



Davis Senior High School SELF-STUDY REPORT

**315 West 14th Street
Davis, CA 95616**

Davis Joint Unified School District

March 12-15, 2023

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

Welcome to Davis Senior High School! Our WASC Self-Study document represents the collective work of our entire school team and community stakeholders who have been working in unison to accomplish the parameters of the self-study. This includes continuing to elicit feedback from our stakeholders using multiple modes of communication. The process began in July 2022, with our new administrative team reviewing the WASC criteria and meeting with our WASC Coordinator, Bruce Cummings on our approach to the self-study process. With the criteria in mind, the school administrative team met to discuss the process and to create our WASC committee parameters.

Involvement and collaboration in support of student achievement

Teachers work in departments and in lateral teams (same course) on a monthly basis to discuss curriculum and instructional practices. The MTSS (multi tiered system of supports) team has led the staff in identifying Tier 1 classroom strategies to support students, especially from 2021 onward. Additionally, teachers participate monthly in professional development sessions. The School Site Council (SSC) includes teachers, staff, parents, and students. Each year the SSC reviews the School Plan for Student Achievement (SPSA) and its funding, hearing presentations about the different programs that receive funding from the site plan.

The district annually administers the Youth Truth survey to all students. Student responses to this survey have been incorporated into strategies supporting goals in the SPSA.

Teachers and staff were sorted into focus groups in the fall of 2022 for the purpose

of writing the WASC criteria sections of chapter III.

Finally, it is of note that this process has helped the entire community put into words the supports and practices we have in place for student success. With leadership turnover in recent years, our site can improve on systems to archive practices and initiatives that have allowed DSHS to achieve exceptional results. This year of reflection and consideration as well as feedback from the visiting committee will generate a higher level of awareness of our program as well as chronicling the practices that make DSHS a special place to learn and thrive. In the end, the received feedback will serve to push us forward to be even more effective. We plan to engage all educational partners (teammates, students, and parents) in sharing the final committee findings as a guiding document for our continued improvement as a school community.

School Vision & Mission

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

In 2018 the school adopted the newly-approved district graduate profile as the schoolwide learner outcomes.

- Adaptability and Resilience
Students adapt to varied roles, responsibilities, and contexts, working effectively in a climate of ambiguity and changing priorities. They persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.
- Civic and Cultural Awareness
Students will develop and establish an awareness of the responsibilities of contributing individuals in a diverse society. They recognize and respect the differences in values that may exist between themselves and people from other countries or from varying social and cultural backgrounds.
- Collaboration
Students work effectively, respectfully, and with empathy in a team of differing opinions, skills, and strengths. Students assume shared responsibility for collaborative work.
- Communication
Students speak and write with clarity, listen actively, and read with comprehension. They know their audience, understand the purpose, choose precise language, and when appropriate, incorporate media to enhance ideas.
- Creativity and Innovation
Students take risks, explore multiple possibilities, challenge the status quo, and seek to continually improve processes and products. They deliberate through a design process to solve problems and act on creative ideas.
- Critical Thinking and Problem Solving

Students reason more effectively in order to identify, define, and solve complex problems and essential questions.

The staff developed [indicators](#) to measure student achievement in the elements of the graduate profile leading up to the 2019 WASC mid-term report and visit. These indicators are latent in day-to-day instruction at present.

Analysis of [California Dashboard](#) indicators and additional data

The California Dashboard provides data through the 2019 school year, but lacks data for 2020 and 2021 due to state law concerning the Covid-19 pandemic. Data for spring 2022 became available in late December, 2022.

The overall data from 2019 shows Davis Senior High School scoring in the blue band for Graduation Rate, English Language Arts, and Mathematics. The suspension rate is in the orange band and the College/Career readiness score is in the yellow band.

Drilling further into the composite scores, for the Graduation Rate, four student groups are in the green band: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. The blue band has Asian and White students. Other student groups have “no performance color,” however African American (20 students) have a 95% graduation rate and Two or More Races (24 students) have a 100% graduation rate. The remaining student groups have fewer than 11 members in the cohort.

For English Language Arts, Davis High has no student groups in the red or orange bands. The Hispanic student group is in the yellow band. Asian and Socioeconomically Disadvantaged students are in the green band, and White students are in the blue band. The remaining student groups have no performance color.

For Mathematics, Davis Senior High School has no student groups in the red, orange, and green bands. The yellow band has Hispanic students and Socioeconomically Disadvantaged students. The blue band has Asian and White students. The remaining student groups have no performance color.

Assessment of entire school program

To use WASC nomenclature, the entire school program may be considered “somewhat effective” in its impact on learning for all students. For some students, the school program is highly effective. The school generates a lot of data, of which much is collected. However, this data is frequently difficult to locate, and difficult to analyze in a timely manner. The result is that for our most vulnerable students, we often rely more on anecdotal evidence than “hard” performance data to inform how we make changes to the school program to support these students.

The school recognizes this data-analysis challenge. While this challenge has been present for many years, it became more difficult during the Covid pandemic with staff turnover for the school testing administrator and the vice principal over testing. Without the consistent presence of people in these positions, the coordination of data collection and publication fell by the wayside. Data analysis suffered as a result.

Alignment of SPSA to LCAP and school's areas of need, capacity to implement and monitor the SPSA goals

The school staff recognize the goal language of the current site plan is still valid, but that the action plan steps need to be updated and redirected. The school site council regularly examines the site plan goals (and resources) monthly as it conducts the annual update for our [DSHS SPSA](#). While the site council is effective at examining evidence and hearing from people closely connected to SPSA goal activities and programs, many teachers may be unaware of how the work is monitored and how funding decisions are made.

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

Leadership at Davis Senior High School (DSHS) has fluctuated within recent years. DSHS has a new administration team this year, which makes our current principal, Dr. Bryce Geigle, the fourth principal in the past 10-years. Dr. Jacqui Moore served as principal between 2010-2013, William Brown served as principal between 2013-2017, and Tom McHale served as principal between 2018-2022. The current administration team is composed of a principal, three vice principals, and Athletic Director. With this leadership structural change, DSHS hope was to provide more adult support for students and better implementation of the instructional leadership across our campus. The administration team was able to split up DSHS faculty into smaller caseloads to provide more opportunities for observation and coaching with accompanying feedback.

Our Davis Joint Unified School District LCAP Goals serves as priorities for school SPSA Goals. Our three LCAP goals are (1) Close the Achievement Gap: Increase the academic success of unduplicated students (EL, Foster Youth, Low SES), (2) Explore and Advance 21st Century Teaching and Learning Opportunities, and (3) Create an inclusive school environment for all students. Please find specific LCAP/SPSA language below:

- (1) Close the Achievement Gap: Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)
- (2) Explore and Advance 21st Century Teaching and Learning Opportunities: In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.
- (3) Create an inclusive school environment for all students: Increasing positive school climate, focusing especially on student connectedness to school, school safety, and student participation.

There have been many changes in our educational landscape in recent years. One of the greatest changes has been how students are assessed throughout their PK-12 academic careers, which influences how we program evaluate our schools, and how we coach our teachers. Since our last WASC Full-Cycle Visit, we have seen the CST, EAP, and CELDT dissolve, and the SBAC (CAASPP) and ELPAC onboarded. In addition, charter schools and education in general have experienced increased accountability in recent years. The California School Dashboard launched 5x5 metrics in an effort to increase transparency in student outcomes data with specific student demographic subgroups.

Significant developments

- All Student Center construction completed (January 2018)
 - Completion of this building restored a cafeteria and indoor dining space for students, lost when the prior multi-purpose room was demolished in 2011.

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- Center serves
- District graduate profile completed (April 2018)
 - Davis Senior High School adopted the district profile as the Schoolwide Learner Outcomes. High school staff identified measurable indicators for the SLOs in 2019.
- CAASPP testing canceled (spring 2020)
 - Student performance data on standardized tests was not available for 2020 and 2021.
- District adoption of Canvas learning management system (August 2020)
 - Canvas became an integral part of distance learning during the Covid pandemic, changing the delivery of instruction. Canvas continues to serve as the learning management system for the school. This learning system allows for curriculum and instruction to be accessed by both students and parents.
- Distance learning schedule (2020-2021 school year)
 - The district secondary schools had a [quarter system](#) where odd and even periods alternated each quarter, and each quarter represented a semester of instruction. In-person instruction resumed in April, 2021, although many students continued to participate through the distance learning model. Teachers had “Zoom in the room” with students present in the classroom and students participating through video conferencing.
- Bond projects construction (starting spring 2022)
 - Multiple construction projects began in the spring of 2022. The district provides an [anticipated schedule of these projects](#) at its website.
- Dual Enrollment Program (started fall 2022)
 - In partnership with Sacramento City Unified School District, we offered students the opportunity to take college courses and earn college credit in both academic and career subjects.
- New schedule (started fall 2022)
 - To comply with [SB 328](#), the school and district implemented a [new schedule](#) moving the start of the school day to 8:30. The new schedule also introduced an Extended Time period on Wednesdays, and moved most staff meetings from Wednesday mornings to Wednesday afternoons or other afternoons.

Implementing and monitoring the schoolwide action plan

The WASC action plan in 2016 had three goals in two areas. These goals were also reflected in the Site Plan for Student Achievement (SPSA) with slightly simplified language.

Academic Achievement

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.

2016-2017 SPSA language: 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:

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- improving tracking and intervention strategies to identify, monitor, and engage High Priority students;
- Incorporating principles of aligning courses: sound grading principles, and developing, administering, and refining authentic common assessments; and
- using those results to improve instruction and identify 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.

2016-2017 SPSA language: At least 67% of EL students will increase their CELDT scores by one level each year.

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.

2016-2017 SPSA language: Continue to administer the YouthTruth Survey and California Healthy Kids Survey to assess and track DSHS students' attitudes regarding school climate, focusing especially on student connectedness to school, feeling safe, and being connected to a caring adult on campus.

At the time of the 2019 mid-term WASC visit, the action plan goal language began reflecting district goal priorities.

- **Goal 1: Close the Achievement Gap:** Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)
- **Goal 2: Explore and Advance 21st Century Teaching and Learning Opportunities:** In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.
- **Goal 3: Create an inclusive school environment for all students:** Increasing positive school climate, focusing especially on student connectedness to school, school safety, and student participation.

The original 2016 goals under the area of academic performance had been combined into **Goal 1**, with the students of emphasis defined as “unduplicated” (formerly “High Priority”). The district had promoted a new goal that was more focused on teacher performance, “21st Century Teaching and Learning,” and this became **Goal 2**. The district emphasis on inclusive school environment became the home for the former **Goal 3**.

This year (2022-2023) the SPSA goal language is largely the same.

- **Goal 1:** Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)
- **Goal 2:** In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.
- **Goal 3:** Increasing a positive school climate, focusing especially on student connectedness to school, school safety, and student participation. Explore opportunities for cultural awareness and health and wellness.

Progress on the SPSA on incorporated areas of growth

The visiting committee (VC) from 2016 identified eight areas of growth and three critical areas for follow-up. Following are the areas salient to the current SPSA.

The first identified area of growth is connected to goal 1. The VC report stated “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 current language of goal 1 now specifically identifies “unduplicated students,” which are further defined by the California Department of Education in the language governing the Local Control Funding Formula. However, the school still struggles with monitoring achievement of these students and does not currently have individual profiles of them.

Another identified area of growth is connected to goal 3. The VC report stated “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.” An outcome of this goal is the creation of the Wellness Center. The staff have also participated in more training and professional development around social-emotional learning.

Commentary on original critical areas for follow-up not in current SPSA

The VC report from 2016 noted “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.” The district includes a link to the [Student Acceptable Use of Technology Agreement](#) in the online re-enrollment process, although it is directed at parents. It is unclear how or whether any students read this document. The student handbook addresses the school’s rights to monitor student data contained in the district network system, and provides a general reference to the Acceptable Use Policy at the district website. For several years the district has made attempts to provide students with a baseline set of lessons on digital citizenship by grade level. At DSHS, this included an all-school lesson on the use of district email. [What is the level of internet-related misbehavior and discipline?]

The VC report from 2016 stated “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.” While this issue is not directly included in the SPSA, the staff has addressed it through School Leadership Team discussions regarding a schoolwide statement on [Academic Integrity](#) (2019) and more recently staff meeting discussions on (and implementation of) school-wide policies regarding tardies and cell phone use at the start of the 2022 school year.

The 2016 VC report also stated “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.” The school and the district have moved closer in adopting the same, or compatible, goals, which has provided more continuity through administrative staff changes.

Another area of growth from the 2016 VC report was “while the self-study indicated

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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.” The self-study was observing a perception that certain courses, such as ACES (no longer offered) and AVID had a higher proportion of low SES students. However, in the case of AVID, this is almost by design. AVID seeks students from families that have not had a tradition of college attendance, and these families tend to be less-resourced. More recently, the school has tried to address support of low SES students through better identified Tier 1 supports as part of the emphasis on MTSS after 2019.

The 2016 VC report noted that “several teachers and students commented that they feel DSHS needs more CTE classes, especially classes leading to careers that do not require college degrees.” A majority of DSHS students, upon graduation, indicate plans to attend a four-year college or university, or a community college. However, we do have students who do not have college as a post-graduation goal. The district has been promoting CTE pathways, especially at the high school level, and this has resulted in the expansion or creation of CTE courses. A very salient example is the auto program, which expanded by three sections for the 2022 school year, requiring the hiring of additional staff. The CTE program has seen additional course offerings in agriculture and biomedical sciences. Part of the new construction this year is for a robotics building, another CTE program. The final growth area identified in the 2016 VC report was “Davis Senior High School currently underutilizes the AVID program.” The particular student population at Davis High contains a smaller demographic of AVID-targeted students than a typical high school. A majority of Davis High students have post-secondary educational goals (75%), and relatively few come from homes where they are the first to attend college. However, the AVID program has grown each year since the 2016 WASC self-study, in part due to consistent efforts at recruitment from the AVID instructors.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

History and background of the school

[DSHS School Profile 2022-2023 \(Brochure\)](#)

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 MPR was demolished in 2012 and replaced by the All Student Center (ASC) in 2018.

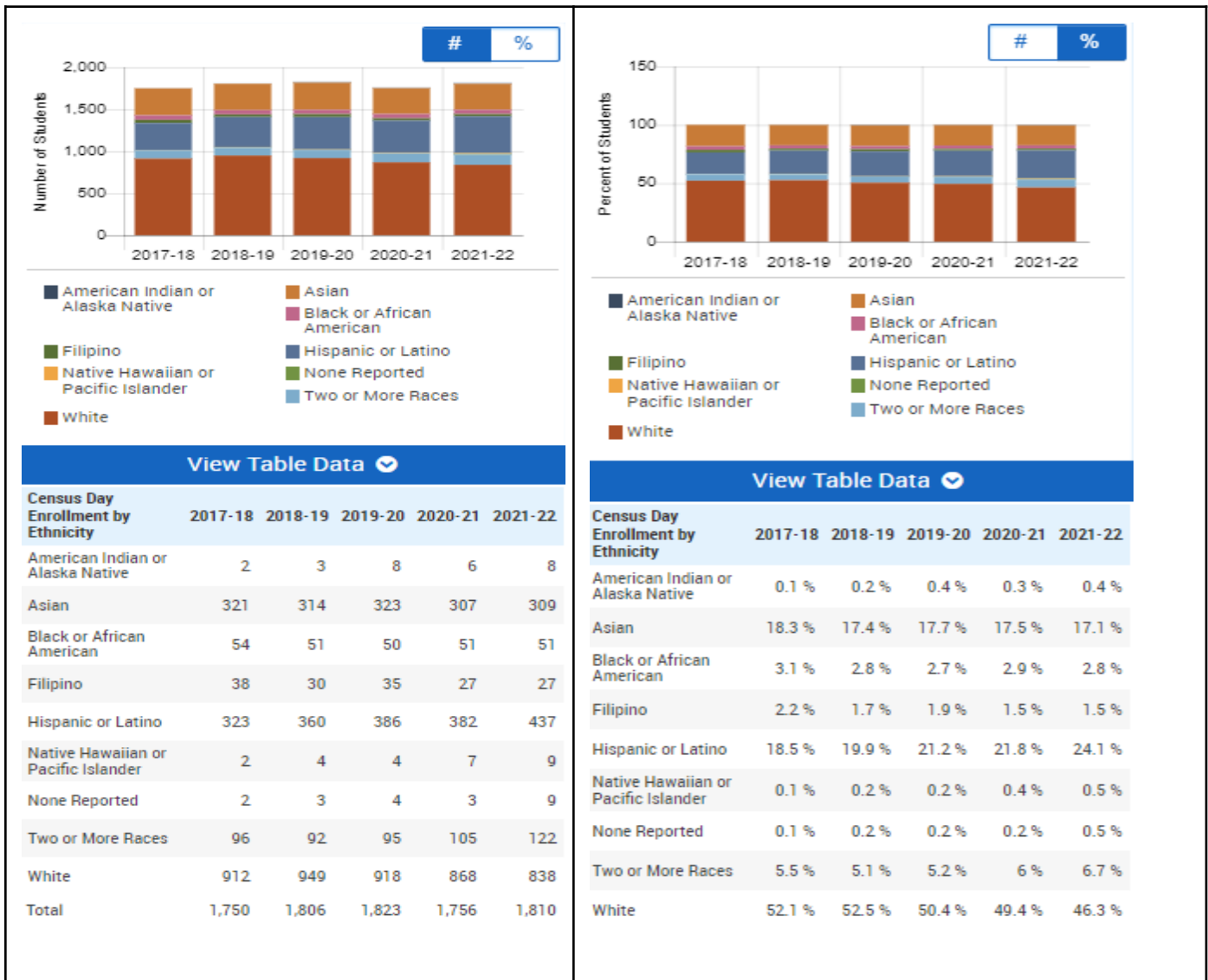
DSHS, with 1,819 (in 2021-2022) full-time students, is a three-year, public comprehensive high school with a reputation for academic excellence. The district runs four secondary programs: DSHS, Da Vinci Charter Academy, Davis School for Independent Study, and Martin Luther King High School (continuation). 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.

Student Demographics

Davis Senior High School has had a small variance in student enrollment ranging from 1,750 to 1,823 students. The enrollment variances may reflect the inclusion of concurrently enrolled students as Davis Senior High School has part-time students from each of DJUSD’s three junior high schools, Da Vinci Charter Academy, Davis School for Independent Study, YCOE’s Horizon program, and Dr. Martin Luther King High School. Davis Senior High School had a noticeable drop in student enrollment from the 2019-2020 school year to the 2020-2021 school year as some Davis families opted to enroll their students into private schools that offered in-person instruction during COVID-19.

