, school stakeholders were able to identify two critical areas for growth:

1. All students need the opportunities and learning environment necessary to be academically successful. Some students do not receive this at DSHS.
2. All students need adult advocates to help them develop behaviors and relationship connections necessary to succeed academically

As a result of this data analysis, as well as an examination of the entire school program, Davis Senior High School has developed an action plan, to address the most critical needs identified by the school. The administration, teachers, and support staff have defined roles in carrying out goals within each part of the plan.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The school's Vision and Mission Statement has been influenced by the necessity of future global competencies in the workplace. They have looked at the research, specifically one citing 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. They have reviewed their values in groups as well as an entire staff and confirmed their Vision and Mission Statement.

Collaborative activities related to developing and presenting curriculum, instruction, and assessment that meet the new Common Core standards have impacted the school's Vision and Mission. They state that they believe all kids can achieve at high levels.

The Mission Statement and Schoolwide Learner Outcomes were recently revisited and reaffirmed in a 2015 survey of school staff, community, and constituent groups.

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.

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 some classrooms.

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. The school feels positively about their mission and SLOs.

A2. Governance Criterion

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.

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.

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 DSHS.

The school has adopted 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. Local site decisions have defined DSHS's needs which have been supported by Board actions and decisions to support student learning and achievement.

The staff is embracing technology and is using Kindle Fire, Clickers and Classroom Audio devices. Students and families are able to connect with the material and staff in ways that were not possible three years ago.

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 and announced to the school community to invite all interested parties.

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 may attend. Meeting dates and times are also published on the school website calendar and announced to the school community for attendance and involvement.

Information is shared with parents through the site listserv and is available on the DSHS website. Their very involved community often requests information.

All members of the Davis Senior High School Community seek 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.

Staff, students and community members are aware of the methods for communication with the board and take advantage freely. Board members often seek input from the community.

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.

Every effort is made to accomplish the goals laid out in the Strategic Plan. The board is committed to a collaborative process that has wide involvement and directs district staff to follow up with site leaders to ensure that they are living up to their 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.

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. More complaints are being addressed via the Restorative Justice process.

A3. Leadership: Continuous Planning and Monitoring Criterion

Davis High's planning process was developed over the course of two years. The process included all stakeholders. Each constituent group has a monthly meeting. 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.

The Master Scheduling process is an inclusive process that solicits input from all members of the school community. 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.

In February recruitment of students and families begins with the Roadshow and Open House. The Roadshow is an opportunity for our programs to visit the Junior High Schools, interact with students, answer questions and generate enthusiasm. The generally well attended Open House is an opportunity for the community to see what the teachers and programs have to offer. During the month of February the window opens for students to submit their course requests for the upcoming school year.

In March, the counselors visit all of the Junior Highs and meet with each of the 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.

In March budgets are closed 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.

In April the team meets to begin building the Master Schedule for the upcoming school year. This team consists of department chairs, administration, parents, students, classified staff and, sometimes, district leaders. The Master schedule is the result of a lot of conversation and compromise. Budgets are developed for the next school year. One on one meetings are held with Department chairs to share the needs of their department. This 'needs list' is a result of department conversations that have been had since March.

In April and May, with input from staff, the MS team balances the schedule, focusing on their goal to create a schedule that meets the needs of every student and sets staff up for success. In May, departments learn what their allocation will be for the upcoming year. They begin spending on July 1st.

Student achievement data is included in all work planning. The information is shared with all

constituent groups and the staff. At Davis High the “first kid” is our underperforming group of students, who we make our priority.

The school reports that the Single Plan for Student Achievement is written by School Site Council, that there is representation from every department present, and that valuable data is available for review at each meeting. They also report that parents and students have a strong voice. However, according to the SSC minutes, only one parent is a member and there is no ELAC representative. There is also no evidence that the school has an ELAC.

The school reports that while School Site Council is having 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.

The bulk of the LCAP allocation goes to the Academic Center. The academic center provides support for all students regardless of class, language, skill or grade level. Many students take advantage of this resource. They can be found in the academic center throughout the day and after school until 4:30 p.m.. Academic Center tutors are also assigned teachers and pushed into classes as needed or requested.

The rationale for the decision to assign so much of the budget to this resource lies in the fact that First Kids struggle in every subject area and need to be able to find convenient support. The tutors in the Academic Center are UC Davis students and DHS students, many of whom are bilingual and are skilled in all areas of study.