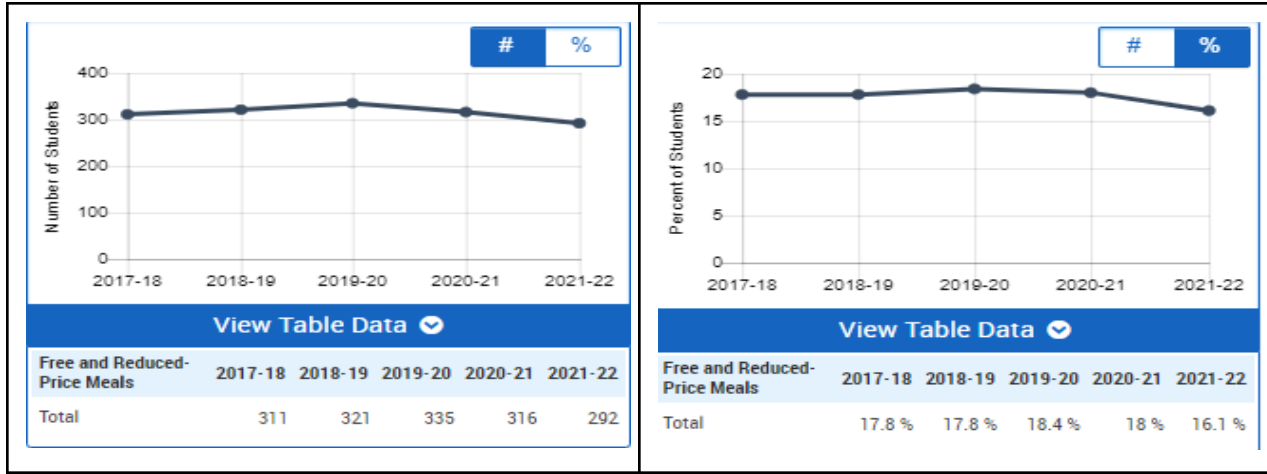
Enrollment By Ethnicity



Davis Senior High School student enrollment by ethnicity has remained relatively proportional in the past 6 years. DSHS has had a decrease in White students each year from 912 to 838 White students, with the percentage of white students compared to total student enrollment decreasing from 52.1% to 46.3%. DSHS has also had an increase in both the number and percentage of Hispanic or Latino students from 323 to 437 and a percentage

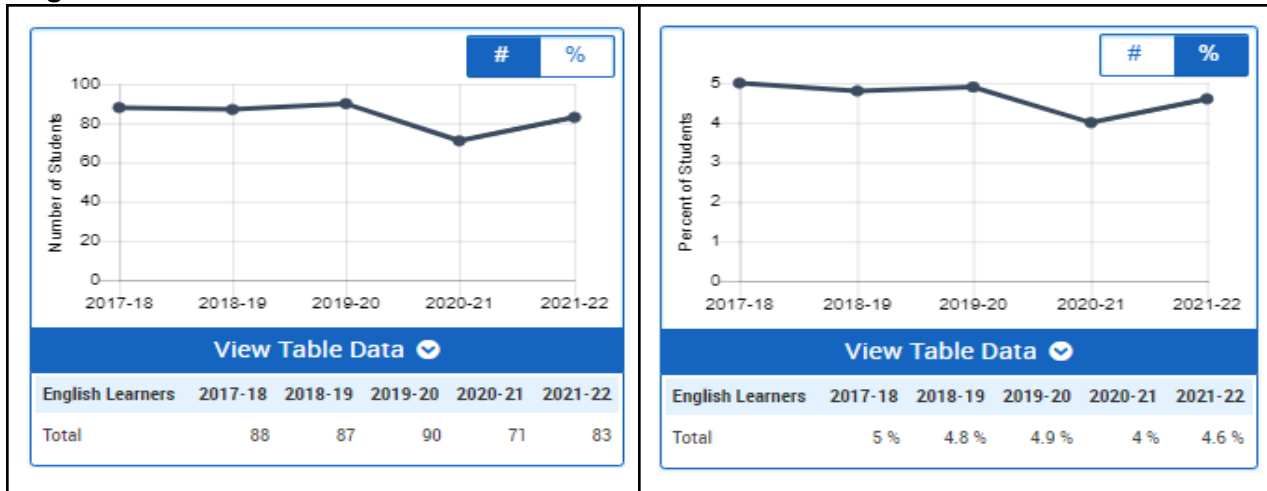
increase from 18.5% to 24.1%.

Free and Reduced Lunch Enrollment

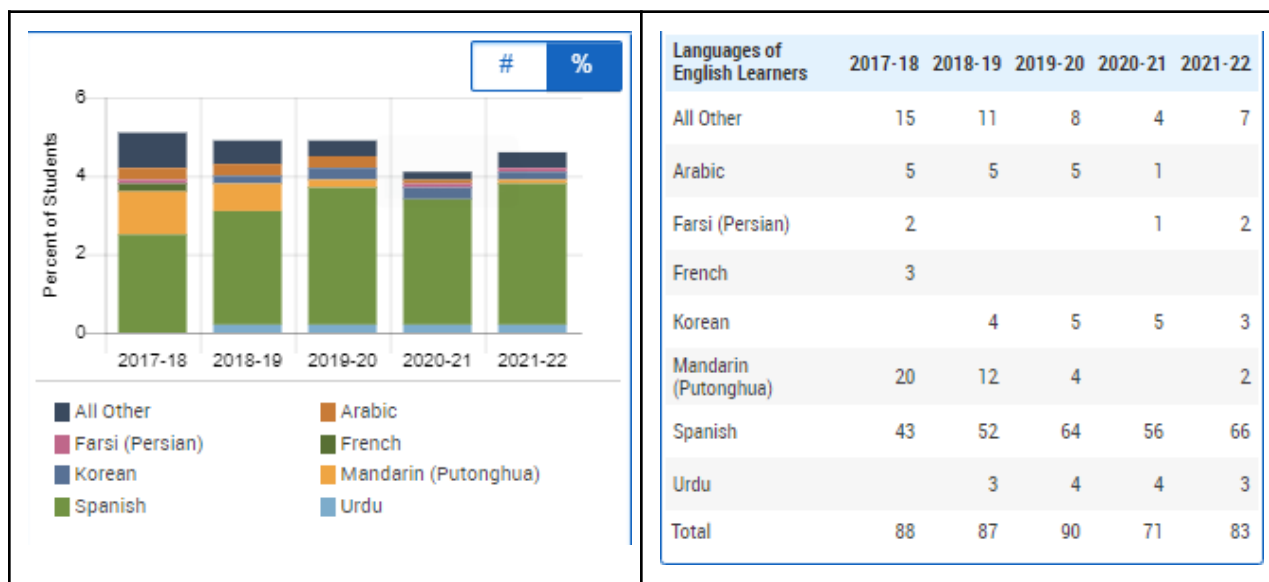


The number and percentage of students in California’s Free and Reduced Lunch program at Davis Senior High School remained relatively steady with a 2% decrease from 2020-2021 to 2021-2022. During the 2021-22 school year, all DSHS students were able to receive free breakfast and lunch. Legislation from AB 130 established the California Universal Meals program which provides free breakfasts and lunches to all children each school day. The percentage of students whose families are Socioeconomically Disadvantaged may be underrepresented as some socioeconomically disadvantaged students’ families may no longer see a reason to formally apply for California’s Free and Reduced Price Meal program.

English Learner Enrollment



Languages of English Learners



DSHS English Learner (EL) population saw a significant (1%) decrease from 2019-2020 to 2020-2021, followed by a 0.5% increase in the 2021-2022 school year. This increase occurred as DSHS’s student enrollment and Hispanic/Latino student population also increased. The distribution of languages spoken by DSHS’s ELs follows the same trend with both the number of students and percentage of Spanish speaking ELs increasing slowly and steadily from 43 Spanish-speaking ELs to 66.

School Programs

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. Three courses are offered, Basic Auto, EV Tech/Build and Advanced Auto.

Basic Auto is an entry level course. It allows students to explore all 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 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.

EV Tech is another entry level course. It has a specific focus on electric vehicle technology. Like Basic Auto, it orients new auto shop students to working safely in a shop environment with professional tools and equipment. After that, which takes about a semester, the second semester is devoted to a curriculum package created by the Switch Lab, Inc. Switch Lab creates a build-it-yourself, electric vehicle kit car. The car is street legal, full-size car that comes in a kit of disassembled components. For the second semester the students, under instructor supervision, completely disassemble, then reassemble the vehicle as an all-class, shop project. Of course, all systems must work properly upon completion. If any

system on the car is malfunctioning, students need to diagnose and correct the faults before the course ends. Along the way, students apply shop safety skills and core academic principles in mathematics, physics, chemistry and engineering.

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. All three courses satisfy the career technical education graduation requirement and elective credit requirement. EV Tech/Build all meets UC/CSU “g” elective requirements. The prerequisite for Advanced Auto is Basic Auto or EV Tech/Build. Students who complete the pathway, and satisfy specific grade requirements, are eligible to receive 2 free, transferable, college elective credits through American River College in Sacramento.

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

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 (or in our case, Sophomores). 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.

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Davis Senior High has had an extra-curricular Link crew program for ___ years. In the 2020-21 school year, DSHS adapted the program to a virtual interface with virtual orientations and check-ins for Link Crew student groups. Due to challenges with site staff/admin turnover, shortages in trained staff and lack of availability of seats for the Link Crew Coordinator training, the program was not able to run for the 2022-23 school year. Davis Senior High recognizes the need to uplift and support Link Crew as a tool to build student leadership, strengthen connectedness, and support Sophomores to have a smooth and successful transition to the high school. Two new staff members will be trained to become Link Crew Coordinators for the 2023-24 school year. In addition, a Link Crew course has been DJUSD board-approved and added as a course offering for students serving as Link Crew leaders. Students enrolled in the Link Crew course will build on their leadership skills while planning and implementing academic and social supports for Sophomore mentees.

Music Department

The music department consists of three bands, three orchestras, a mariachi ensemble, four choirs and two general education classes - Music Essentials and AP Music Theory.

General Education Music Classes -

- AP Music Theory has been offered to students at Davis High School for over 30 years. Over the past 15 years, the majority of students have taken the test with a class average score from 3.5 to 4.7 on the exam. The previous director was a reader for the exam.
- Music Essentials is offered as a general music class with no prerequisites and it also has an Honors component for those students who want more in-depth instruction. This course provides a broad overview of music history from the Medieval period to the present. Basic music theory, world history, and listening components are included to help students understand the elements that tie music history periods together.

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. Outreach to the community is a significant element of the curriculum. Before Covid, many students cooked, served, and sang at a local soup kitchen on a monthly basis. Students created over 50 videos to reach out and comfort those who were unable to leave their hospital beds or home. Currently, students frequently perform for patients at hospitals and senior citizen centers. In addition, students have the opportunity to apply for leadership positions that provide directing and leadership experiences.

- Jazz Choir is an audition choir that performs jazz, contemporary music, and show tunes. They have a dancing component to the class. The Jazz Choir competes in various festivals throughout the United States.
- Madrigal Singers is an audition choir that sings music from the Medieval period through the contemporary period. Students have performed all over the world. Their last trip was last spring where they performed throughout the United Kingdom. They have worked with some of the top music directors and singers of this time. They will be leaving on February 8th to New York to work with Judith Clurman, music producer for Sesame Street. In addition, they will be visiting Juilliard, attending shows, and working with the performers on Broadway.
- Advanced Treble Choir is a treble ensemble that has also performed and competed all

over the world. The choir has recently suffered with enrollment due to the pandemic. Currently, they are working with Concert Choir during one period. They have lost parent support and are trying to regain their previous enrollment of 35 students.

- Concert Choir is a non-audition choir which at one time in the past had over 100 students. Increased offerings of electives at the high school and a larger number of Special Ed students joining the choir, as well as a decrease in the junior high choral enrollment has taken its toll on this program.

The Davis High Band program includes three bands - Concert Band, Symphonic Band, and Jazz Band. These bands have been an integral part of the music program for over 25 years. Each year, the bands travel to southern California or up to Vancouver, Washington.

- The Concert Band is a full band open to all students that play a wind instrument. Many times during the year, a combination of the Concert Band and Symphonic Band combine to create a Pep Band which performs at football and basketball games, and parades.
- Symphonic Band is a full audition band. Some of the students in the band are chosen to complement the Symphony Orchestra.
- Jazz Band is an audition band that plays jazz music. They perform at numerous festivals throughout the state and sometimes perform with the Jazz Choir.

The Davis High Orchestra program includes - Symphony Orchestra, String Orchestra, and Baroque Orchestra. The Baroque and Symphony Orchestras perform in Europe every three years.

- Symphony Orchestra hosts an annual concerto competition. They perform annually for elementary students and host elementary string workshops.
- The String Orchestra is a second orchestra that provides students with skills to eventually audition for the Symphony Orchestra.
- The Baroque Ensemble uses period instruments. Students receive extra training from professors and musicians from UC Davis.

The Mariachi Ensemble was located at DaVinci High School until this year. They use Mariachi instruments and perform Mexican folk music throughout the Sacramento area.

Health Science and Medical Technology

The Health Science and Medical Technology (HSMT) Program focuses on the Patient Care Pathway but includes facets of other available pathways under the HSMT umbrella such as biotechnology, health care administrative services, health care operational support services, public and community health, and mental and behavioral health. In the Principles of Biomedical Science, students are not only introduced to the basics of human anatomy, general physiology, and medicine, but also become familiar with medical terminology and patient history presentations. In Human Body & Disease, students delve deeper into the primary human body systems via case studies to explore more detailed human anatomy, relevant physiology, associated pathology, and current treatment modalities. In both courses, students are exposed to a plethora of different healthcare career paths that vary in their length and degree of training. As part of the dynamic upswing in the demand for workers in healthcare to satisfy the increasing needs of an aging and fast-growing population, the HSMT CTE Program certainly helps to prepare students to potentially fill those roles. The Health Sciences and Medical Technology Program also provides students with real-world experience

such as internships with academic institutions and medical organizations.

Robotics

The Robotics program includes instructional opportunities at a variety of levels. It consists of a competitive high school robotics team, after-school robotics teams at most of the elementary and junior high schools in the District, entry level computer science classes at the junior high level, and Introductory, Intermediate, and Advanced Robotics Engineering at Davis Senior High School.

The robotics team, Team 1678 Citrus Circuits, consists of approximately 90 students in grades 9-12 who participate in the international FIRST Robotics Competition. The program involves designing, building, and programming a robot to compete each season in up to three regional competitions and the World Championship. The robotics team also has an extensive outreach program to support diversity and inclusion in STEM programs, including a monthly Girl Powered program, Diversity in STEM seminars, summer RoboCamps in Davis and Dixon with scholarships for underprivileged students, the Davis Youth Robotics league, student mentorship of elementary school robotics teams, and both in-person and online support for other robotics teams around the world.

AVID

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 reading skills. With 30+ years of data to support their curriculum, AVID is recognized as a meaningful and effective way to close opportunity 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 and became a fully (re)certified program for our efforts during the 2016-2017 school year and received our certified status in Fall 2017. We have since maintained our certified status. This year, 2022-2023, there are a total of 72 students enrolled in the program, up from 56 in the 2018-2019 school year and 19 in 2015-2016. There are now three sections of AVID, one per grade, instead of the one section in the 2015-2016 school year, and we have added another teacher to the AVID team.

When looking at the number of students continuing in AVID from 9th grade, numbers have also improved, but mostly from one school site in particular as they are the junior high with the highest AVID enrollment and therefore the larger number to continue. This year, that particular junior high saw 17/25 students continue into AVID 10. Reasons that students may still not choose to continue include:

- There are many electives and choices for students to choose from.
- Students focus on a-g requirements for college applications and do not see how to budget in room for AVID, especially in 10th grade.
- Continued lack of visibility of the program & misinterpretation of the program and its goals.

Our goal still remains for at least 50% of the current 9th graders across the three junior high schools to continue into the 10th grade program each year. Consistent use of shadow days for 9th grade students has been implemented in all years permitted (2019-2020

& 2020-2021 did not occur due to Covid closures & restrictions). As recruitment has been the main focus for a number of years, additional elements have been added in to ensure students who participate in AVID continue. This includes inviting back students who were in AVID 9 but did not enroll in AVID 10, and students who were in AVID 10 but did not continue into AVID 11. There is not a tremendous drop in students once they are in AVID 10.

While our numbers are rising, there is still room for improvement. Unlike the visit in 2019, we have lost some of the information sessions that we had implemented due to Covid, administration, and schedule changes. Administration is supportive of the AVID elective and program, but we will need to work back to a place in which AVID is being used as a support system (MTSS) schoolwide.

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 and/or exams 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

Library

The Craig Armstrong Library is open to students Monday-Thursday from 8:00 a.m. to 5:00 p.m., and on Fridays 8:00 a.m. to the end of 7th 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. The teacher librarian also teaches the Library Assistant class, where students learn about library operations and research skills.

In addition to computers on the library floor and the computer lab, students may use

library-issued Chromebooks. All students are offered a district-assigned Chromebook (many students use family-owned devices), and a district-assigned Google Suite account. Students are also assigned a Canvas account. Many teachers, particularly in English Language Arts and Social Sciences, use the Turnitin plagiarism check service.

Academic Center

The Academic Center (AC) is an on-site tutoring center at Davis High School that offers assistance in most subjects. In addition, tutors also help in specialized classes such as ELD and AVID. Teachers may also request tutors to work with students in their classrooms, these also include but are not limited to Math, History, English, Science, Language, and elective courses. All tutors are current students attending the University of California, Davis (UCD). UCD Tutors can help with essays, assignments, class projects, financial aid, and college applications. Tutors work one-on-one, in small groups, or help with an entire class. We are open from 8:00 a.m. to 4:30 p.m. Monday through Thursday and 8:00 a.m. to 3:30 p.m. on Fridays.

Along with UCD tutors, we also have qualified students who can be Peer Tutors and receive Practical Art credit. Our Peer Tutors all receive training 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 staff also serve as mentors for our multilingual students. Throughout the school year, the tutors 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 mentee's grades are strong, the tutor will reinforce their success and encourage them also to use the AC if they need to. We also house the DSHS food project where students can pick up food and snacks if needed. Another resource we provide students with is field trips to college and university fairs in order to expose them to higher education opportunities.

In the Academic Center, students have access to Chromebooks, a printer, and copies of most textbooks and novels for students to use. We also provide students with school supplies as needed such as colored 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.

The academic center staff also likes to recognize students for their hard work throughout the year. Every month, two students will receive a certificate, Blue Devil Spirit Award Lanyard, and gift card at an awards ceremony once a month. 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.

Health and Wellness Program

While there were mental health supports and programs available to students prior to the COVID-19 pandemic, DSHS made student mental health a priority in the years following the 2020 disruption. Students returning to campus after distance learning were able to utilize a new resource, The Calm Space. Situated between the nurse's office and the Counseling Department, the Calm Space is a specialized room on campus where students can come and decompress at any point in their school day and be redirected to Counselors or Nurses as needed. The mission

of the Calm Space was to provide a safe place to all students for the practice and learning of self-regulation strategies in order to feel successful in their classes and their lives.