There is strong rationale for the Academic Center as it offers students a one-stop shop for academic support. 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 parents and made available to all who request it.

The school reports that a process is used to make sure that all staff are included in all decision making. Previous examples were Master Scheduling and Budgeting processes. Much effort is invested into making sure people are informed and have plenty of opportunity to offer input.

The school reports that when a decision needs to be made, that decision is sent to its appropriate constituent group. For example, conversations about starting the school day later in the fall of 2017; from 7:45 am to 8:30 are ongoing. In an effort to begin the transition to a later start, this year the school is looking to move finals schedule later. This is a decision for Site Leadership Team (SLT). As SLT has their conversation, staff and other constituent groups will be kept informed and given opportunities to offer input.

School Leadership makes a constant effort to improve 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 to improve. At every meeting there are index cards available for those at the meeting to leave comments or questions. These comments can be anonymous.

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. The staff is consulted for input often.

Each week, the Blue Devil Buzz, a newsletter to the staff, shares about what is happening on campus, calls for input on a given topic, celebrations and upcoming events. The staff also takes advantage of the Buzz to plan their activities and to communicate with each other.

Monthly staff meetings are 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 site experts and responses are shared in the Buzz that week.

Once a month constituent groups meet; Curriculum and Instruction (C&I), Site Leadership Team (SLT), Site Liaison, Parent Teacher Association (PTA), School Site Council (SSC), 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 the committees, questions, ideas or suggestions from staff. These constituent group conversations provide the group with quality feedback that helps make good, collaborative decisions that can be supported by staff.

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, an inclusive culture 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

Davis Joint Unified School District looks to hire the very best candidates available to educate their students and serve their community. There is a comprehensive process applied by the Human Resources Department to make sure that all applicants are vetted and meet all requirements for any open position. An inclusive interview process requires that a member of staff, students, parents and other members as appropriate are present. When necessary there are multiple tier interviews, there are background checks, and reference checks.

Davis High has a teacher led Professional Development (PD) Team. Each year the PD team recruits teacher presenters, compiles a list of topics, and creates a Course Catalog of sessions staff can take advantage of during monthly PD meetings. Our PD offerings happen during the third Wednesday staff meeting. Topics include 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.

District Curriculum and Instruction collaborates with experts and organizations from around the region to provide learning opportunities for members of the 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. District leadership works hard to make available the best information

possible for staff.

Many 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 of them. 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 the 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. Teachers are given assignments that work to their strengths. Individuals and department chairs are consulted to ensure the best decisions possible with respect to teacher assignments. Staff 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.

One of the first orders of business faced by the leadership team was deciding how to decide. Constituent groups and their roles had to be determined so that it would be clear which decisions went where. Usually updates are given at staff meetings, other constituent group meetings and/or shared in the Buzz. There are many opportunities for people to offer input, ideas and/or suggestions. By the time a decision or new policy is rolled out no one is surprised and there is very little resistance at the end

The Davis High Professional Development Team is supported by District, Site as well as Union Leadership. The PD Coordinator, Carrie Pilon, puts a call out for presenters and a call out for learning. This gives staff say in what is learned and gives staff the opportunity to teach the material in a manner that is valuable to members of the team. A course catalog is created and shared so that everyone knows what to expect. There are presenters from all over the district and 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 the professional development process and the team for the quality of work they produce.

There is language in the District and Classified and the Teachers' 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.

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 Davis Teacher's Association (DTA) versus 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.

As a result of Professional Development opportunities offered to our staff and families, learning reaches every child. The Professional Development Team surveys staff at every opportunity to gauge effectiveness of the courses taken by staff. The objective is to offer the most impactful information that helps to improve our team and increase student learning.

A5. Resources Criterion

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.

The school allocates money to each department. Teachers may ask the PTA, a supportive and generous parent group, for additional financial help.

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.

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.

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.

The school needs to create more of a connection with the junior highs. Students who cannot financially cover an activity must be supported. 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. Chromebooks, sufficient textbooks and other resources have been added.. Ninety-seven percent of students are college bound.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength

- A strength of the DHS leadership is its transparency in their communication process.
- Staff is informed through a process of cycling information through many constituent groups.
- Students, families, Staff, and district leaders are offered many opportunities to process information, discuss information and offer input.
- DSHS has an experienced and highly educated staff.
- Parent participation is an area of strength at DHS.