In the 2022-2023 school year several changes were made to more holistically support the mental health and wellness of DSHS students. In addition to a longstanding partnership DSHS has with Dialectical Behavior Therapy (DBT) Therapists, The Calm Space was shifted to the Wellness Center with FTE staff, and a partnership with CommuniCare was established to have licensed therapists available to students on campus during school hours.

Davis Senior High School partners with Dialectical Behavior Therapists (DBT) who host weekly group and regular individual therapy sessions with students at the referral of the school's mental health staff. In the 2022-2023 school year, DSHS began a partnership with CommuniCare to have a full time licensed therapist meet with students for therapy sessions as referred by the counseling team or to meet urgent emerging student needs. DSHS also has two psychologists on site and houses the office of the DJUSD Foster and Homeless Youth Liaison.

At the start of the 2022/23 year, DSHS shifted the focus of our front office building to be oriented toward student mental health support. The Campus Safety office was moved from the Front Office to a more central location on campus and that office space was repurposed for the use of the CommuniCare Therapists. This allows for ease of communication between the string of student support offices that stretch from the Nurse's office, through the Counseling Department, all the way around to the CommuniCare office..

The Calm Space was shifted to become the Wellness Center. It has kept its mission to be a walk-in resource for students to be in a safe space to self-regulate and return to their classes. But it is growing in its capacity to be a resource hub for students. In the center students can learn how to sign up for an appointment with their counselor, how to see a CommuniCare therapist, about campus resources/events/clubs, and find support for self-advocacy in their classes. Data collected by the Wellness Center is analyzed for trends in student visits and to influence adjustments to room policy and as an indication to partner with the Academic Center to reallocate tutors to those classes which seem to be most impacted by student use of the Wellness Center.

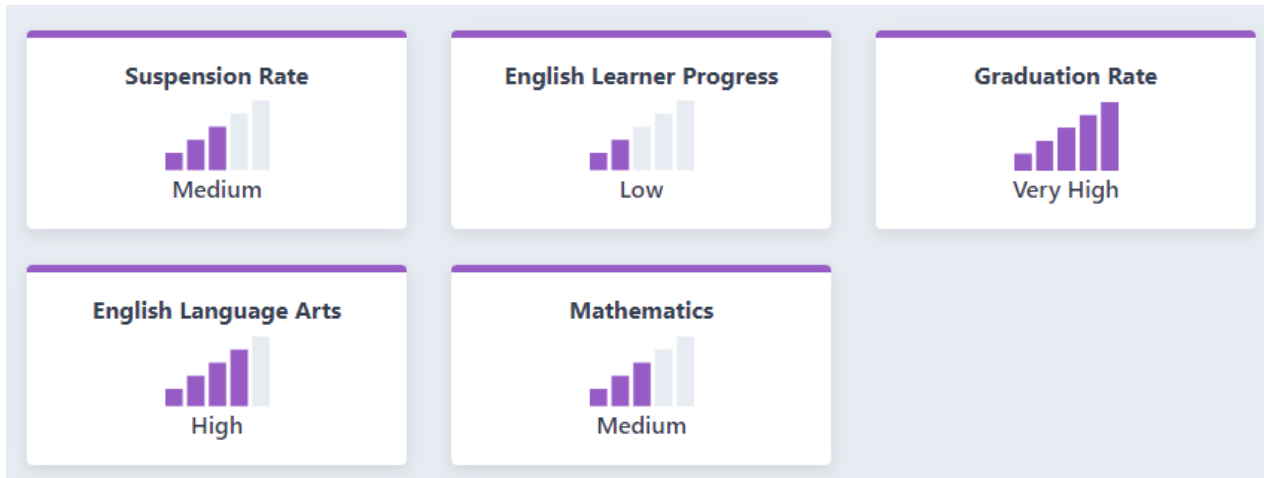
The Wellness Center is a vital part of student mental health and wellness at DSHS because through it students are able self-report their level of crisis through a written intake form and center staff can then redirect the student to appropriate staff for risk assessments and more substantial and long-term interventions. The Wellness Center also supports students by being a calm, softly lit space where administrators, counselors, or nurses can have students wait while intervention conversations happen between appropriate staff.

California School Dashboard Performance Overview and other local measures

California Accountability System-Dashboard

Information on Davis Senior High School's California Dashboard illustrates the suspension rate, English Learner progress, graduation rate, English Language Arts performance and Mathematics performance of Davis Senior High students based on the 2022 CAASPP.

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Suspension and Expulsion Rates

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	1750	1806	1823	1756	1810
Suspensions	42	66	49	1	48
Suspension Rate	2.3%	3.6%	2.6%	0.1%	2.6%
CA Dashboard Performance Level	green	orange	n/a	n/a	n/a
Expulsions	0	0	0	0	0
Expulsion Rate	0%	0%	0%	0%	0%

Suspension Equity Report

	2021-22 Equity Rating	DSHS rate of sub group Suspended at least one day	CA Suspensio n rate	Difference DSHS to CA Suspension rate
Davis Senior High School	Medium	2.4%	3.1%	-0.7%
Socioeconomically Disadvantaged	Medium	3.8%	4%	-0.2%
English Learners	Medium	5.6%	3.2%	+2.4%
Homeless	n/a	0%	5.5%	-5.5%
Foster Youth	n/a	n/a	12.4%	n/a

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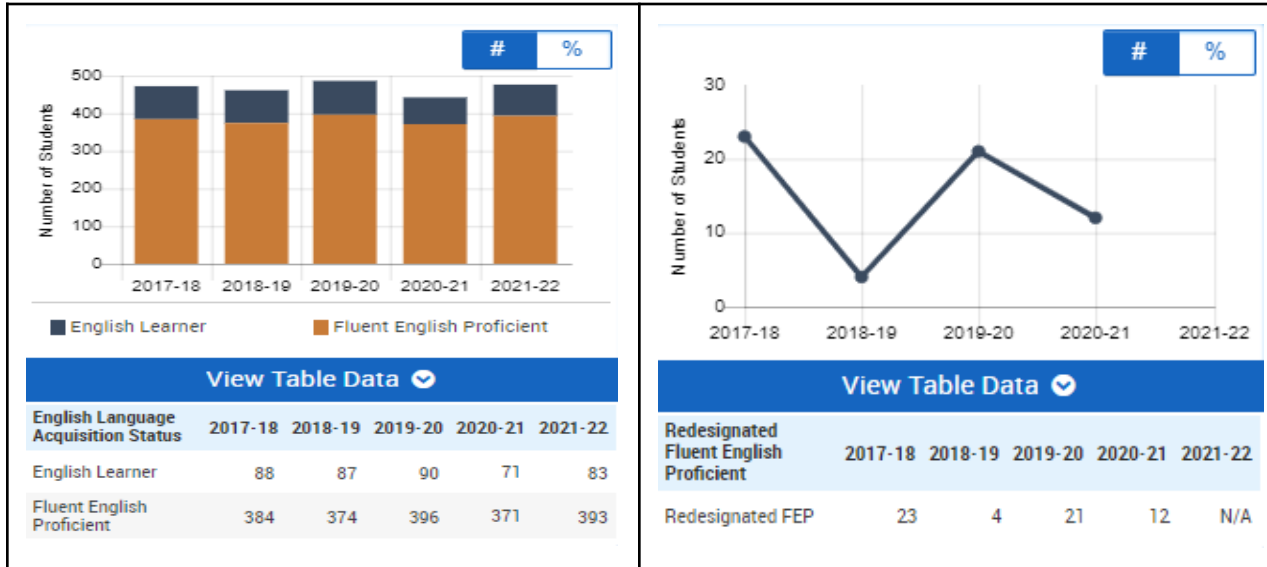
Students with Disabilities	High	7.6%	5.4%	+2.2%
Asian	Very Low	0.3%	0.9%	-0.6%
African American	High	9.3%	7.9%	+1.4%
Filipino	n/a	3.7%	1.2%	+2.5%
Hispanic	Medium	3%	3.3%	-0.3%
American Indian/ Alaska Native	n/a	n/a	6.4%	n/a
White	Medium	2.3%	2.6%	-0.3%
Two or More Races	Medium	3.5%	2.9%	+0.6%

*n/a represents No Performance Level due to too small of a student population/sample size according to CA School Dashboard

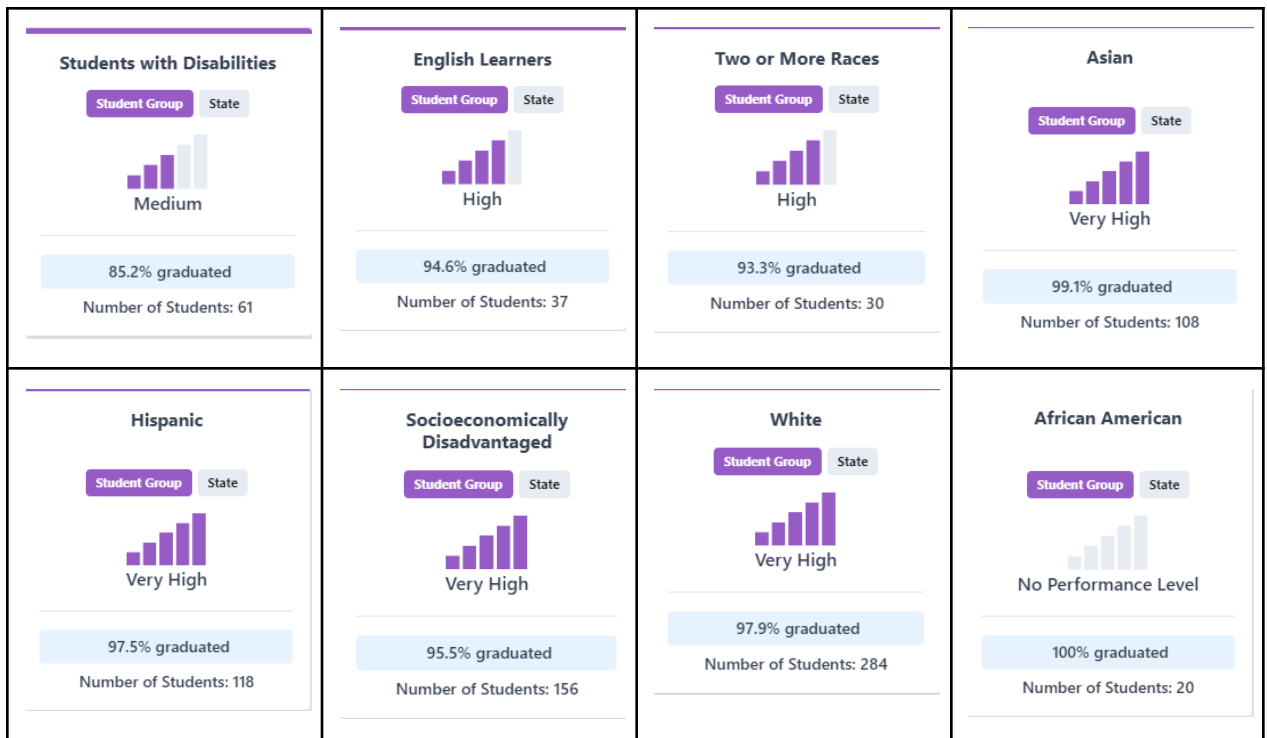
Suspensions at Davis Senior High saw an increase of 24 student suspensions (an increase of 1.3%) from 2017-18 to 2018-19. Due to the COVID-19 pandemic resulting in a partial-school year for 2019-2020, suspension data is not comparable to other years. DSHS’s suspension rate of 2.6% for 2021-22 shows a 1% reduction as compared to 2018-19, the last full school year pre-pandemic. In 2021-22 Davis Senior High School had an overall suspension rate of 2.4%, 0.7% lower than the state of California’s suspension rate. The suspension rate among students with disabilities and African American students has an equity rating of ‘high’ overrepresenting student suspensions compared to other subgroups at DSHS and compared to the state average for each respective subgroup. English Learner, Socioeconomically disadvantaged, Hispanic, White, and students of two or more races are attributed an equity rating of ‘medium’ with suspension rates ranging from 2.3% to 5.6%. DSHS’s Asian student population has an equity rating of ‘Very Low’ with a suspension rating of 0.3% , and is 0.6% below the state’s suspension rate. There have been no student expulsions between 2017 and 2023 and restorative practices are embedded into the administrative behavior response toolkit.

English Learner Progress

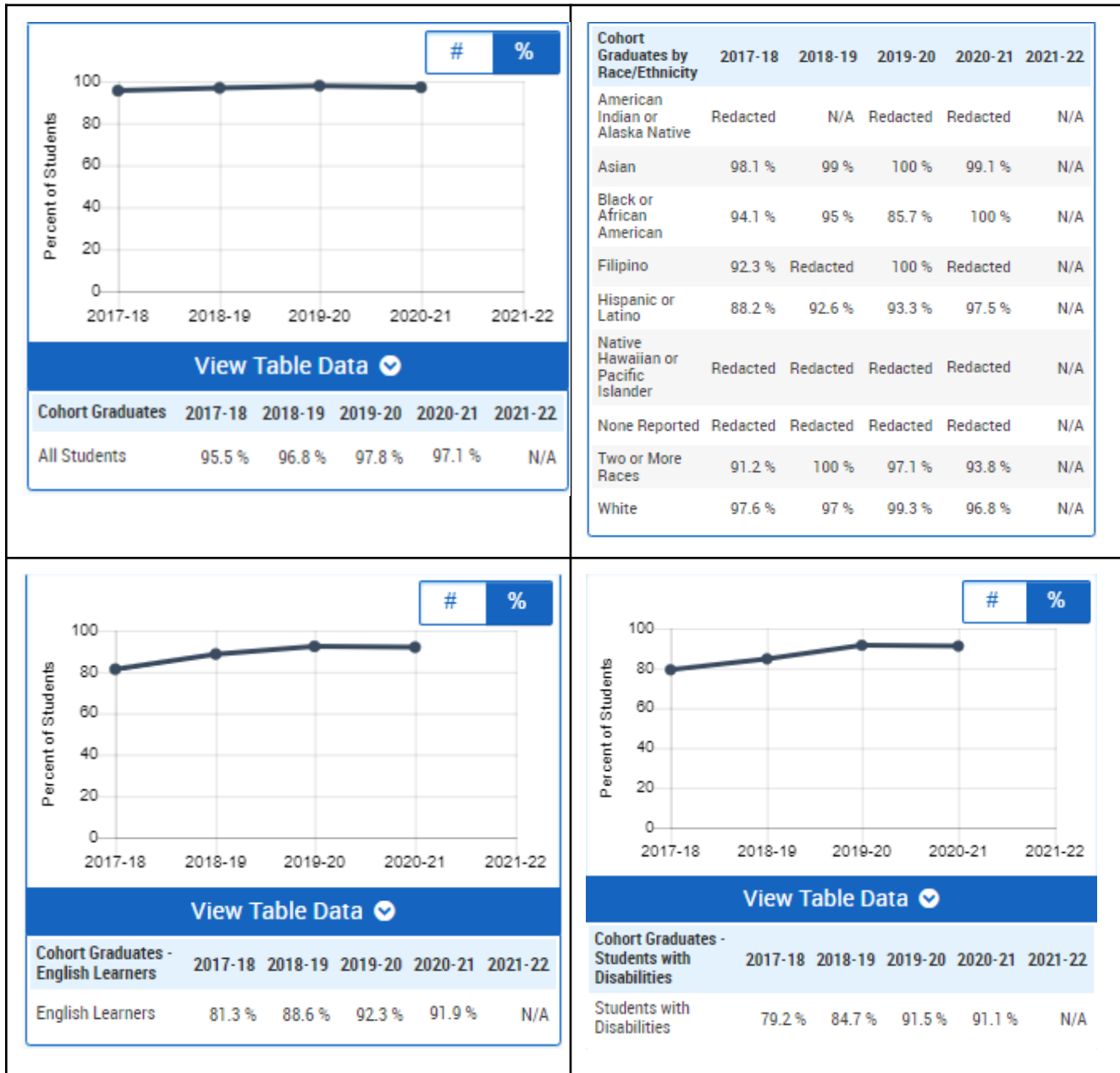
English Language Proficiency Assessments for California (ELPAC)



Graduation Rate Equity Report 2021-22



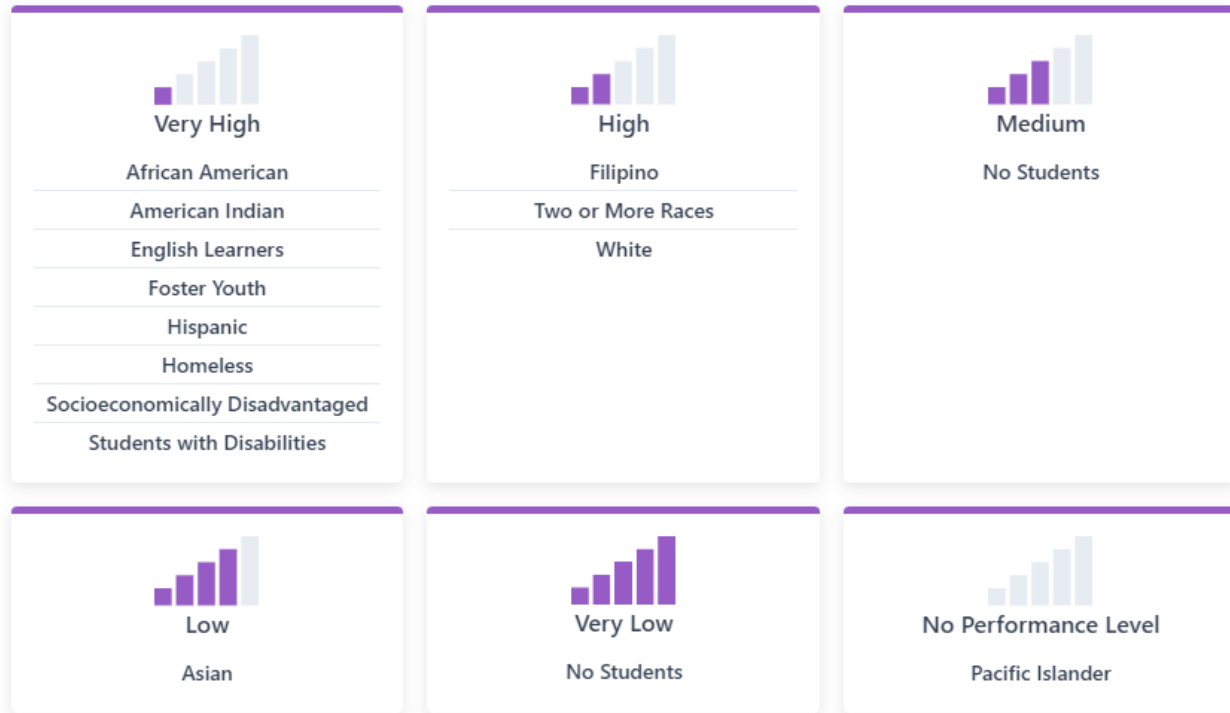
Graduation Rates spanning 2017-18 through 2020-21



Davis Senior High School's overall graduation rate ranks as very high with a total graduation rate of 97.6%. Davis Senior High's Asian, Hispanic, White, African American, and Socioeconomically Disadvantaged students all had graduation rates above 95%. English Learners and students of two or more races have graduation rates between 93-95%. Students with disabilities have a graduation rate of 85.2%, the lowest graduation rate compared to other DSHS student subgroups for 2021-22.

The graduation rate of students at Davis Senior High School has remained above 95.5% since 2017-18 with an upward trend over a 5-year span.

Chronic Absenteeism



DJUSD and DSHS’s Chronic Absenteeism status as an aggregate is high. The Chronic Absenteeism indicator is based on the number of students who were absent for 10 percent or more of the total instructional school days.

Many DJUSD student groups fall into the “very high” status, some in the “high” and no student groups fall into the “medium” or “very low”. Recall that fewer bars indicates low performance.

DSHS student performance in attendance or chronic absenteeism is not surprising given the conditions that characterized last year. During the 2021-22 school year, students were still contracting Covid with regularity, recall that most of the year our infection rate was high and that when a student tested positive, an average of 10 days of school was missed . The attendance department observed that this trend lasted for most of the school year.

DJUSD has an overall absenteeism rate of 18.5 % in comparison to Yolo at 29.7% and California at 30%.

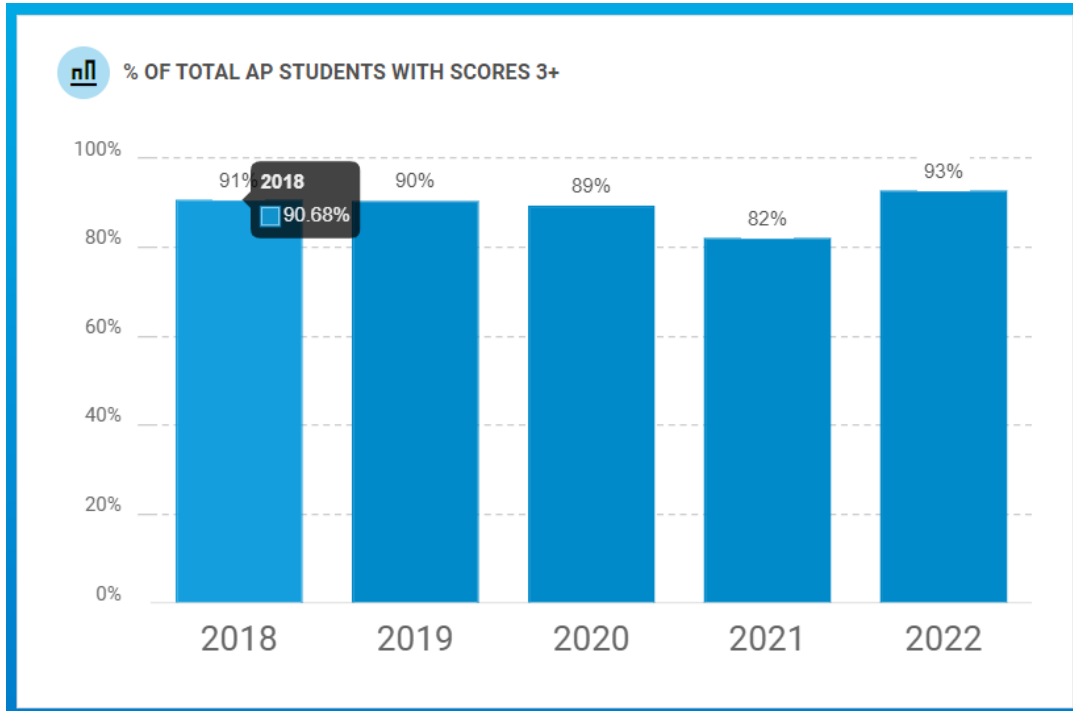
Student Achievement Data

AP Report

The rigor provided by Davis Senior High’s School’s AP program continues to drive a high participation rate within the school. In 2022, DSHS recorded participation rates of 32% which are higher than county and state averages. Davis Senior High School students are also inclined to study independently for AP exams where courses are not offered at the school. The participation demonstrates that students continue to feel the pressure to perform at an academically high level. Along with new resources from the College Board targeting participation by underrepresented

student groups, Davis Senior High School is exploring opportunities to incorporate these students into AP courses and exams.

As shown below, students' score average rate hit a five year high in 2022. Additionally, there was an uptick in student participation and number of exams taken since pre-pandemic academic years.



	2018	2019	2020	2021	2022
Total AP Students	558	584	584	463	552
Number of Exams	1,158	1,243	1,259	957	1,189
AP Students with Scores 3+	506	528	522	380	512
% of Total AP Students with Scores 3+	90.68	90.41	89.38	82.07	92.75

SAT Report

531 11th and 12th grade students from Davis Senior High School took the SAT during the 2021-2022 school year. The mean score for the 2021 SAT was 1060. As indicated below, 100% of Davis Senior High School students recorded a score above the mean in the

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1260-1388 range.

Administration Date	Grade	Mean Total Score	Mean ERW Score	Mean Math Score	Test Takers
August 2021	11	N/A	N/A	N/A	6
	12	1356	666	690	29
October 2021	11	N/A	N/A	N/A	9
	12	1333	665	668	24
October 2021 School Day	12	1295	637	658	219
November 2021	11	1364	672	672	34
	12	1285	626	659	22
December 2021	11	1294	644	650	16
	12	N/A	N/A	N/A	8
March 2022	11	1388	679	708	50
May 2022	11	1260	626	634	53
	12	N/A	N/A	N/A	2
June 2022	11	1342	668	673	57
	12	N/A	N/A	N/A	2
Total Students					531

CAASPP

The data below provides Davis Senior High School’s demographic profile as well as the numbers of students testing for the ELA and Math portions of the CAASPP tests and the CAST.

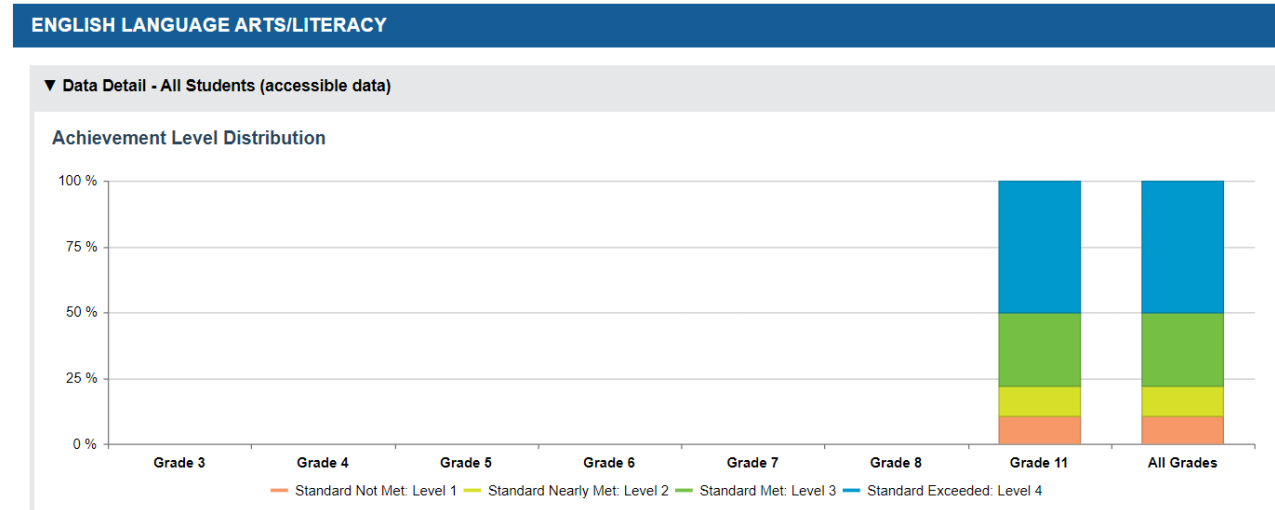
The disparity in the students’ test-taking percentages between the 2020-21 and 2021-2022 school years has been noted. Davis Senior High School has undergone a few years of transition between losing a full-time Coordinator of Assessment Programs in early 2021, filling the position with an Interim Coordinator and having the position permanently filled in 2023. Additionally, the Administrative team member providing oversight to all Assessment and Testing programs has transitioned each school year as well. Continuity in this aspect of school programming is a recognized area for growth.

ELA 2021-22

In the ELA portion of the CAASPP where students were tested on Reading skills, 47.17% of Davis Senior High School 11th graders scored Above the Standard, 42.6% scored Near the Standard, and 10.27% scored Below the Standard. For Writing, 51.89% of students performed at an Above Standard level, while 38.03% and 10.08% of students performed Near or Below the Standard, respectively. For the Research Inquiry portion of the ELA test, 40.67% scored Above Standard while 53.88% of 11th graders scored Near the Standard. Only 5.45%

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of students tested at the Below Standard level. Finally, the Listening test scores reflected that 25.58% of Davis Senior High School 11th graders scored Above Standard, 67.51% Near the Standard, and 6.92% Below Standard.



CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	580	481	82.93	17.07	78.08
Female	278	220	79.14	20.86	82.73
Male	302	261	86.42	13.58	74.13
American Indian or Alaska Native	--	--	--	--	--
Asian	96	92	95.83	4.17	88.04
Black or African American	16	13	81.25	18.75	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	143	111	77.62	22.38	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	33	73.33	26.67	84.85
White	266	219	82.33	17.67	87.61
English Learners	29	17	58.62	41.38	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	82	82.00	18.00	48.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	47	72.31	27.69	17.39

ELA 2020-21

2020-21 CAASPP Test Results in ELA by Student Group					
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.					
CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	582	215	36.94	63.06	93.49
Female	294	103	35.03	64.97	94.17
Male	286	112	39.16	60.84	92.86
American Indian or Alaska Native	--	--	--	--	--
Asian	107	66	61.68	38.32	98.48
Black or African American	19	5	26.32	73.68	--
Filipino	12	3	25	75	--
Hispanic or Latino	122	35	28.69	71.31	77.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	11	34.38	65.62	90.91
White	284	94	33.1	66.9	95.74
English Learners	23	3	13.04	86.96	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	26	22.61	77.39	80.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	5	8.77	91.23	--

Math 2021-22

Math scores for Davis Senior High School 11th graders reflect 43.56% of students scoring in the Above Standard category for Problem Solving and Modeling Data Analysis while 41.78% and 14.67% of students scored in the Near Standard and Below Standard categories, respectively.

In the Concepts and Procedures section of the Math test, 46.99% of 11th grades scored in the Above Standard category while 30.29% and 22.7% scored Near or Below the Standard, respectively.

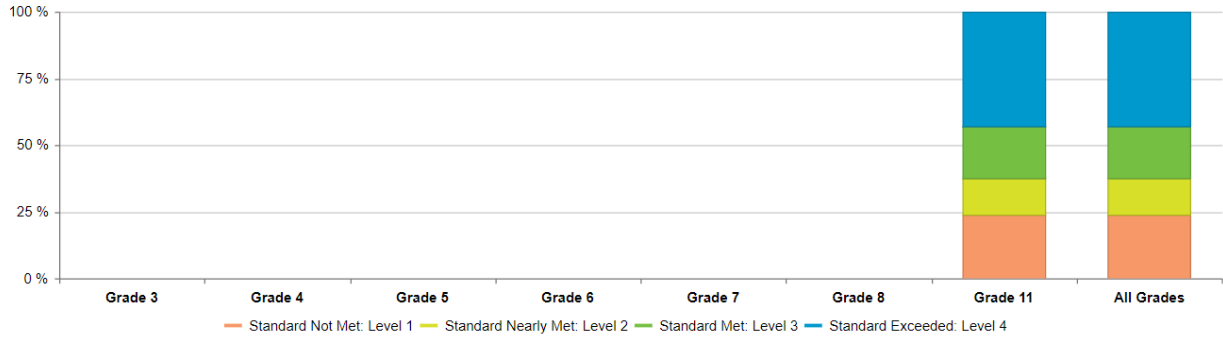
When 11th graders tested in the Communicating Reasoning portion of the Math test, 40.67% scored Above Standard and 47.56% scoring Near Standard reflecting the highest area of comprehension.

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MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	580	455	78.45	21.55	62.08
Female	278	202	72.66	27.34	59.70
Male	302	253	83.77	16.23	64.00
American Indian or Alaska Native	--	--	--	--	--
Asian	96	90	93.75	6.25	79.78
Black or African American	16	13	81.25	18.75	53.85
Filipino	--	--	--	--	--
Hispanic or Latino	143	107	74.83	25.17	28.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	29	64.44	35.56	65.52
White	266	203	76.32	23.68	72.64
English Learners	29	19	65.52	34.48	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	100	78	78.00	22.00	25.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	65	45	69.23	30.77	2.33

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Math 2020-21

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	582	215	36.94	63.06	84.11
Female	294	104	35.37	64.63	79.61
Male	286	111	38.81	61.19	88.29
American Indian or Alaska Native	--	--	--	--	--
Asian	107	65	60.75	39.25	96.92
Black or African American	19	5	26.32	73.68	--
Filipino	12	3	25.00	75.00	--
Hispanic or Latino	122	35	28.69	71.31	51.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	11	34.38	65.62	90.91
White	284	95	33.45	66.55	88.30
English Learners	23	4	17.39	82.61	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	28	24.35	75.65	50.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	5	8.77	91.23	--

Science

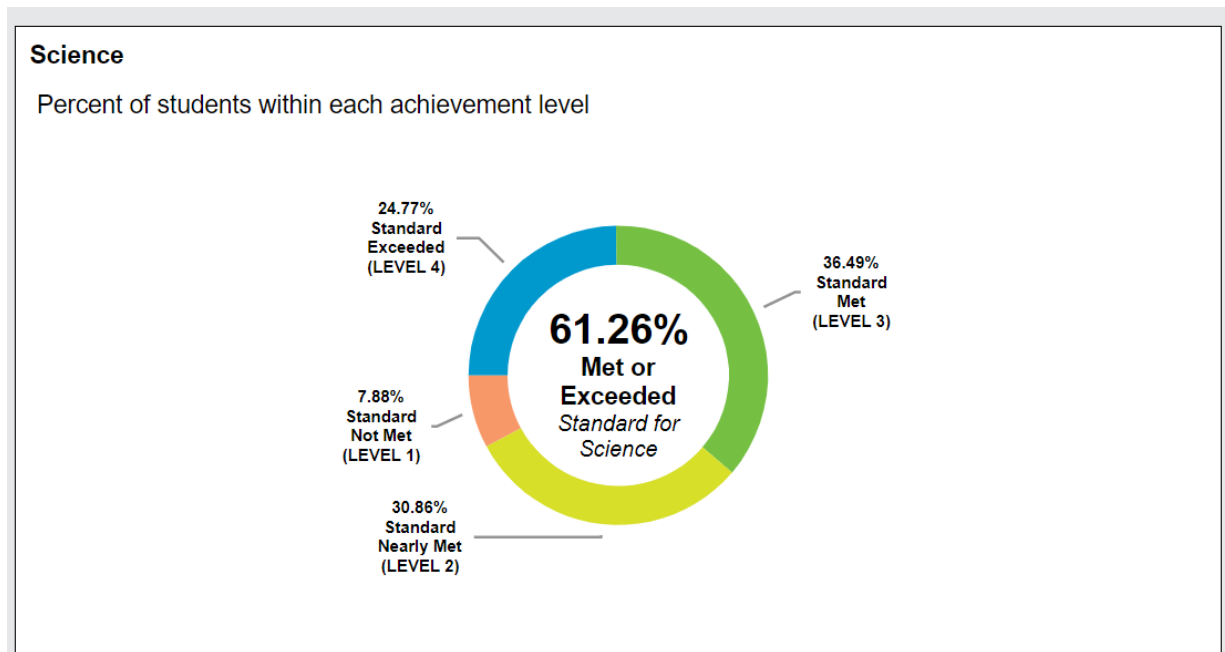
CAST 2021-22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1144	638	55.77	44.23	60.91
Female	562	285	50.71	49.29	58.95
Male	578	351	60.73	39.27	62.57
American Indian or Alaska Native	--	--	--	--	--
Asian	204	130	63.73	36.27	76.15
Black or African American	35	19	54.29	45.71	52.63
Filipino	23	16	69.57	30.43	37.5
Hispanic or Latino	251	147	58.57	41.43	29.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	36	46.15	53.85	58.33
White	544	284	52.21	47.79	72.18
English Learners	47	28	59.57	40.43	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	114	58.76	41.24	24.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	116	66	56.9	43.1	9.09

CAST 2020-21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	581	NT	NT	NT	NT
Female	274	NT	NT	NT	NT
Male	306	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	108	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	120	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	300	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	64	NT	NT	NT	NT

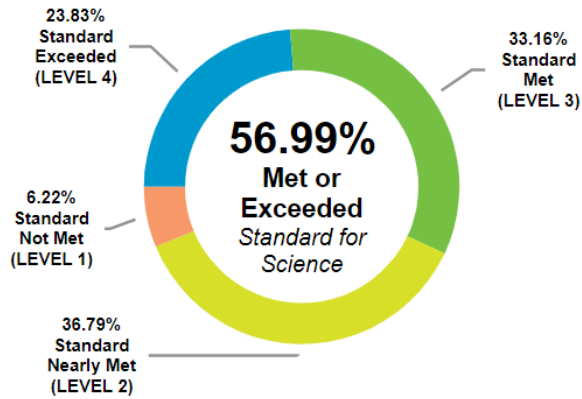
11th grade Davis Senior High School CAST results



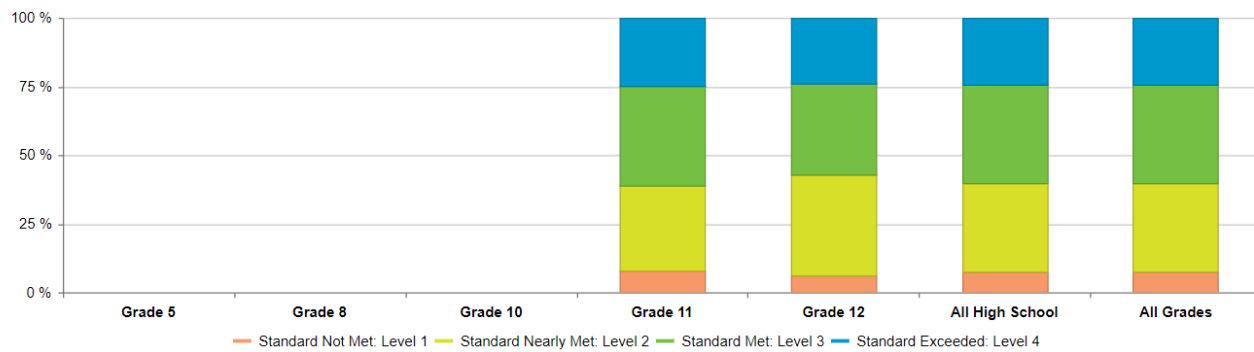
12th grade Davis Senior High School CAST results

Science

Percent of students within each achievement level




Achievement Level Distribution




The following Domain Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results are indicated for Davis Senior High School 11th and 12th grade students in the key areas of Life, Physical, and Earth and Space Sciences.