Key issues: Areas for Growth

- The school needs to develop a clear and consistent decision making protocol and communicate that to all stakeholders.
- The leadership needs to find what the “currency” is that will mobilize the staff and get everyone working together as a unit
- Too often “tacit approval” is acceptable.
- SLOs should be visible and communicated to students and staff.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

DSHS provides many opportunities for all students to access rigorous curriculum and to explore a variety of subjects. The school maintains a viable, meaningful instructional program that prepares students for college, career, and life through its effective use of current educational research related to the curricular areas.

Staff members meet as a whole staff monthly to examine district-driven and state mandated assessment results highlighting under-performing students, as well as administered surveys pertaining to school climate and student safety.

Each academic department staff members gather meet monthly to discuss questions, challenges, the use of differentiated instruction for their students and best practices with the aim of creating rigorous common assessments.

Individual teachers of the same course or subject matter, named Lateral Team members, meet monthly to discuss common assessment, to align their course materials and to evaluate the needs of their students. Teachers are also provided opportunities for professional growth through a series of staff-led professional development workshops.

All core academic departments, e.g. math, social science, science, English, as well as other curricular departments, e.g. special education, physical education, world language, music, career technical education, have defined academic standards and college- and career-readiness standards and, where applicable, meet the UC “a-g” requirements.

The core academic classes, as well as some of the electives classes, follow the academic standards, the college- and career-readiness standards, the Schoolwide Learner Outcomes, and students demonstrate learning in these areas.

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

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.

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.

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

The school articulates regularly with feeder schools, local colleges, universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the

effectiveness of the curricular program.

B2. Access to Curriculum Criterion

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.

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.

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

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

B3. Preparation for Career and College Criterion

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

The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength

- DSHS prepares students for high school graduation by offering a wide variety of both core and elective classes.
- Students bound for 4-year colleges and universities are very well-prepared through the school's comprehensive catalogue of upper level courses.
- CTE class offerings have become an increased focus, with additional CTE classes planned.
- The Academic Center successfully provides additional assistance to many struggling students.
- The CARES committee passionately advocates for its students.
- Support for the First Kid program is almost universally positive.
- Classroom technology use has increased, with Chromebook carts being available to a dozen classrooms.

Key issues: Areas for Growth

- Implementing equitable curriculum strategies continues to be a need.
- The underutilization of the AVID program is an area of concern.
- Curricular consistency between classes is a school-wide concern.
- The school needs more collaboration time for the Lateral Teams and for additional articulation between the junior highs.
- DSHS should consider expanding the number of ACES classes.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

DHS instituted SBAC and Common Core assessments with good success rates. In 2015, the testing results in Language Arts/Literacy showed that 50% of DHS 11th graders exceed the SBAC standard, 30% met the standard. With the change to Common Core, DHS teachers have been working on revising and implementing Common Core Standards--some teachers have participated in district workshops to help prepare for this switch.

DHS focuses on literacy throughout the curriculum. Common use of writing terms such as claim and evidence literacy standards across the curriculum. These were found within several of the departments and in the Academic Center and other support classes.

Several structures are in place for SPED students to offer support in a variety of ways. The schedule includes reading and writing foundations classes to offer help for students who are struggling to perform at grade level because of deficiencies in those areas. DHS also provides ACES class for students who are underperforming and need extra help. Students in this class expressed liking the ability to work on other classes as well as the support of their teacher. She was held up by several of the students as their go-to teacher on campus if they have an issue.

The counseling department makes it a point to meet with students to set academic goals with All students receive academic counseling --individual conferences with transcript review and academic planning. Students speak to the fact that the counselors will take the time to get to know their individual goals and continue to talk to them about those goals. Students and parents express appreciation for the dedication the counselors put into the students on campus.

In the past few years, DJUSD has spent significant funds to purchase six carts of Google Chromebooks, in addition to some for library use, for teachers to check out the use in their daily classes. This 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. At DHS, teachers use the Chromebooks carts in order to build in technology to instruction and student projects. Chromebooks are used for group, partner and individual projects--that range from presentations to reports to the class.

In some classes, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, 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 knowledge in classes and in situations outside of school.

Students are offered a variety of field trip opportunities across the curriculum to enhance learning. There are trips to visit colleges, to go to Catalina and other areas to further their studies in different curricular aspects. Some of the band students are preparing for a trip to New Orleans by studying the musical traditions and history from the area.