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LIFE SCIENCES: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution

 Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ^①	N/A	N/A	N/A	35.07 %	38.54 %	36.12 %	36.12 %
Near Standard ^①	N/A	N/A	N/A	40.95 %	34.90 %	39.12 %	39.12 %
Below Standard ^①	N/A	N/A	N/A	23.98 %	26.56 %	24.76 %	24.76 %

PHYSICAL SCIENCES: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

 Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ^①	N/A	N/A	N/A	40.23 %	38.62 %	39.75 %	39.75 %
Near Standard ^①	N/A	N/A	N/A	39.77 %	38.62 %	39.43 %	39.43 %
Below Standard ^①	N/A	N/A	N/A	20.00 %	22.75 %	20.83 %	20.83 %

EARTH AND SPACE SCIENCES: Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

 Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ^①	N/A	N/A	N/A	39.82 %	35.94 %	38.64 %	38.64 %
Near Standard ^①	N/A	N/A	N/A	39.37 %	41.15 %	39.91 %	39.91 %
Below Standard ^①	N/A	N/A	N/A	20.81 %	22.92 %	21.45 %	21.45 %

Examination of perceptual data

YouthTruth

Since the fall of 2015, Davis Joint Unified School District has conducted a student survey in partnership with YouthTruth, a non-profit based in San Francisco. While the results of the survey are quite extensive, each year the faculty members have received through site stakeholder groups a summary focused on salient data. Following is data relevant to students' health and wellness.

Youth Truth Student Data 2015-2022

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Overall

Selected Cohort: Typical DJUSD school *						
Summary Measure						
	Engagement	Academic Challenge	Culture	Belonging & Peer Collaboration	Relationships	College & Career Readiness
Your School - Nov 2022	48%	57%	30%	51%	33%	20%
Your School - Nov 2021	49%	64%	44%	51%	35%	19%
Your School - Feb 2021	49%	61%	52%	38%	47%	21%
Your School - Oct 2019	55%	60%	43%	53%	45%	22%
Your School - Oct 2018	49%	58%	45%	50%	43%	19%
Your School - Oct 2017	50%	59%	47%	54%	42%	21%
Your School - Oct 2016	49%	62%	51%	50%	45%	21%
Your School - Oct 2015	49%	63%	52%	49%	43%	21%
Typical YouthTruth school	55%	63%	39%	45%	47%	38%
Typical DJUSD school *	61%	70%	59%	55%	60%	40%

Youth Truth Staff Data 2021-2022

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Overall

Selected Cohort: Typical DJUSD school *				
Summary Measure	Your School - Nov 2022	Your School - Nov 2021	Typical YouthTruth school	Typical DJUSD school *
Engagement	68%	53%	74%	85%
Relationships	78%	60%	81%	93%
Culture	54%	26%	55%	75%
Professional Development and Support	33%	22%	56%	58%
School Safety	73%	54%	67%	91%

Youth Truth Parent/Family Data 2018-2022

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5 - Overall

Selected Cohort: Typical CA school *						
Summary Measure						
	Engagement	Relationships	Culture	Communication & Feedback	Resources	School Safety
Your School - Nov 2022	27%	51%	38%	41%	45%	44%
Your School - Nov 2021	33%	56%	53%	40%	56%	53%
Your School - Feb 2021	19%	46%	31%	30%	34%	38%
Your School - Oct 2019	32%	56%	46%	54%	48%	46%
Your School - Oct 2018	32%	57%	51%	45%	50%	45%
Typical YouthTruth school	46%	71%	63%	54%	60%	54%
Typical CA school *	54%	74%	68%	59%	65%	58%

Professional Development for 2017-18 included a student connectedness component. This component was for the first semester and dovetailed with a second semester focus on differentiation. Although there was a decrease in the above table concerning student awareness of adult availability, student connectedness and engagement continue to be part of the professional development and committee work. Staff continued to examine data from the Youth Truth survey and use the results to inform professional development in the subsequent three school years.

Compared to other Youth Truth schools, DJUSD

- Ranks similarly in:
 - Engagement
 - Relationships
 - Culture
- Ranks higher in:
 - Belonging & Peer Collaboration
- Ranks lower in:
 - College & Career Readiness

Compared to 2021-22, DJUSD

- Stayed steady or dropped slightly in:
 - Engagement
 - Belonging & Peer Collaboration
 - Relationships
- Increased in:
 - College & Career Readiness
- Declined in:
 - Culture

YouthTruth: Student Groups



Socio-Economically Disadvantaged Students:

- Lower levels of Belonging in grades 7-12 than students that are not SED
- Higher feelings of College and Career Readiness than students that are not SED

LGBTQ

- Report lower levels of Belonging in grades 7-12 than students who are not LGBTQ

Black/African American

- 17% positive in Culture in grades 10-12, 37% for all students

Hispanic or Latino/a/x

- 22% lower on Relationships in grades 10-12 than all students

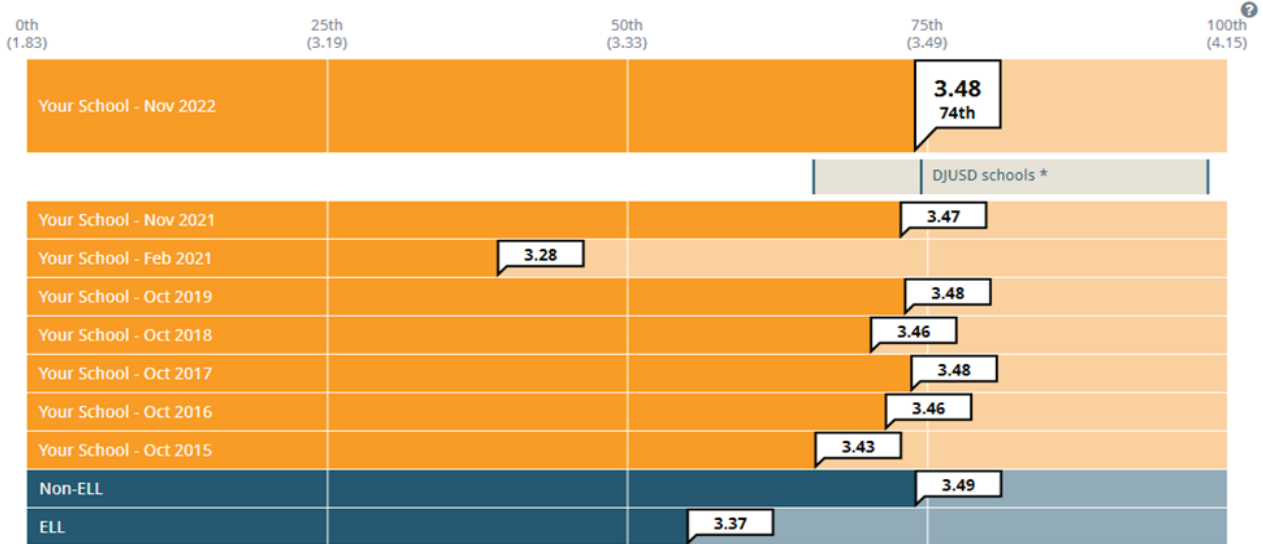
In the current 2022-23 school year, the Davis Senior High School MTSS team explores different data sets each month. Davis Senior High School administrators examined the above Youth Truth data and collaborated with principals across the district to identify districtwide trends as well as site areas of improvement and growth. This team collectively targeted specific areas where improvement is desired, specifically in the Decline in Culture category and areas where Socio-Economically Disadvantaged students lacked feelings of Belonging influencing DSHS's MTSS team's next steps.

In January 2023 the MTSS team analyzed four data sets of responses from Youth Truth (see below) using [DJUSD's Data Chat Protocol](#). The entire Davis Senior High staff will

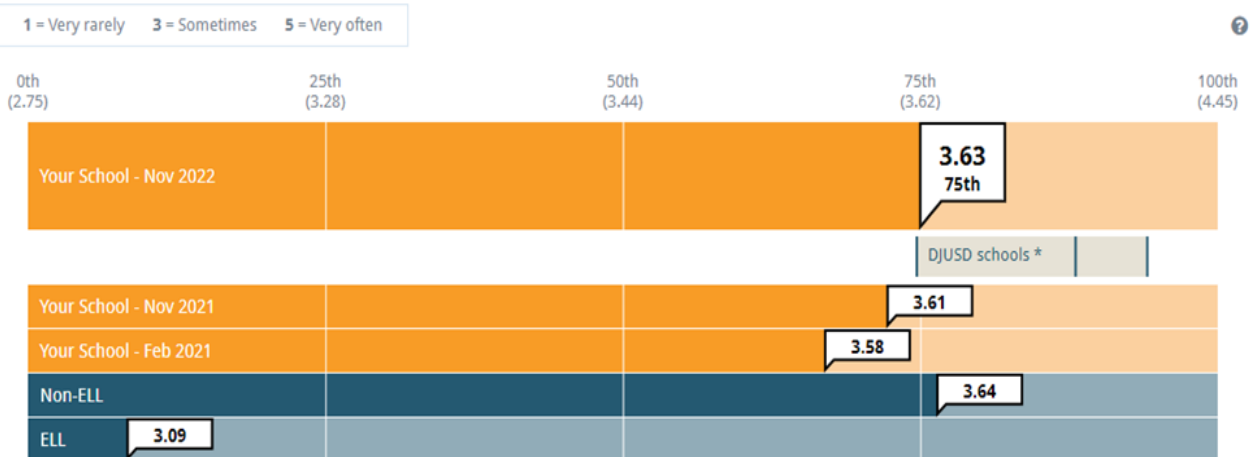
Davis Senior High School ACS WASC/CDE Self-Study Report

also be looking at these data sets using the DJUSD Data Chat Protocol in this coming month.

This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.

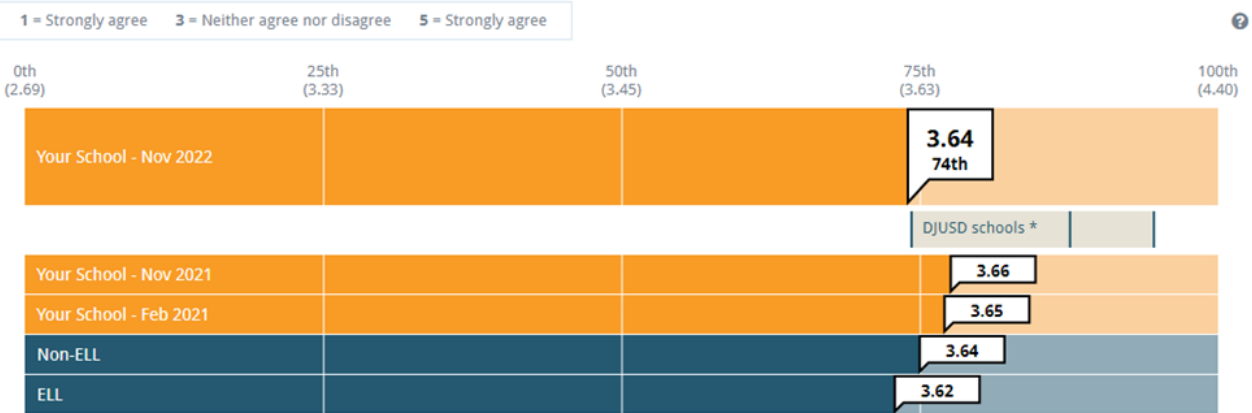


Within your school, how often do you see people of diverse backgrounds represented during school events?

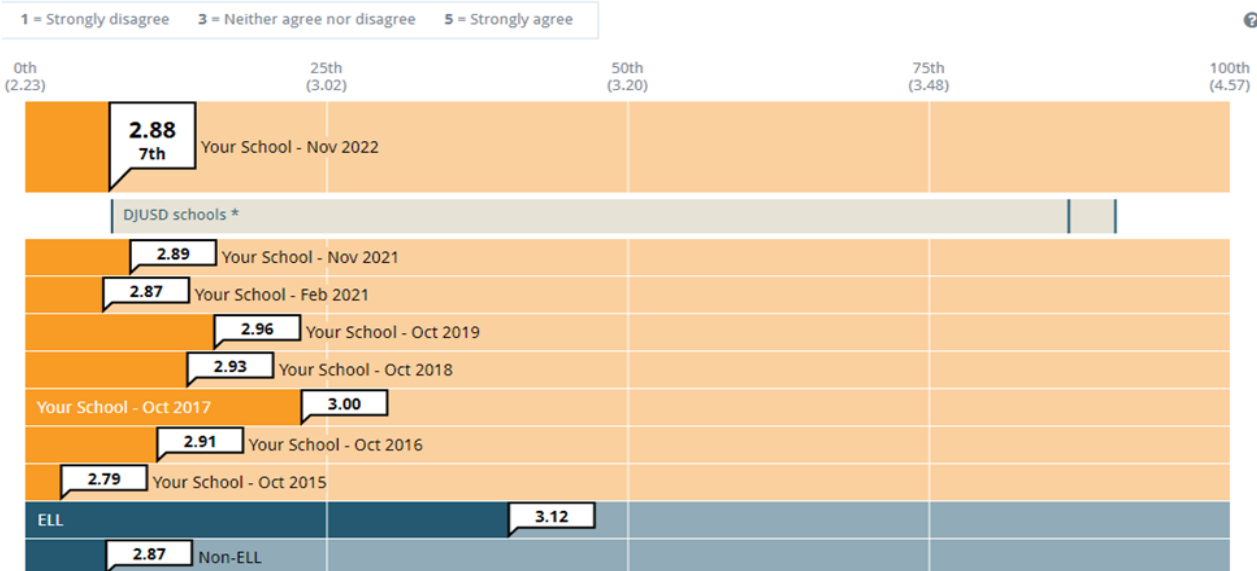


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Students from my school value people of different religions, faiths or spiritual beliefs.



When I'm feeling upset, stressed, or having problems there is an adult in school who I can talk to about it.



Summary

Reviewing all data, student academic achievement as a whole continues to be strong. The data continues to validate the need to better support several minority student subgroups both academically and social-emotionally. English Learners and Students with Disabilities are the most noticeable as underperforming in measures of academic performance data, attendance data, and other behavioral indicators.

Additionally, the DSHS administration team recognizes a disconnect between purposeful action addressing site areas of growth and documentation supporting the action taken. Even though the work is being done, data collection and analysis has been difficult to obtain or is missing.

Important Questions for Focus Groups

Focus groups did not examine student academic performance on state measures, such as CAASPP. The last year for which data are available through the California School

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Dashboard is 2019. CAASPP testing was canceled in 2020, and results were not posted for 2021. Data for 2022 were added sometime in late December, after the focus groups had completed most of their work. Apart from the lack of reviewable data from the past two years, what data may have been available languished due to staffing challenges in the position of testing coordinator and the vice principal overseeing testing activity. The school now (as of spring 2023) has consistent staffing in these positions, but did not from the start of distance learning in 2020.

The five focus groups were each provided with the results of a staff survey (conducted in fall 2022) made up of the criteria statements. While the survey data was affective and anecdotal, focus groups were able to get a sense of staff perspectives on the criteria, and make note of areas where there was consensus and areas where there was disagreement. Thus, the focus groups discussed the staff perceptions of the criteria and looked for evidence to support, or refute, the perceptions.

The focus groups identified areas of strength and growth connected to the criteria. The staff affirmed the earlier identified areas of student need from the current SPSA goals as continuing to be valid, noting that some strategies would shift for the coming action plan.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, 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, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (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

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: 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, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Davis Senior High School has a clear vision, mission, in addition to values that guide our work. In following and refining the process for each of these statements the voices of students, community members, families, non-teaching staff, faculty, and leadership are present.</p> <p>Mission Statement: It is the mission of Davis Senior High School to</p>	<ul style="list-style-type: none"> • Graduate Profile Posters, documents that are placed in each classroom. • The Blue Devil Beacon (weekly)

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.

Encouraging student and family voices in the Vision and Mission of DSHS is a crucial aspect of the work we do. Through periodic surveys and meetings that provide our community the opportunity to voice their perspectives we are able to glean feedback on the work we are doing and revitalize our vision and mission when necessary. This work has been done three times in recent years with families responding strongly to our requests for assistance in making our vision and mission respond to the needs of our stakeholders.

We review our processes and systems annually through student, family, and staff surveys. In addition, we embed regular opportunities throughout the year for all stakeholders to provide feedback and/or plan for next steps regarding our ability to progress towards our mission.

- A1.1: Graduate profile with learner outcomes: critical thinking and problem solving, creativity and innovation, adaptability and resilience, communication, collaboration, civic and cultural awareness.
 - The school developed [indicators](#), but they are not visible in classrooms.
- A1.2: The District strategic planning committee with students, parents, teachers, and admin meets regularly to discuss district goals.
- The school updated the [mission statement](#) during the 2016 WASC self-study.
- A1.3: The graduate profile graphic is posted in classrooms and often referenced on meeting agendas. It is not at the top-level of mind in classroom instruction.
- Student Planner Handbook: Each student is provided with a paper copy of the student handbook where one may find our vision listed in the first pages, along with being woven throughout our rules, regulations and policies. At DSHS, we are committed to the social, emotional, and physical well being of our students, and our policies reflect our every effort to ensure that these core values are both met and exceeded.

In addition, in more tangible ways, our adherence and communication of our mission and vision is demonstrated on a daily basis by the open dialogue we maintain with parents in person, through email, by phone, and over the internet bulletin

- staff newsletter)
- DSHS Shared Google Drive
- Meeting agenda and minutes
- YouthTruth: Student, staff, community, and stakeholder surveys
- Site Administrator Listening Tours
- [Student Planner Handbook](#)
- [DSHS Student Handbook Addendum 1.0](#)
- [Social Justice Standards](#)
- [CASEL Research \(SEL\)](#)
- [DSHS Lead Teacher Responsibilities](#)
- [DSHS Retreat \(22-23\)](#)
- [DSHS Communications Pathway](#)

boards like SchoolMessenger. It is further measured by our matriculation rate and the informal feedback we receive from students when they return to visit us. And finally, our mission and vision can be measured by how we are working to support our teaching staff.

The DSHS leadership team and staff review the schoolwide plan including vision and mission statements on a regular basis, in particular in summer prior to the start of the new school year.

By regularly updating and amending DSHS' school plan including the vision and mission, the site plans' three big goals can be met. For example, with goal three, by redefining the communication pathways at the school site, decisions regarding curriculum, discipline, and teacher support run more efficiently, with less getting stuck in place because of a clear path not having been established in prior years. The goal in mind is always student growth and college achievement. There is still room for improvement, and as we meet for review each summer, this process can become better refined.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness 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/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>As a DJUSD school, Davis Senior High School is governed by a Board; meetings are conducted bi-monthly that has been identified in compliance with the provisions of the Ralph M. Brown Act and Ed Code 47604.1. The agenda and location(s) are posted on our website 72 hours prior to the meeting and the agenda is available at each school site. Board materials are available to members of the public. All meetings of the Board are meetings in which the public may attend and participate; however, public participation in the meeting is limited by Board Policy. In compliance with the Americans with Disabilities Act (ADA) and upon request, DJUSD may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact DJUSD district office.</p> <ul style="list-style-type: none"> ● A2.1: Community stakeholders participate in board meetings and district governance. <ul style="list-style-type: none"> ○ The district frequently solicits stakeholder input through surveys and planning committees. ● A2.2: Teachers have a perception that the district office has a predetermined outcome before receiving data from the community, and will either skew or ignore the data and continue with their planned outcome. <ul style="list-style-type: none"> ○ It is hard to say whether the stakeholders in the 	<p>DJUSD Board of Education Meetings</p> <p>DJUSD Superintendent Advisory</p> <p>DJUSD Parent Advisories</p> <p>DSHS Bell Schedule</p> <p>DJUSD Uniform Complaint Process</p>

community understand the relationship between the board's decisions, expectations, and initiatives.

- A2.3: Filing a Uniform Complaint
 - Pursuant to Board Policy and Administrative Regulation 1312.3 a Uniform Complaint can be made by any staff member, parent, student, community member or applicant alleging unlawful discrimination, harassment, intimidation, bullying against any student, employee, or other person participating in district programs and activities based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics.

The degree to which our complaint criterion is addressed is largely effective. Through the formal and informal methods of lodging concerns outlined on our DJUSD website, and given from administration, staff and families have a myriad of ways to lodge concerns. The process in the governing Board/school's complaint and conflict resolution procedures is defined during staff meetings and other meeting minutes provided by the Board and staff meetings. Office staff reports and complaint resolution provide information regarding the conflict resolution process. Parent and student surveys provide opportunities for giving feedback regarding any procedures and issues that need to be resolved.

While the process is fairly effective, there is always room for improvement, and as a site, we continue to work toward open communication with all stakeholders.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Davis Senior High School utilizes a wide array of measures to ensure effective planning from school year to school year. Broadly, current yearly data is utilized in planning for each subsequent school year. The following are examples of the many avenues DSHS uses not only with gathering feedback but in forward planning.</p> <p>Educational partner feedback (surveys) is used to help plan or modify policies. DJUSD advisories, Coffee w/ the Counselors, Pastries with the Principal, and Cafecito talk time sessions with DJUSD staff provide opportunities for staff members at school sites to give direct feedback regarding any issues. School Site Council (SSC) / English Language Advisory Counsel (ELAC) and PTA meetings permit parents to bring up Issues of concern and are resolved by administrators and staff members in a timely manner. Bi-weekly one-on-one meetings between teaching staff and principal (1:1 between staff members & administrators/managers) provide further opportunity to discuss concerns. Because of the organization's commitment to continual improvement, the level of dedication to collaboration among all stakeholders is high.</p>	<p>YouthTruth Perception Data</p> <p>YouthTruth - Student (11/2022)</p> <p>YouthTruth - Staff (11/2022)</p> <p>YouthTruth - Family (11/2022)</p> <p>DSHS Team Structures (22-23)</p> <p>Committee membership rosters, staff surveys (e.g. MTSS)</p> <p>Site Council minutes</p> <p>Blue Devil FAM (Friday Afternoon Memo) Newsletter</p> <p>Pastries with the Principal</p>

<ul style="list-style-type: none"> ● A3.1: The Davis High planning process is somewhat effective in being broad-based, inclusive, and collaborative. Membership and input on planning groups and committees has a cross-section of departments, and where appropriate, parent participation. These groups examine data where it is available, but frequently it takes the form of site-generated surveys or site-specific data collection and analysis. ● A3.2: The School Site Council regularly reviews data generated by the activities and programs supported by the SPSA. The Site Council adjusts goal language and funding decisions based on this data. ● A3.3: The counseling department monitors student progress in attaining college readiness (i.e. UC a-g). It uses opportunities to evaluate during student class selection, senior application meetings. ● SPED case managers monitor and manage college/career readiness for assigned students <p>Administration, lead team, and whole staff meetings occur regularly to ensure staff are steadily evaluating progress on school-wide annual goals and planning for their improvement.</p> <p>Data from multiple forms of assessments are used to inform the cycle of inquiry process for each teacher. Overall assessment data from interims, benchmarks, and writing snapshots, along with Common Core testing outcomes are used to establish goals and practices for each department and grade level. Students' needs are analyzed using assessment data, student growth data, and prior data, such as ELPAC data, to help tailor learning plans for students. Teachers examine Common Core, as well all interim and benchmark scores of incoming students in order to identify areas of need their students may struggle with during the coming year. Staff further assess writing using in-house assessments to adjust instruction, and information gleaned from data analysis is used to plan future lessons.</p> <p>ELPAC testing occurs annually and is used to assess ELL students' current proficiencies in reading and writing. This data is communicated to parents, educators and students through cumulative files held in the office. We have made significant in-roads in communication of ELA acquisition data, but there remains much room for improvement.</p>	<p>Cafecito</p> <p>Transcripts demonstrate college eligibility standards are met.</p> <p>IEPs document specific plan for students and the particular examples for progress (such as communication criteria, job research criteria)</p> <p>DJUSD Data Talk Protocol</p> <p>The Blue Devil Beacon (weekly staff newsletter)</p> <p>All Staff Meeting - PPT Deck (example)</p> <p>Department Team Meeting - PPT Deck (example)</p>
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Data review is continual at the classroom level, at the leadership level, and across all subject areas and grade levels. With the ongoing implementation of Common Core, new paths for examining data are in development, and will continue to be refined as CCSS becomes more established. All stakeholders are provided opportunities to provide feedback through surveys, PTA, SSC/ELAC meetings, team meetings, Back to School Night, and Open House events.

Governance criterion enables DSHS staff to work together to meet the needs of our students. For example, making instructional decisions based upon benchmark and interim results enables DSHS to monitor student achievement as it relates to teaching and learning (Goal #2). Further work is needed as Common Core is implemented this first year regarding the opportunity gap. With receipt of SBAC, SAT, and AP assessment results, more specific changes to curricular practices can be made.

Throughout the academic year, students participate in the following assessments: iReady, pre-SBAC administration, informal subject-specific assessments, and the more formal SBAC. The results from these assessments are delivered to families through access to our behavior management system, AeQuitas (Q), student study team (SST) meetings, IEP meetings, 504's, and other informal assessment tools that we use to support identification of student needs such as general education accommodations, grades, and attendance. Families have access to this data and communication with teachers through Canvas and AeQuitas. Access to these tools are a proactive approach to be transparent with our families and reduce the desire to submit formal complaints and concerns.

Although we, as a staff, are familiar with these different methods and processes, they have been difficult to maintain through the frequent turnover of administration over the last ten years as well as the disruption of the pandemic. These processes will become more consistent and clearly stated to our governing board when we are able to maintain stability of our administration as well as the delivery of instruction.

Individually, our staff and administration participate in bi-monthly and quarterly check-in meetings that serve to highlight areas of strength and need within each teacher's practice.

Our admin staff provides the school site with a weekly newsletter called The Blue Devil Beacon. All news, data, photo celebrations, pending calendar events and deliverables are listed in the emailed document.

Grade-level and Department meetings occur on a bi-weekly basis, and are used to communicate leadership decisions to staff as well as receive input regarding policies that allow for additional voices

All Staff meetings are held every first Wednesday afternoon when we are in typical traditional learning settings. During these meetings, schoolwide global announcements are made in order to improve overall communication and foster collaborative work experience between all staff members. Often times during these meetings, very specific space is given for collaboration between team members within the same grade level as well as additional documents to facilitate conversation between grade levels. This time can also be used for presentations around global teaching practices, student support services, afterschool enrichment opportunities, and the sharing of schoolwide data.

School planning and PD days are used to foster the ability to remain focused on the "Single Plan for Student Achievement" and to promote professional development of all educators. Resources are shared between teachers in each department and across grade levels/departments. Data Analysis is used to inform the cycle of inquiry as teachers instruct and re-teach lessons to help further student achievement. Individual teachers, grade level teams, departments, leads team, administration team and the school as a whole review assessment data before making key decisions regarding student achievement plans.

DJUSD conducts a district-wide PD day two times a year when staff get the opportunity to listen to a guest speaker,

<p>collaborate with other staff, and meet colleagues from our other schools. PD days offer an opportunity to attend different sections where staff can learn a variety of teaching and leadership techniques. Previously, we have had the opportunity to learn and discuss Grading for Equity and using the social justice standards.</p> <p>DSHS holds monthly 'all-team' meetings to discuss upcoming events and changes, build community, and rapport with each other. During the school year, all DSHS staff are given 1-2 articles that we read and discuss as a whole team in our Departments. We plan to begin a book study at the beginning of the school year and one at the beginning of second semester. The books discuss topics and issues that affect school and teaching. We have monthly discussions regarding teachings from the book and how to implement them in the classroom.</p> <p>Teachers at DSHS also have monthly meetings where they can have the opportunity to collaborate with each other, discuss student concerns and work together to mitigate issues. Our teachers are also given a yearly budget they can use to purchase supplies and other items needed.</p> <p>Analysis is conducted on a regular basis, with frequent planning among team members, via monthly grade level, department, and staff meetings. Due to this being the initial implementation year of Common Core curriculum and teaching methodologies, DSHS is working through development of best avenues for academic decision making; it is a continual work-in-progress.</p> <p>DSHS has years of data accumulated since Common Core instruction was implemented, and with this data we have been able to determine program effectiveness as it relates to our Action Plan. One area of focus we realized had to be the implementation of providing experiences for students to think and write critically once they have applied their knowledge. This year across the subject areas of history, math and science we are working to provide more instruction based on Raising academic discourse across instruction.</p>	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate 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

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: 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.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>New Teammate Training When a new teacher is hired to DJUSD they attend a new teacher orientation prior to the Site Retreat PD training for all staff. This training introduces staff to org wide practices like SEL, equity development, and best practices in the classroom.</p> <p>Mr. Chris Lee, History Department Chair and Race and Social Justice Teacher, hosts monthly New Teacher luncheons as a support to sharing strategies and listening to needs.</p> <p>Site Summer Retreat Site Retreat occurs before the school year begins and becomes an all-staff professional development week. It is a time to come together to learn, discuss and plan around organizational wide priorities/goals. These goals for our campus in the 22-23 school year are naturally Closing the Opportunity Gap, 21st Century Teaching and Learning, and Safe and Inclusive Schools for all of our education partners.</p>	<p>DSHS Talent & Teams (22-23)</p> <p>DSHS Retreat (22-23)</p> <p>DJUSD Professional Development Opportunities</p> <p>YSCT Teacher Induction</p> <p>DSHS Leadership Pulse Survey (Quarterly)</p> <p>The Blue Devil Beacon (weekly staff newsletter)</p> <p>WASC Staff Survey</p> <p>California Standards for the Teaching Profession (CSTP).</p>

<p>Credentialed Teachers Teachers are fully credentialed at DSHS or are working through a program with a supervisor to become credentialed.</p> <p>Induction Program The Yolo-Solano Center for Teaching Teacher Induction Program is designed to offer support for beginning teachers who have finished a credentialing program and who currently hold a preliminary Multiple Subjects Credential or Preliminary Single Subject Credential which authorizes Induction. As outlined in SB2042, Induction is the main pathway to a Clear Credential for California-trained teachers. Created by SB1422 in 1992, California's Induction Programs were established based on research gathered from the California New Teacher Project. This research identified the need to provide participating teachers with focused induction support that would be at a sufficient level of intensity to make a difference in the performance, retention, and satisfaction of the participating teachers.</p> <p>The YSCT Teacher Induction Program provides a two-year program to support new teachers. This program consists of a reflective assessment and support process intended to help teachers in their initial years as a professional educator. Induction is designed to recognize the individual strengths and professional development needs of participating teachers, thus building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The YSCT program supports the demonstration and application of the California Standards for the Teaching Profession through its various components: collegial mentoring from an assigned support provider, ongoing staff development, curricular materials and training, and administrative assistance.</p> <p>Social Emotional Learning Teachers participate in social emotional learning and are trained regularly to better meet the needs of our students, something that became increasingly important since distance learning and has remained a high priority since reconvening live classes.</p> <p>We are deliberately setting aside time during our all-team weekly professional development to participate in deep dive emotional training that was provided to the staff.</p>	<p>DSHS Learning Walks (22-23)</p>
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We maintain a first and second year educator focus to continue, or even add, to the training our new hires are receiving in their teacher education programs.

Our professional development support, time, and resources for the teachers and staff continue throughout our full school year. Educators begin the year with a full-staff retreat where they are trained in DJUSD-aligned foci. Additionally, a portion of our teachers receive summer training from the DJUSD Summits, which takes place over a couple days each year. Topics that are covered during this time are based on teacher and staff survey data from the previous year, as well as student needs from the previous year. All of the professional development delivered at the beginning of the year is consistently followed up with surveys that encourage staff to give feedback and suggestions in an effort to improve our program. Our DJUSD consistently communicates with our Administration Team concerning teacher credentials and coaching support.

Our DJUSD onsite coaching is designed to support our teachers and staff in developing themselves around their CSTP Goals.

Administrators meet one-on-one weekly to either observe or give feedback on work done with and for our students. Staff and teachers meet once or every other week to engage around curriculum, data, student supports and mental health professional development.

All AP course teachers have attended AP training by the College Board, additionally, English Language Development Director, Special Education Department Director, and content directors for Math and ELA. Those directors provide professional development opportunities for site employees as determined by student learning data.

Our administration strives to meet with teammates bi-weekly meetings with supervisor to create smart goals and monitor progress based on professional development (individual and site wide) that align with [California Standards for the Teaching Profession \(CSTP\)](#).

Data mined from multiple assessments reflects the advancement of educator skills and performance of professional development standards. Additionally, it highlights areas of development still needed and provides the basis for

individual coaching conversations. The data talk protocol is particularly useful for trying out PD standards in the classroom, developing lesson plans for key standards, testing and then assessing the data from week to week.

Multi-Tiered Systems of Support (MTSS) is used to measure the effect that teacher practice and professional development has on student performance. Teachers meet throughout the school year to discuss student performance and how best practice, learned and directed through professional development, can be used to support individual student performance. Individualized support is recorded accommodations, applied in the classroom, and revisited throughout the year.

Students who continue to need performance support are referred to a focus group of teachers administration and counselors to further assess student needs and guide professional development.

Information gathered on student performance needs are then used to guide professional development like Social Emotional Learning and equitable grading practices.

DSHS' existing structures for internal communication, planning and resolving differences are effective for the individual and group alike. From small inter-personal issues to larger staff concerns, when the appropriate conduits are followed, our results are highly effective and in touch with of-the-moment concerns.

Additionally, though there may be official procedures to follow, every leader on campus has made him or herself available for private conversations of concern or for new / innovative ideas to implement. We are an interactive, enthusiastic site concerned with addressing issues as they come up with grace.

Complete communication of DSHS policies and procedures. Weekly updates on policies and procedures are communicated to all staff in The Blue Devil Beacon.

DSHS Administration have an open door policy. Administration holds regular monthly Site Liaison (DTA union representatives) office hours for staff to communicate, plan and resolve issues one-to-one. Weekly staff meetings are held and bi-monthly grade level meetings and Department

<p>meetings are held.</p> <p>The attaining and maintaining of highly qualified staff is an on-going process, beginning with DSHS Retreat, continuing with monthly team meetings, content meetings, subject-area PD days, and gatherings throughout the school year. In addition, the implementation of CSTPs as a metric of educator effectiveness is ongoing through formal and Learning Walks and one-on-one discussions with DSHS' Principal or direct supervisor.</p> <p>The CSTP rubric enables DSHS educators to receive feedback and make use of instructional tools to improve their instructional practices and methodologies. This process directly impacts the first of DSHS' goals. For example, using the instructional practice of Close Reading enables students to dig deeper into text and to analyze structures and ideas inherent to text. As this year is the first in implementing Common Core practices, the practice of Close Reading will be refined as data is examined in the summer months. Future PDs will enable DSHS educators to more effectively instruct students in text analysis.</p>	
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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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions: DSHS follows the procedures established by DJUSD and YCOE regarding the allocation of resources. More information on these policies can be found on the DJUSD QSS Financial Dashboard. DSHS’ Site Administrative Assistant is responsible for placing and managing orders.</p> <p>Staff are consulted on how resources are utilized, but areas for growth include considering long term repercussions for how new programs affect current programs. Department spending on educational materials is largely at the discretion of department members.</p> <p>Teachers are collaborative partners in terms of how department budgets are spent. Department budgets set at the beginning of the year and tracked by administration and department chair.</p> <p>Mission-focused resource allocation: DSHS’ mission is to Foster an inclusive environment where everyone belongs. Furthermore, DSHS’ mission supports financial allocation to</p>	<p>DSHS SPSA Budget (22-23)</p> <p>DSHS Department Budgets</p> <p>Science Textbook Adoption (example)</p> <p>DJUSD Professional Development Opportunities (e.g., Grading for Equity, Ethnic Studies, and CPR)</p> <p>DSHS Comprehensive School Safety Plan</p>

mission-led initiatives.

Departments are given an annual budget to acquire approved classroom materials through vendors and are reimbursed through the financial form process upon approval by the Principal. Teachers have access to office supplies and classroom materials in the front office supplies and in the staff copy room. Large purchases made by departments and/or individual teachers are coordinated with the principal and site administrative assistant.

A5.2. Practices:

The DSHS principal has a vital role in influencing the school site’s annual budget. The allocation of resources is maintained through monthly budget meetings with DJUSD financial analysts. All pre-established DJUSD budgeting policies and procedures are followed.

Outside consultants were hired to help prepare the DJUSD budget. The district fiscal department has experienced staffing shortages. Teachers and staff do not always know how department budgets are set.