In looking at student work, there still appears to be a lack of rigorous work being assigned on a regular basis. The work in folders showed students filling out worksheets on the given topics or are guided through the inquiry process as opposed to being asked to gather information and utilize critical thinking skills.

The few syllabi that we were able to look at show no real alignment among teachers of the same courses. In the 10th grade English, for example students were graded on drastically different scales.

The Academic Center (AC) is used extensively by the teachers as a place for students to receive help from the tutors. In talking with students and support staff, there is an over-reliance by the teachers to have the AC provide the reteaching of students who are struggling in their classes. In classroom visits, very little re-teaching or differentiation was seen by the visiting team members. Some modifications were made on larger assignments for students with IEPs or 504s, but students are expected to complete the same regular assignments. Training has not been provided for teachers to learn about scaffolding (except for the 10th grade research paper), differentiation, re-teaching or Response To Intervention strategies.

In the parent group, it was stated that a lot of the students are using outside tutors to help them with their class, because there is not a lot of re-teaching within the classroom.

C2. Student Engagement Criterion

Teachers use technology in the delivery of curriculum. In most classrooms, teachers use projectors to show students a powerpoint outline of the lecture to ensure that have the key points for the lesson and during the lecture, students can fill in more details. Worksheets are also provided for further study of the topic. Projectors are also used to show videos and web sites for class projects. Students use the campus Chromebooks to complete a variety of projects that range from partner market analysis projects and group research into the effects of sanctions on countries by the US.

Departments use a variety of websites such as Ted Talks, Khan Academy to further instruction and to encourage students to gather information from a variety of sources as they work to develop an opinion or gather data to support ideas for projects and papers.

Sophomore year, all students complete a major Modern World Problem research paper--which is scaffolded to make accessible for all students to complete. Students who struggle are able to access the Academic Center to receive help from the staff there. The teachers have built in 4 checkpoints so that if a student is not doing well at that point, he/she is encouraged to get help from the Academic Center to make sure they proceed forward with the project. A pilot program is being put in place to offer a second chance for students who did not pass the research paper; to provide a pathway for a student to relearn and try a second time before failing the class, but the highest grade the student can achieve is a C.

DHS is working to increase electives and extracurricular course for the students. All students are encouraged to join a club or sport while on campus. There is a wide selection for students to

choose from in order to find something to their liking.

Strong CTE offerings--Ag, auto shop classes, robotics that help to enhance the course offerings for students. These classes also give students a different outlet to match with their interests. Several students in these programs express the appreciation for the chance to take these classes. Some say these classes are the way they feel connected to the school.

Student work in the folders for the team to look at, showed a lot of worksheets that students filled out, so the organization is provided and students work to fill in the information which did not highlight the increase in rigor that the previous Visiting Committee's recommended.

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
- CTE courses and related experiences in other courses provide a wealth of hands on experiences for students outside the traditional classroom

Key issues: Areas for 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 the department
- 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 courses.
- In some classes, there is a lack of critical and creative thinking. In classes higher level questions are 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 effective assessment processes to collect, disaggregate, analyze, and report student performance to report student performance data to all stakeholders.

The DSHS teachers use School Loop to enter grades. Parents and students have access to student progress in School Loop and the “Q” parent portal, Parent Connection, at any time throughout the year.

Teachers submit grades 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.

Disaggregated standardized assessment data is collected in Illuminate, which is used primarily by district staff.

The School Site Council (SSC) reviews student assessment data annually in the process of developing the Site Plan for Student Achievement.

Some language teachers divide grades into categories based on required skill to inform parents and students on how well they are doing in specific skills or standards and place information in School Loop.

The School Academic Report Card (SARC) is updated annually and linked from the school website.

Illuminate is available but largely underutilized. The interface is difficult to navigate and few teachers had adequate training in use.

Regular D and F reports are discussed in CARES and Site Council meetings, C&I and in Administrative meetings.

Counselors meet yearly with individual students to determine their progress toward graduation and college readiness.

For Grades 9-10, the English Department has developed rubrics collaboratively, based on current common core standards. For the Grade 11 common assessments (model on the SBAC ELA PT), they use the SBAC rubric provided to score performance tasks which will roll out 2016-17.

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 discussions, they come to consensus on the discrepancies.

They then return to their classrooms with confidence that they will be scoring student papers

similarly.