The effectiveness of the schools processes in relationship to district practices for developing in annual budget, conducting an annual audit, and conducting quality business and accounting practices, including protections against mishandling of institutional funds are well done at our DSHS school site and DJUSD-wide organization. Our school is directly associated with our District Office which is fully in control of school budget based on our enrollment of students and our personal school needs. As an DJUSD organization all of our schools are in support of each other around behavior supports, classroom resources, and outside fundraising. Our leadership and staff are involved in communication and distribution of classroom budgets. Our 1:1 chromebook distribution was prioritized by our leadership team and distributed to all students. A few other practices consist of annual budgets for the following areas:

- Teacher classroom budgets
- School-wide stationary budget (ex. Supplies, printing paper)
- Grade-level budgets for incentives and award activities
- Science lab budgets
- College Tours
- Field Trips

These resources are allocated to meet the school's vision, mission and schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards and the college- and career-readiness standards specifically around our technology and academic priorities. Regionally, our District Office also sends out a yearly Budget Memo to all DJUSD staff members and is reviewed onsite at DSHS. Our accounting practices are audited by our regional office to ensure appropriate handling of funds.

A5.3. Facilities Conducive to Learning:

DSHS is mostly well-maintained. In terms of student safety, DSHS does not have functioning video cameras; they are decoys. It is an open campus for all. We have no perimeter fencing. Student safety in bathrooms could be improved. There is lots of construction going on for the 21/22 and 22/23 school year. Some teachers have been displaced, equipment exhaust fumes have affected teachers and students in the O-wing. However, a new Robotics and new STEM building are being built.

All students attend school in a safe facility conducive to learning. The school facilities is 100% maintained and in good repair as measured by our facilities department.

The facilities at Davis Senior High School support the needs of the students. There exists an extensive School Site Safety Plan that addresses all procedures. See the link in supporting Evidence.

The facilities support the learner outcomes by providing a clean organized campus. The classrooms are vacuumed and the hallways are swept on a daily basis.

The DSHS facility supports the special educational program as well. The campus has a designated Learning Resource Center (LRC) classrooms for Special Education. There are optional seating arrangements and chairs for the students.

The facilities at DSHS support the health and safety of the students. Every classroom is equipped with a fire extinguisher, Disaster Flipbook, school site directory, evacuation map and a disaster supply backpack. The backpack is stored under the teacher desk in every room for consistency. Any substitute can find the safety backpack. An

emergency folder exists in every classroom by the door. In this folder there are class rosters for every class held in each room. Additionally, green and red safety cards are in the folder. Every evacuation drill conducted, these folders are secured by the teacher and utilized to verify all students are accounted for. Fire evacuations are conducted on a regular basis. The Science classrooms are equipped with eye-wash stations, emergency gas shut-off levers, and a fume hood.

The DSHS facility supports the health of the students by providing an open air campus with outside hallways. Bathrooms are maintained with sinks and soap.

The community need for parking lot safety has been thoroughly addressed. Several studies were conducted with the city and fire departments to ensure safe traffic flow. Drop off and pick up procedures have been clearly communicated to the parents. With the addition of two new buildings on our campus the traffic flow options for drop off and pick up were analyzed.

DSHS is an open campus with no fences or gates. There are specific guidelines for when students are allowed off campus or in the parking lot. There is adult supervision at all parking lots during drop off and pick up times. There are traffic guards in the morning and afternoon to stop traffic and allow students cross the street safely as Davis is predominantly a bike town. This ensures the parking lot safety of our students.

A5.4. Instructional Materials and Equipment:

The policies and procedures regarding the acquisition of instructional materials and equipment can be found on the QSS Finance Portal. The site administrative assistant, in conjunction with the Principal oversees all purchase orders.

When funding is available, the process for textbook adoption has been streamlined. However, there isn't a textbook adoption rotation or schedule. Certain departments have textbooks that are decades old. The most recent department-wide adoptions are social studies (2021) and science (2022).

Upon requisition, and following all DJUSD policies, the DJUSD IT Tech Team procures technology for DSHS. The IT Team is also responsible for maintaining service agreements for DSHS Technology.

<p>DSHS staff members have access to an DJUSD technology liaison through the DJUSD IT Tech Support Ticket System (Tech Ticket). Staff members submit tech tickets which contain an explanation of the technology issues they are experiencing. An IT member responds immediately and will solve issues either in person or remotely, usually within a 24-hour period.</p> <p>A5.5. Resources for Personnel: School administration provides multiple opportunities for professional development throughout the year.</p> <p>DSHS has an ongoing Professional Development Calendar.</p> <p>Training opportunities are specific for different groupings. There are trainings for all faculty and for grade level as well as subject matter. Training opportunities vary from Social Emotional Learning to Department Specific and are chaired by campus leaders.</p> <p>Teammates are paired with an Administrator who assists in the mentoring process. Professional goals are required of every teacher and are reviewed and discussed with their respective mentor. Teachers are observed on a regular basis and teaching strategies are discussed to improve the quality of teaching at DSHS. Following up and supporting teachers' goals needed to be decided for improvement.</p>	
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**ACS WASC Category A. Organization: Vision and Purpose,
Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Board, District, and Site alignment on inclusivity mission
2. Current DJUSD Strategic Planning process
3. Consistent School Site Council and PTA involvement with SPSA resource allocation

Areas of Growth

1. Attractive compensation packages to recruit and retain our Special Education staff members
2. Recruit, hire, support, and retain a diverse staff
3. Graduate Profile metrics
4. District Office and Site Cohesion (Coordination and communication)
5. District Office and Site leadership turnover
6. Create a faculty handbook
7. Consider long term repercussions for how new programs affect current programs

*The summary information will be used for Tasks 4 and 5.

Category B: 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 schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, 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.

B1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Educational research occurs at the district office and site levels. Educators are supported by their administrators, lead teachers, content level experts as well as the district office. For example, The National Equity Project training for teachers promotes a change in culture and conditions on campus that furthers our objectives through intensive weekly workshops. These learning opportunities are available to all Staff.</p> <p>Support for the most current, efficacious strategies and education practices are provided for all leadership and staff during summer training, weekly Department meetings, guest and on-site expert presentations given on specified dates and convenient times.</p> <p>To further enhance teacher learning and growth, educators have the opportunity to discuss and desegregate information provided by educational texts written by experts in instruction, equity, assessment, and teaching strategies for this generation of learners. As the staff shares their observations and feedback on the chapters they read, different</p>	<p>Lesson Plan Templates</p> <p>Lesson Plan Examples</p> <p>Course Catalog</p> <p>Identity and Ethnic Literature Course Description (10th grade)</p> <p>Avancemos I, II, and III. Imagina (Sp. IV)</p> <p>Science Adoption of “Experience Chemistry” curriculum and textbook for Chemistry-P courses.</p> <p>Science course information</p>

<p>perspectives and new information is shared and adds to the modernization of the school with regard to retention and application of content across the different courses. This work is one of the many excellent examples of how the administrative team constructs common knowledge for its instructors.</p> <p>Canvas is a teacher-friendly, student-friendly Learning Management System (LMS) platform for communication, specific details for assignment completion, and grades. The interaction between individual students and their educators is efficient, clearly outlined, and supports student participation towards their ultimate success. Additionally, parents can observe and be kept informed of their scholar's progress through individual access. Links to the individual courses keeps connections accessible and interventions possible as timely feedback is crucial to student advancement.</p> <p>At DSHS, there are clearly defined academic standards that meet/exceed state and national/international requirements for each subject area, course, and/or program. Each course meets/exceeds graduation requirements, and where applicable, meet or exceed UC "A-G" requirements. Required syllabi demonstrate how each course meets or exceeds said requirements. Each teacher must have a syllabus outlining his or her grading policies, resources used, course description, and rules or policies outlined in the Student Planner Handbook.</p> <p>The relevant CCSS/NGSS are defined and referenced in each objective of the lesson plan and are listed on the boards/screens of classrooms to make connections directly with the standard being addressed in the lesson, so students are aware of their progress within each standard. Listing the day, week and unit objectives on the board/screen helps to keep all learners in the room on track and reflective.</p> <p>ELA and History utilize the same literacy promoting skills and strategies . ELA and History both require active and close reading, writing to learn, acquisition and use of academic and domain specific vocabulary, and all three forms of writing (narrative, expository, and argumentative).</p> <p>Here are examples of curriculum across our contents:</p> <p>Social Science</p> <ul style="list-style-type: none"> ● B1.1: All courses use board-approved textbooks 	<p>website (2021-22)</p> <p>AP Test scores in Physics, Chemistry and Biology</p> <p>Use of algebra and graphing in physical science courses. Reading of scientific articles.</p> <p>Completion of internships</p> <p>Special Education Curricula</p> <p>Healthy Relationships Curriculum</p> <p>Khan Academy</p> <p>IXL Learning</p> <p>College and Career Readiness Standards</p> <ul style="list-style-type: none"> ● High school students take college level courses in 10-12th grade ● UC course descriptions ● College Fair/Parent financial aid workshops ● College acceptance letters ● Naviance
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aligned with the state standards.

- B1.1: AP classes are directly aligned with the rigorous standards set by the College Board curriculum.
- B1.1: 11th grade social science classes (i.e. AP US History and Race & Social Justice) are aligned and teaching common lessons and assignments
- B1.3: AP exam pass rates are high / AP students are meeting and exceeding the standards established by the College Board
- B1.4: Novels assigned in English courses connect to historical topics covered in U.S history classes at Davis High School
- B1.5: UC Davis interns work on campus as academic tutors for the Academic Center, as well as in individual teachers' classrooms as interns through the ED 100 course.
- B1.5: UC Davis Department of Education places graduate students in the Social Studies department as student teachers each year.

Counseling

- B1.1: DSHS provides non-college prep, college prep, Honors, and AP courses. All courses offered meet graduation requirements.
- B1.2: graduation requirements are listed and tabulated on the transcript, and listed on the course catalog. College/Career readiness indicators - course catalog has defined UC/CSU a-g requirements in multiple places. CTE pathways listed on the catalog. The school would like to have a recognition of sorts (perhaps a transcript notation?) for students who have completed a pathway.
- B1.5: The counseling department meets monthly to collaborate with jr/elementary counselors. UC/CSU reps make presentations to students twice a year (Fall and Spring). Sac City college reps offer application workshops. The school has partnerships with Communicare, DBT, and even a therapy dog. We don't currently follow up on graduates to evaluate effectiveness.

English Language Arts

- B1.1: All English texts are Board of Education Approved and/or UC Approved. All of our English Language Arts courses are aligned with the standards.
- B1.2: All English Language Arts courses meet A-G requirements.

- B1.3: Within the English department, we have common assessments at each grade level. These assessments are graded using standards-based rubrics. Identity and Ethnic Lit, for example, has a shared semester one final exam (See Supporting Evidence).
- B1.4: (English and Social Sciences) Reading: ELA texts often align historically and/or thematically with Word Civ units (for example, students might read *Animal Farm* in ELA and study the Russian Revolution in World Civ). Research: Both ELA and SS teach the research process (evaluating sources, annotating sources, citing sources, etc.) Writing: Informative/Explanatory and Argument writing skills apply to both courses. (See Supporting Evidence for a Sample Assignment)

Mathematics

- B1.2: The school follows state and AP guidelines for determining graduation and college readiness.
- B1.3: Teachers design lessons based on the Common Core or AP standards and often target aspects of the graduate profile (although that may be incidental).
- B1.5: Math teachers have invited UC Davis interns (MAST/EDUC 100) to observe/help within our classes and the Academic Center.

World Language

- B1.1: AP Spanish V and VI classes are directly aligned with the rigorous standards set by the College Board curriculum.
- B1.3: World Language AP exam pass rates are high / AP students are meeting and exceeding the standards established by the College Board
- B1.5: UC Davis interns work on campus as academic tutors for the Academic Center, as well as in individual teachers' classrooms as interns.

Science

- B1.1: All science courses use approved textbooks and curricula. Numerous science courses have adopted new materials that specifically align with NGSS standards.
- We offer three Advanced Placement science classes; Biology, Chemistry and Physics. Each of these classes adheres to a strict curriculum designed by the College Board.

- B1.2: DSHS offers multiple courses that satisfy A-G laboratory science requirements.
- B1.3: AP Test results for all 3 science classes are very good (Biology has an average score of 4)
- B1.4: Crosscutting concepts connect curricula in science classes with other subjects—primarily mathematics.
- B1.5: The Biotechnology class has frequent guest speakers from local industry and from UC Davis. Students also elect to participate in internships at UC labs during the spring semester. The class also has an advisory group made up of local professional scientists who are instrumental in the continued updating of the curriculum. Successful students have earned PhDs in the molecular biology sciences and have returned DSHS to share their experiences with current students

SPED (Inclusion):

- B1.1 Current Educational Research and Thinking: The Inclusion Program uses effective and relevant, standards-based curricula for Math Fundamentals, Transition to Independence, and Read/Write Fundamentals. The curricula are aligned with academic standards for special education.
- B1.2. Academic and College- and Career-Readiness Standards: Students attend two graduation tracks: Diploma with modifications and Certificate of Completion. Courses are listed on the transcript accordingly. Students who graduate with a Certificate of Completion are prepared for career readiness through Transition Skills classes and the Workability program; they typically transition to Adult Living Skills and other programs available in the community (ages 18-22). Students with the diploma with modifications graduation are prepared to apply and transition to colleges and 4-year universities. The school has defined the standards to meet their graduation requirements.
- B1.3. Congruence with Student Learner Outcomes and Standards: Students complete CAASPP, ELPAC, and alternative assessments: CAA.
- B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school for Special Education Students in collaboration with the Workability program and Student Career Center and

<p>according to students' IEP (Individualized Education Programs)</p> <ul style="list-style-type: none">● B1.5. Community Resources and Articulation and Follow-up Studies: Contracted agencies/services: (OT/PT, SLP, Behavior, Mental Health EHRMS, Music Therapy, APE); Tutoring program through UC Davis and Sacramento State University; Internship SPED teachers/students; Visits from a variety of speakers and employers to support future career information, and progress on IEP goals.	
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B2. Equity and 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 meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: 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.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Our students at Davis Senior High School are provided several different modes of opportunities to make appropriate choices and pursue a full range of realistic post-secondary education and career options. We have implemented support for students at both the middle school and high school levels.</p> <p>Here are examples of student access to the full range of choices at DSHS:</p> <p>Social Studies</p> <ul style="list-style-type: none"> • B2.1: DSHS Course catalog lists the full range of choices students have for course selection. DSHS offers college preparatory classes, many electives, as well as career tech courses (Ag courses, Autoshop) • B2.2: Social Science classes tie in curriculum to current issues and research. Race & Social Justice students engage in a research project that requires them to identify issues/problems in their communities, research the historical background of the issue, collect and assess data, and then present solutions. • B2.3: DSHS counselors, administrators, and teachers work with parents for individual students’ needs in creating 504 plans, holding IEPs, and assisting students • B2.4: DSHS counselors meet with students to assist 	<p>Course Catalog</p> <p>Course Request Form</p> <p>Identity and Ethnic Literature course description (example)</p> <p>Canvas</p> <p>Naviance</p> <p>Career Center</p> <p>STEM building</p> <p>Guest speakers come in the classroom offering possibilities to travel and study abroad.</p> <p>Science (B.2.1 Evidence) Students interested in chemistry have the option to take Chemistry in the Community, Chemistry,</p>

<p>them in making sure graduation credits are in place, as well as helping students plan for post-secondary education and career.</p> <p>Counseling Our high school students have the opportunity to meet with their academic counselor multiple times a year to review each student's current academic progress and create support to help them achieve their post-secondary education and career goals.</p> <ul style="list-style-type: none"> ● B2.1: Students appropriately choose/are placed in courses for which they've met prerequisites. DSHS requires 5 credits of CTE for graduation requirements - career exploration ● B2.3: Counseling helps coordinate/facilitate Student Study Team, 504 meetings, parent-teacher-student conferences. ● B2.4: Counselors meet with students. We endeavor to meet with all juniors in spring of 11th grade. We host a College and Career night in April. We are planning a CTE fair with Sac City in January/February 2023. We hold Sac City application workshops with Sac City staff; UC/CSU/Common App application workshops hosted by counselors. <p>Career Center Access to Naviance to manage career research and college admissions process, on-campus Career Center with resources for:</p> <ul style="list-style-type: none"> ● Scholarship opportunities ● Financial aid resources ● College planning materials ● NAVIANCE college and career exploration ● Summer programs in the U.S. and abroad ● Career path resources ● Job postings ● Volunteer opportunities ● Conservation programs ● Community service programs ● Teen camps ● Travel programs ● Recreational opportunities ● Military options ● Gap year ideas <p>English</p> <ul style="list-style-type: none"> ● B1.1: The English department offers a variety of ELA 	<p>Honors Chemistry, or AP Chemistry. (Refer to the course catalog.)</p>
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options based on rigor and/or areas of interest (See Supporting Evidence for Course Catalog Options)

- B2.2: The English department recently rewrote the 10th grade English curriculum, rebranding the course “Identity and Ethnic Literature.” In addition to aligning the course with 9/10 ELA standards, we also used the “Ethnic Studies” framework. Our new curriculum reflects our school’s diversity.

World Languages

- B2.1: Students have the choice to take 4 to 6 levels of the 4 languages offered in this school.
- B2.2: Language curriculum makes great emphasis on oral proficiency, which could be the main way students will apply their language skills outside the classroom. Students participate in real-life scenarios as they learn the language and guest speakers come into the classroom.
- B2.3: SST’s, IEPs and 504s require collaboration between administrators, counselors, teachers, parents, and students to develop and monitor student learning.
- Teachers also meet one on one with parents, as needed, to talk about students’ progress.

Mathematics

- B2.1: Our course catalog offers a wider variety of courses, but recognizes there are steps in the students’ progression where students could have more/better options.
- B2.2: Every math class has real world problem solving applications of the material. We offer classes, such as Consumer Math and QRAT, that focus on the applications of math to everyday life.
- B2.3: SST’s, IEPs and 504s are collaboration between all three stakeholders to develop and monitor student learning. We have digital grade systems (Canvas and Q) that keep everyone in the loop on student performance.
- B2.4: We offer AP courses and college entrance requirements for students continuing their education. Consumer Math is offered for students entering the workforce.

Science

- B.2.1: A variety of courses are offered for each

scientific discipline, aimed at meeting a variety of student needs and interests.

- B.2.2: Several physical and life science courses are available without prerequisites and immediately available to all students. Most other science courses are offered to all students with recommended prerequisite math and/or science courses.
- B.2.3: Coordination of IEP's, 504's, and SST's are developed with collaboration between counseling, teachers, students, and parents.
- B.2.4: We offer AP classes (biology, chemistry, and physics) for students considering continuing their education in STEM related fields in college. Students meet with counselors for graduation and post-secondary career guidance.