English Teachers take their students through the process of “reading and ranking” essays, using rubrics.

With the 9&10 grade Argumentative 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 grader teachers at 3 middle schools.

English Teachers then use the annotated exemplars as training tools to calibrate the scoring for the readers of the 9-10 assessments. The English Department encourages use of its calibrated rubrics throughout the year when assessing student’s writing in the classroom.

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

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 students understanding.

Teachers use summative assessments less frequently in their classrooms. 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.

English and Social Studies teachers use Turnitin to guard against “recycled” essays from older siblings or friends.

Teachers develop a variety of activities and assessments that enable students to demonstrate their understanding of mastery of standards. Students are able to demonstrate their achievement through a wide variety of projects, internships, written exams, speeches, plays, etc. Many teachers are flexible about “how” students demonstrate their knowledge, allowing choices as to how they will demonstrate what they have learned.

Examining student work 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.

Projects in the different courses give students a more creative format for showing their knowledge of subject matter. Students use their artistic ability to create final products that help themselves and their classmates better understand the course content.

Student work (class work, homework, group and individual projects, quizzes, tests) is collected and evaluated regularly to demonstrate students achievement of relevant standards. Students work is monitored for understanding, and reteaching occurs when need is demonstrated.

Classroom instruction is determined based on student needs-regular checks for understanding determine how and whether or not the lesson moves forward.

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 the teachers with a means to meet, read, evaluate, and share insights about their student's writing. These insights have helped them to align expectations for student writing and to develop instruction to address areas they have identified together as needing improvement, laterally and vertically.

In 2014-15, the teachers developed common assessments for Grade 11 to be administered electronically using their site 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 text set, writing on the same Chromebooks in the same classrooms in which they'd take the SBAC assessments.

Now in the fifth year, the 9-10 Writing Assessment continues to be a work in progress, reflective of the progress department members have made as teachers and learners. They have adapted the rubric so that they might better assess the standards. They have adapted the format of the assessment to align with the SBAC ELA Performance Task. This particular assessment has facilitated professional development for teachers, aligned teacher expectations for student writing, informed classroom instruction.

Some teacher ask for student's feedback in their individual classes as the school year progress and use their feedback to modify their curriculum

Counselors meet with students in relation to preparation for college, career, and life.

Data analysis is an area of growth. Charts are shared at faculty meetings, but not much happens beyond that point.

This year (2015-16), 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 the student strengths and weaknesses so that they might address these areas more precisely within their classrooms.

English teachers have increased their understanding of the standards for argument through the 9-10 grade assessment process and this understanding carries over into their teaching. By examining the data they have collected from student scores, they have been able to identify and target specific areas of instruction.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The Site Council is involved in the monitoring process.

Counselors holds meetings throughout the year with students, parents, and teachers to evaluate

student's concerns that may be alleviated by modified instruction.

Teachers keep their grades on School Loop which allows students and parents access to their grades.

CARES focuses on students who are failing most of their classes.

AVID program is offered at Davis High School but underutilized.

Administration reviews attendance records, assessments, student's discipline records, including suspensions and expulsions.

The Academic Center provides students with tutorial services during the day and after school.

CARES focuses on at-risk students and provides them strategies to help them become successful academically.

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.
- Teachers collaborate with middle school teachers as evidence by the 9th grade writing assessment
- 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/RFEP and underachieving students.
- DSHS website serves as regular means of communication with parents.
- Social Studies and English teachers utilize Turnitin.com to assess grammar, originality.
- The English Department has developed writing assessments for grades 10th and 11th using a common rubric focus on argumentative writing.

Key issues: Areas for Growth

- There is a lack of usable data
- Illuminate is underutilized. There needs to be ongoing professional training and time given for teachers and staff to analyze assessment data from Illuminate and then determine how that data can be used to improve their daily instruction and serve their 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.
- Continue to focus on EL/RFEP students and under-achieving students, providing them a variety of academic, personal, and social support.
- Develop professional development training in the use of formative and summative assessment to make decisions regarding differentiated instruction for all students.
- 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

Davis Senior High School employs a number of strategies to help ensure parent and community engagement. A calendar is maintained on the school's homepage so that parents and community members have quick and easy access to school upcoming school events. A separate calendar is maintained for the Athletics Department.

Davis Senior high also hosts several nights throughout the school year which are aimed at generating parent involvement. These include Back to School Night, Open House, Special Education Information Night, Parent Involvement Nights, and Transition Meetings. Several awards nights are also held throughout the year. Academic Center Awards are held on a monthly basis, and efforts are made to give parents enough advance notice that they are able to attend the ceremonies. Notifications of school events are sent home in paper form, for families that may lack internet access. There is a strong PTA program but limited parent representation on the School Site Council.

The school utilizes School Loop as another method of parent communication. School Loop provides an additional means for parents to monitor students' grades and communicate with teachers.

Davis Senior High makes efforts to involve non-English-speaking parents and parents of students with special needs. Notifications of school events are sent home in both English and Spanish. Spanish-speaking staff include a school administrator, counseling staff, Academic Center staff, and clerical staff. Interpreters are provided at IEP meetings when parents do not speak English. Parents of Special Education students are provided with opportunities for involvement via informational nights specifically designed to cover topics pertinent to Special Education.

In regards to community resources, Davis Senior High utilizes a number of UC Davis students as paid tutors in the Academic Center. Outside speakers are sometimes invited to speak at the High School. Some DSHS students have the opportunity to intern at UC Davis labs and other local biotechnology companies. However, several students in the focus groups indicated that they wish there were more internship opportunities available to them through DSHS.

The self-study indicated that DSHS has an AVID program, but noted that it is underutilized. The school has an enthusiastic AVID teacher in place, but the program has not taken off. According to the AVID teacher, based upon their student population, AVID statistics suggest that they should have about 90 students participating in the program. Currently, fewer than 20 students participate.

E2. School Environment Criterion

In regards to maintaining a safe, clean, and orderly environment, the Self-Study indicates that campus supervisors, janitorial, and maintenance staff supervise designated areas throughout the

school. Some students felt that the campus supervisors helped them feel safe, while other students felt that their presence and methods were harsh and unhelpful. Safety drills are conducted each semester.

Although the self-study included a minimum of information regarding safety at DSHS, teachers in the focus group indicated that the school safety policies have improved greatly from the past. The current policies were described as “thorough and well-managed.” One teacher noted that the campus wi-fi can be inconsistent. Her concern was that lockdowns are sometimes announced via email, but the wi-fi problems potentially result in an inability to access an email announcing a lockdown or other emergency.

Davis Senior High makes many efforts to demonstrate an environment of caring, concern, and high expectations. Acceptance of diversity and varying perspectives is encouraged through student assemblies as well as a multitude of clubs representing a wide array of interests, values, and cultures. “Friendship Days” are held seven times per year and provide an opportunity to bring together students from different grades, socio-economic levels, and ethnicities. A special class, the LEAD class, has students who act as peer helpers, conflict mediators, and peer tutors. The Link Crew makes connections with incoming sophomores through activities, social contacts, and peer tutoring. The Academic Center provides tutors who are bilingual in Spanish, Armenian, Farsi, and Chinese.

In regards to maintaining an atmosphere of trust, respect, and professionalism, the school has a “civility policy.” It is not clear whether this policy applies to students, staff, or both, nor is it clear how, when and how often it is communicated. There are some “student-driven activities that demonstrate respect and care for the school,” although the topics and frequency of these activities were not specified in the self-study report, nor in any documentation supplied to the committee.

Feedback provided from staff and students during focus groups indicated that “at-risk” students are identified using several lists: a struggling student list provided by the junior high school; current D/F lists; and a list of students with poor attendance. It is not clear how potentially at-risk students who do not show up on any of these lists are identified.

While many expressed that DSHS has a culture of high expectations, a number of teachers and students described an intensely competitive, academic environment in which students experience or feel “constant and intense academic pressure.” The self-study indicated that there has been a rise in SST meeting requests due to concerns about high-achieving students who are depressed or stressed out. Several teachers echoed the sentiment that students are “incredibly stressed out,” although there was acknowledgement that this may be pervasive across similar schools in our increasingly competitive society.

Davis Senior High School provides students with a student planner that contains information on a number of school policies, including the discipline policy. School staff suggested that while there are adequate expectations and discipline policies in place, there is a lack of consistency with how these policies are enforced across campus. Some staff felt that students receive mixed messages about behavioral policies and expectations, while other staff use this as a way to teach students that there may be different expectations in different settings, and they must adjust their

behavior accordingly. Many students echoed these sentiments, stating that different teachers had different expectations and different levels of follow-through when it comes to discipline. Students expressed frustration at the differences in how discipline policies are enforced--or not enforced-- by different teachers. Two students felt that discipline policies were sometimes enforced along racial lines, with minority students facing discipline while caucasian students were not given consequences for similar behaviors. Students also expressed dissatisfaction with the consistency with which attendance and tardy policies are enforced.

A number of staff members expressed concern about the turnover in site-level leadership, and indicated that each new administrator has a different style as well as different priorities. This can cause plans and programs to go off-track. This seems to be a barrier to making progress at the school, as staff express feeling that current plans may be replaced in a year or two with a new vision and plan.

E3. Personal and Academic Support Criterion

Davis Senior High School offers a number of services designed to provide adequate personalized support. There is a school psychologist, school counselors, and a crisis intervention counselor available to assist students in need. A school nurse is employed at the school, as well as a campus police officer and campus security. A Career Center and a Migrant Education Advisor are also available for students.

For students who have special needs or may have unidentified special needs, the school offers SST meetings, 504 Plans, and IEPs. Struggling learners have access to the Academic Center for additional academic support. Students can self-refer to the Academic Center, or can be referred by a teacher. In addition, students may be “flagged” for additional academic support based upon their middle school records or presence on the D/F or irregular attendance lists.

The Special Education department utilizes several strategies to assist students with special needs in reaching their goals. The department chair and head counselor hand-schedule each student who receives Special Education services to ensure that all IEP services are provided. In addition, the Special Education department sends out “individual student profiles” to each teacher who has a Special Education student in his or her classroom. According to one Special Education teacher, most students who mainstream have a paraprofessional who accompanies them to their mainstream classes. Action Plans are created for Special Education students who achieve a grade lower than a “C” in any class. The Special Education department has expanded its program to meet the needs of a growing Emotionally Disturbed population and has also developed a class specifically for students with social and interpersonal skills challenges commonly associated with High Functioning Autism.

In regards to direct connections between academic standards and schoolwide learner outcomes, programs such as Academic Center, AVID, ACES, ELD classes, Special Education staff, and County Support Services are listed in the self-study.

Support and interventions provided for student growth and development listed in the self-study include short-term DSIS, Home/Hospital services, a truancy program [no explanation provided],

Academic Center, in-services for teachers, and Action Plans/Student Profiles for Special Education students. The self-study also listed the AVID program, which is designed to support and improve writing skills; however, the introduction to the self-study notes that only 19 students take advantage of the AVID program. Equitable supports listed include Summer School/Credit Recovery, hybrid classes offered through DSIS, and ACES. The school indicated that there is a disproportionate percentage of low SES students in “lower level” classes; however, data to support this finding was not provided to the committee during our visit.

The Academic Center, which can be accessed by self-referral, teacher referral, counselor referral, or administrator referral, provides additional learning support for students. Additional programs include the CARES team, AVID, and ACES. Support for online learning comes in the form of campus-wide wi-fi and Chromebooks. Davis Senior High has Chromebook carts spread around the campus, and students can go online to schedule their check-out of a Chromebook.

Davis Senior High offers a number of curricular and co-curricular activities. Highlights include biotech internships, Physics Day, teen biotech challenge, Robotics Program, CTE, and Automotive Tech. In addition, “some sports are open to everyone.” Several teachers and students commented that they feel DSHS needs more CTE classes, especially classes leading to careers that do not require college degrees. One student interviewed suggested that DSHS would benefit from an ROTC program.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength:

- The Academic Center provided tutoring for a total 975 students (with 17,885 individual tutoring sessions) in the 2014-15 school year. This support service appears to be a strength for Davis Senior High.
- Link Crew attempts to engage incoming 10th grade students who may otherwise be disengaged.
- Davis Senior High School employs a school psychologist, school counselors, and a crisis intervention counselor available to assist students in need. A number of students indicated their trust in and appreciation of their counselors.
- The Special Education Department offers multiple parent workshops and provides general education teachers with profiles of Special Education students in their classes. The Special Education department has also expanded their program offerings to reach more Emotionally Disturbed students and hand-schedules Special Education students to ensure all IEP services are provided.
- Friendship Day is held seven times per year and provides an opportunity to bring together students from different grades, socio-economic levels, and ethnicities.

- The school has campus-wide wi-fi and an easy, online check-out system for Chromebooks, to help ensure that all students can access the internet.
- Parent involvement is a priority. Notices are sent out in paper form and are indicated on the website. School Loop is also utilized for direct communication between teachers and parents.
- Staff members indicated that the school safety policies have improved greatly from the past. Staff feel that the current policies in place are thorough and well-managed.

Key issues: Areas for Growth

- While the school has several support programs in place, most notably the Academic Center, there was little information on how at-risk students are identified and referred to these programs beyond the D/F list and the poor attendance list. It is not clear how potentially at-risk students who do not show up on any of these lists are identified or served.
- The Self-Study document contained no explanation of internet safety policies or procedures. There was a policy in the student planner but it was vague.
- A number of teachers and students described an extremely competitive, academic environment in which students experience or feel intense academic pressure. The school has also seen a rise in SST meeting requests due to concerns regarding high-achieving students who are depressed or stressed out.
- Both students and staff suggested that while there are expectations and discipline policies in place, there is a lack of consistency with how these are enforced across campus. Students and staff expressed frustration at the differences in how discipline, attendance, and tardy policies are enforced across teachers.
- A number of staff members expressed concern about the turnover in site-level leadership, and indicated that each new administrator has a different style as well as different priorities, which causes a shift in vision, site programs, and plans for the future. This can be disruptive to getting programs off the ground.
- While the self-study indicated that there is a disproportionate percentage of low SES students in “lower level” classes, data to support this finding was not provided to the committee.
- Several teachers and students commented that they feel DSHS needs more CTE classes, especially classes leading to careers that do not require college degrees.
- Davis Senior High School currently under-utilizes the AVID program.

Part B: School Wide Strengths and Critical Areas for Follow-up

School Wide Areas of Strength (list numerically)

1. DSHS has a strong tradition of academic success
2. Array of course offerings, comprehensive CTE programs
3. A-G completion rate (81%)
4. Number of AP course offerings
5. AP exam pass rates
6. Academic Center
7. Friendship Day
8. First Kid philosophy
9. Dedicated, caring staff
10. Services such as CARES and ACES

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

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
 - a. improving tracking and intervention strategies to identify, monitor, and engage High Priority students;
 - b. developing, administering, and refining authentic common assessments; and
 - c. using those results to improve instruction and identifying specific learning needs.
2. By 2020, reduce the percentage of EL/RFEP and RFEP on the D/F list by 10% (currently 37% of EL/RFEP students are on the D/F list). At least 75% of EL/RFEP students will increase their CELDT scores by one level each year.
3. Increase student connectedness to school through engaging course offerings and through caring adult relationships for the purpose of improving overall student achievement.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. It is recommended the DSHS staff master principles of sound grading and balanced common assessment as an important vehicle to assist teachers in aligning their curriculum in synonymous courses. The goal is to provide *consistency* in meeting the needs of all students and to use relevant, timely data to ensure appropriate and suitable interventions—especially for those students who have not yet reached proficient levels (The First Kid).

2. A targeted multi-year professional development plan needs to be created based on WASC goals.
3. The site leadership needs to develop a clearly delineated decision-making protocol which includes the roles and authority of each significant constituent group (SLT, C&I, Dept. leads, etc.). Decisions need to be finalized and acted upon in a timely manner.

Chapter V: Ongoing School Improvement

The schoolwide action plan addresses the following areas of need:

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.

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: 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.

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

Rationale: Affective data indicate some DSHS students are not effectively connected to all learning opportunities available at the school.

The Visiting Committee concurs with the action plan developed by Davis Senior High School and supports the general direction of the reform and change initiatives being promoted at the

school.

The staff at Davis Senior High School has expressed a commitment to following through on its plan of action to Increase academic performance of High Priority students, reduce the percentage of EL and RFEP on the D/F list and Increase student connectedness to school.

The visiting committee has serious concerns about Davis Senior High School's commitment to their action plan. The school has a long history of noncompliance related to action plan follow-through.

The school's action plan incorporates important school-wide issues and relates them to the concepts of the focus on learning criteria

The follow up process articulated in the action plan is sound and if implemented should ensure improvement efforts are sustained. The Davis Senior High School leadership team in concert with the faculty needs to revise the existing action plan to include the critical areas of follow-up identified by the visiting committee.

In summary, the visiting committee believes the action plan items identified by the Davis Senior High School staff will improve the academic achievement of all Davis Senior High students if implemented and monitored.