Special Education (RSP)

- B2.1: Students have access to UC/CSU a-g approved courses, AP courses, Career Technical Education courses.
- B2.2: Career Technical Education courses across 7 sectors (Agriculture and Natural Sciences, Engineering and Architecture, Health Sciences and Medical Technology, Transportation, Arts, Media and Entertainment, Information and Communication Technology, Software and Systems Development)
- B2.3: Annual IEP review meetings; school-wide use of Canvas learning management system;

SPED (Inclusion)

The Special Education team provides their high school students with education and career exploration support specific to each students' individualized transition goals that were created by the IEP team which includes parents and in most cases, students as well.

- B2.1. Variety of Programs — Full Range of Choices: SpEd students have access to and attend a variety of courses offered at DSHS both required for graduation, electives, and SpEd classes as determined through the IEP process. SpEd students are members of numerous DSHS clubs and school events.
- B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:
- Numerous hands-on real-life experience classes are offered at DSHS (Ag engineering, Stage, Floral, Ag classes, art, etc).
- B2.3. Student-Parent-Staff Collaboration: Staff,

<p>Parents, and service providers meet regularly, as requested, to amend the IEPs for SpEd students. Parents are notified of the progress through progress reports sent home based on objectives of the IEP goals, as observers on Canvas, through parent-teacher conferences and meetings as needed.</p> <ul style="list-style-type: none">● B2.4. Post-High School Transitions: The Inclusion department implements planning and strategies to facilitate transitions to college, career, and other postsecondary high school options as per students' IEPs. Staff, parents, and students visit career, college, and postsecondary programs as part of transition planning. <p>DSHS effectively implements a variety of strategies and programs to try to ensure that our students are adequately prepared academically, mentally, and financially to attend a four year university school, however, we also provide guidance for those students that are more interested in attending a two year university, or certificate program. Our strategies are diverse; however, they rely heavily upon relationships established and built between students and various staff members including teachers, counselors and administrators. The thought is that if students are able to establish and maintain a strong, supportive relationship with at least one staff member, then they might continue to reach out for support and guidance as they need it in their post-secondary career. Our programs, however, are far more concrete and can provide a more thorough perspective on the transition of our students to adulthood.</p> <p>When our students depart, we hope that we have imparted with them all of the necessary skills, knowledge, and ability to navigate post secondary life. They remain a Blue Devil and a member of our community. Frequently they maintain friendships and mentorships with various staff members, and can continue to rely upon us to support them. Relationships are arguably one of our greatest contributions that we provide our students. Indeed, during our year of distance learning, students relied very heavily upon those relationships, particularly for things like requesting letters of recommendation. At times, we also offer transition services, particularly to our student population that receives support from our special education department. The challenge, however, that we continue to face is our rate of completion of four year degrees, and success of our students as they depart.</p>	
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Broadly speaking, over 50% of our graduating class matriculates to college. Academically, we have sought to address this challenge by creating a more unified grading system; we are beginning to transition to standards-based grading, and revising various policies that affect student performance. In terms of addressing the necessary life skills to successfully navigate college life, we are increasingly incorporating practices and reflections in our curriculum, including things like requiring the use of a student planner, and, during these times of distance learning, extensive use of the features available with Canvas, our online learning system. In addition, we have incorporated additional social emotional learning into our courses this year, and in the past as well. We are seeking to provide them more guidance in their personal development and provide them with the skills and aptitudes to be successful independently. In the coming years we are also going to take advantage of our one to one devices assignment and begin to incorporate curricular materials from Naviance, the same system we use to ensure students are successful with their college and scholarship applications. This program is intended to assist students in assessing their interests and prepare them for the steps necessary to pursue their future.

This is an area for which we have always aimed to equip our DSHS students with what is needed for postsecondary success. Student qualitative and quantitative data demonstrate that we could equip students more successfully for post-secondary life. While we have a large number of students who do successfully complete their university degrees and go on to professional careers, we have a great number of marginalized and unduplicated students who do need guidance on post-secondary pathways.

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Expansion of CTE opportunities (e.g. Ford ACE Program)
2. Resources and time provided to improve Social Emotional Learning (SEL) in classrooms
3. Detailed course catalog with diverse course offerings
4. AP/Honors course offerings
5. Many courses aligned with standards and common assessments (e.g., RSJ and math courses)

Areas of Growth

1. Expansion of common practices and assessments to include more departments
2. Evaluating effectiveness of programs
3. Expansion of resources for EL students to meet learner outcomes
4. Cross-curricular planning collaboration
5. Update materials (e.g., Spanish 4 textbooks and upper level Mathematics textbooks)

*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1 Results of Student Observations and Examining Work</p> <p>DSHS tasks students with learning targeted toward college and career readiness, the latter of which has only just gained traction within the last couple of years. In order to get students to where they need to be in standards mastery and post secondary success, multiple converging programs have been developed and implemented in years past. These systems are the main ways in which all teammates combine their shared knowledge of the students to help guide them toward success. There are multiple points in time in which these systems are put to use, including grade level meetings, all staff meetings, parent and student meetings, and even day-to-day in the classroom (applicable on a student-by-student basis).</p> <p>The results of the staff survey show that 80% of staff either strongly agree or agree that: <i>All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</i></p> <p>These findings demonstrate that a majority of Davis High School Teachers feel they are providing challenging and relevant work, and they find that most, if not all students, are participating in this work. In the survey, teachers pointed out that the process of providing work with timely feedback, quizzes and tests all allow for student access. Another teacher pointed out that Race and Social Justice Project Night</p>	<ul style="list-style-type: none"> ● AP Passing rates ● CTE courses diversity in course selection ● Wide variety of courses ● Academic Clubs and competitions ● In class projects ● Gradebooks and rubrics ● Teachers grade students' work on time, give feedback, assign a quiz, and finals. ● SAT/ACT scores ● Race and Social Justice Projects and Symposium ● School provides a variety of options for higher level learning ● Numerous pathways in math and other subjects ● Course syllabi, objectives, and lessons are made available on Canvas (our LMS) so students can always refer to them. ● AP Exam (and other

<p>is a true demonstration of Student Work. All Race and Social Justice Students present a project and display that project to community members, parents, and School Administration. Another teacher pointed out that if you look at Davis High School Advanced Placement Scores, it demonstrates that students are challenged, and are rising up to meet those challenges. As noted in our supporting evidence, the school provides a wide variety of higher level classes in math, science, english, social studies, and even in Career Technical Education. Agricultural Education and Future Farmers of America allows students the opportunity to advance in the agricultural industry, capturing those students that may not be on a traditional college route, but allows them to prepare for a career in the agricultural industry. The same can be said for Autoshop, there are advanced classes available, and students even have the business opportunity to work on “customer” (student- or teacher-owned) vehicles, with professional assistance, to help them prepare for a future role in the automotive industry. In the responses where teachers disagree, the comments pointed out that not ALL students are being reached here at Davis Senior High School. As this is a larger high school, there is a focus on trying to capture the interest of those students that tend to withdraw from engaging in class.</p> <p>As part of a shift toward college and career readiness with an equity lens, DSHS has started a book study and PD series on the text <i>Grading For Equity</i> in order to be fully aligned in grading practices with our ILT. This content includes guidance on rubric based grading for standards achievement based grades for students. This will further equip our students for college and career readiness by teaching them intrinsic motivation to complete work, with learning as the focus, rather than grading. This is supported by the CSTP which rates teachers in the domains addressing areas of mastery and areas of growth for teachers in their observed practices. In person, observations are done by varying levels of peers and administration, with bi-weekly observations from administration and bi-monthly observations from teaching staff peers. In any case of observations, the observer takes pictures and/or records videos of the teacher in practice, in addition to writing down observations of student response and work in the timeframe observed. For admin and coaching conversations, this leads to a debrief of glows and grows for educators.</p> <p>In order to ensure that all students are given the chance to</p>	<p>test) results</p> <ul style="list-style-type: none"> ● Rubrics with standards used for a variety of assignments ● Formative and summative assessments ● Student work ● Student grades and passing rates ● As a general (anecdotal) rule, students here are often very college-entry focused and know what they need to do to succeed
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access challenging curriculum and achieve School-Wide Student Learner Outcomes, DSHS has instituted a Response to Intervention (RtI) process that observes, analyzes and adjusts curriculum and behavior plans for students with individual needs. RtI is a system for students are monitored and referred to the RtI team when intervention or individualized plans are necessary to improve student behavior, work habits and grades. Special tutors/instructors also “push-in” to classes in an effort to support students who may be struggling academically or behaviorally.

The DSHS community -- staff, administrators and stakeholders together -- strive to meet Common Core federal and state standards to ensure that students are sufficiently prepared to succeed in both the collegiate and career arenas in their post-graduate lives.

C1.2. Student Understanding of Learning Expectations

The results of the staff survey show that 80% of respondents agree or strongly agree that: ***All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.***

Teachers and staff provided anecdotal evidence that students routinely request assistance from teachers to understand the depth required to achieve standards and therefore college and career readiness.

Students with IEPs are monitored by Special Education teachers, general education teachers, and staff to make sure they understand their modified or accommodated goals; students with 504 Plans are monitored by counselors and general education teachers to make sure they understand their accommodated goals.

Formative/Summative Assessments: Benchmarks, interim assessments, State Exams and exit tickets are used to determine areas of need where students are not meeting standards. This information is shared with students allowing for self-reflection on strengths and areas for improvement. Teachers often work with students to set specific individual or class goals to indicate mastery of a standard. All of the above categories are shared with students in their classrooms and in separate coursework. In an effort to maintain the utmost

transparency with DSHS students & families, dialogical journals provide students with beginning set points and further support students in developing action plans to achieve mastery of the coursework in question and its accompanying standards.

Self-Evaluation: Equally as important as the formal assessments that are given Students are regularly asked to complete self-evaluations in the form of multiple checks for understanding during lessons to evaluate their understanding of the materials. These CFU's also provide teachers with additional data that can be used to determine instructional next steps that are necessary before continuing to the next lesson. Using multiple and varied checks for understanding are emphasized in daily classroom practices.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1: Teachers as Facilitators of Learning</p> <p>Teachers at DSHS work as coaches to facilitate learning for all students through individualized classroom instruction and student clubs, organizations, and enrichments. Teachers are placed in coaching positions that relate to their core subjects. Additionally, DSHS teachers become extracurricular coaches as well.</p> <p>DSHS teachers use an abundance of instructional and student engagement strategies to promote student learning and engagement. Strategies like scaffolding, standards-based work, and small group work are common classroom practices. Every year during summer training and monthly professional development meetings throughout the school year, new teaching strategies are introduced in order to help teachers become better equipped for the classroom, both online and in person. These strategies include, but are not limited to, classroom management, project based learning, inquiry based teaching. The Blue Devil Beacon weekly newsletter from the principal. The Blue Devil Beacon is used to reiterate updates, key dates, and strategies that have been taught and a source for extra resources and support on those topics. In order for new staff members to feel confident in their practices at the start of the school year, DSHS has their new teachers attend new teacher training during the summer to provide teachers with a classroom management toolkit containing</p>	<p>Facilitate learning as coaches:</p> <ul style="list-style-type: none"> ● Math teachers of IM and CC courses use CPM curriculum. ● At least 2 science teachers have training in NGSS lesson design; at least 1 has worked extensively in teacher-teams to design student-centered lessons. ● Nearly all science teachers give group tasks at least once a week; these tasks tend to be more than 30 minutes each and tend to be investigations in which students collect data and develop their own explanations. Most science teachers give a shorter group task--e.g. figure out an answer to a prompt--at least once per day (some of these tasks range from 10 to 30 minutes).

<p>strategies from Doug Lemov’s Teach Like a Champion. This allows new teachers to set up their classroom culture at the start of the school year to make for an easier transition into teaching content.</p> <p>The Do Now, for example, is a short warm-up activity that students automatically complete at the start of class each day. To maintain rigor in the classroom, DSHS teachers also employ Lemov’s cold call strategy, calling on students regardless of whether they have raised their hands. Professional development and yearlong instructional coaching continue to emphasize Lemov’s other strategies, and <i>Grading for Equity</i> by Joe Feldman. Souers emphasizes creating trauma-sensitive learning environments. Feldman encourages the use of accurate, motivational, and bias-resistant grading practices, which DSHS has adopted in the form of no-zero rubrics, opportunities for students to re-submit assessments, and acceptance of late work.</p> <p>The staff survey shows that most teachers and staff (73%) agree that or strongly agree that: <i>Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.</i></p> <p>Some teachers design lessons to put students more at the center: Students are presented with a prompt (question, problem, issue, etc.) and are asked to figure out possible solutions; usually students do so in collaborative groups. Teachers usually scaffold the task, and they coach and provide feedback to students along the process. This approach may be done in small segments of a class period (e.g. a 15-minute group discussion) or over large stretches of time (e.g. a several-week group project).</p> <p>Science and Math teachers are somewhat more inquiry-based in instruction now than 6 years ago (at the last WASC report), though this varies significantly from teacher to teacher and from course to course. E.g., Lower-level math courses are more student-centered (using CPM); upper level courses tend to be more teacher-directed.</p> <p>Social Science teachers give students tasks that require them to research, analyze, and communicate their own findings via discussions, presentations, essays, and more; students take</p>	<ul style="list-style-type: none"> ● Students in Social Science classes: (a) At least once per week students are given articles and/or documents to analyze; students use these to develop an argument to respond to a prompt. (b) About once per month they do research to create a presentation on an assigned topic. (b) About once per month they are given a prompt for a research paper; students analyze documents and other sources to write a paper defending a thesis they have chosen. <p>New Teacher Support Meetings held once a month and led by experienced teacher Mr. Christopher Lee.</p> <p>Differentiation Site AVID Program differentiate sections by grade;</p> <p>Integrated use of technology</p> <ul style="list-style-type: none"> ● Nearly every teacher uses Canvas to maintain a gradebook, post assignments, and more; many use it to collect assignments and grade assignments. ● Many teachers now use online applications to support lessons (e.g. Kahoot). ● A few teachers use minimal technology--maybe only powerpoint and a projector. ● Many teachers employ
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<p>the bulk of responsibility for their own learning.</p> <p>Current instructional content</p> <p>Teachers have opportunities for Professional Development throughout the year. Examples include ACTFL (American Council on the Teaching of Foreign Languages), FLAGS (Foreign Language Association of Greater Sacramento) and CLTA (California Language Teachers Association).</p> <p>Some science teachers have extensive training in NGSS and in research-based lesson-design (Model-Based Reasoning, implementation of Science & Engineering practices). Math teachers are trained in CCSS methodology and use CCSS curriculum (CPM) in all lower-level courses.</p> <p>Current in instructional methodologies</p> <p>Our new teachers, recently coming out of a Teaching Credential Program, have the latest researched-based instructional methodologies. We need to make sure they have a platform to share this knowledge. At the same time, these new teachers need more support in the classroom. We need to support our new team members so that they can be successful.</p> <ul style="list-style-type: none"> ● How are we supporting our new teachers? ● Differentiation ● Integrated use of technology <p>C2.2: Creative and Critical Thinking</p> <p>At DSHS, students demonstrate creative and critical thinking through a multitude of different sources in both the technological spheres and non-technological spheres in order to encourage critical thinking and standard achievement. Instructors at DSHS are provided the autonomy to use both in a variety of creative ways.</p> <p>The staff survey shows that most staff (80%) agree or strongly agree that: <i>All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</i></p> <p>While textbooks are available for most classes, all teachers use technology, outside materials and creative projects to engage students and stimulate critical thinking. The goal is to</p>	<p>Socratic Seminars to open up discussions and get to higher level questions</p> <ul style="list-style-type: none"> ● Web-based game and vocabulary sites are utilized by most teachers including Kahoot, Quizizz, Quizlet etc. ● Labs and/or simulations are used in most courses ● Current events and practical applications make curriculum relevant ● Descriptive writing, narrative writing, literary and rhetorical analysis happen in all English classes at all grade levels ● English students analyze a variety of text genres, including visual art, music, film, stage plays, advertisements, political mailers, graphs and data in addition to written/printed text. <p><u>Variety of Instructional Settings and Materials in Art</u></p> <ul style="list-style-type: none"> ● Students demonstrate skills in presentation or tests ● Students want to learn and have high expectations of themselves towards their goals ● Agriculture and Natural Sciences CTE pathway ● Arts, media & entertainment CTE pathway ● Transportation CTE pathway (Autoshop) ● Engineering & architecture CTE pathway (Robotics)
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<p>engage all students utilizing all of these varied means. Some courses may involve more creativity and critical thinking than others. Art, video and film is very creative while Robotics involves high levels of problem solving and critical thinking. So the intensity may vary but every course is attempting to engage creative and critical thinking through a wide variety of means. Some of the many examples of this are displayed as evidence in the bullet points to the right.</p> <p>Students have a plethora of opportunities in our drama and music programs as well as our over 30 active extracurricular clubs as outlets for creativity and growth. Critical thinking is part of many clubs, like speech and debate, as well.</p> <p>In general, our educators are trained in and use many up-to-date practices, as well as the gold standard practices for classroom instruction. Routines that include planned grouping, turn and talk, alerting students that they will answer a particular question or read a particular passage, cold-calling, no opt-out, use of individual whiteboards, student-led parts of the lesson, debates, discussion, sentence starters, Academic language stems and exemplars, ‘all in’ refreshers in the form of counting, chants, snaps, etc., meeting and greeting students at the door, bell-to-bell instruction, entrance and exit tickets, meta-cognitive reflection on learning, use of different colors in materials provided, automatic definitions, providing vocabulary before reading, pre-testing, and of course pushing the thinking, creativity, and reflection of our students can be seen daily throughout the DSHS campus. Are there pockets of excellence in individual standard practices? Yes. Are there educators who need a brush up on these standards, of course, but DSHS educators, as a whole, adhere to rigorous professional development in order to make student standard achievement and skills extension our number one priority.</p> <p>C2.3: Application of Learning</p> <p>Do Nows are a good example of how students access prior knowledge and let the teacher scaffold where the students are and what concepts need to be reviewed. “Do nows” are done in the first few minutes of class and help get the ball rolling for learning to begin.</p> <p>The staff survey shows that 76% of respondents either strongly agree or agree that: <i>All students demonstrate that</i></p>	<ul style="list-style-type: none"> ● Health Science and Medical Technology CTE pathway ● Information and Communication Technology CTE pathway ● Practical Art courses ● FFA ● Stagecraft ● Naviance use records ● Course enrollment data ● Counseling department records ● Career Center use data
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they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

In Art classes, students begin with skill building exercises to learn foundational techniques, which are used in later, more complex projects. In Art classes, students do research projects on well-known artists. They use the Elements of Art and Principles of Design to interpret the artists' technique and style. Students then create their own work to synthesize new knowledge.

In Beginning Automotive Technology classes students learn the basics of how motor vehicles function and the service required to maintain proper function. Students are then introduced to shop and personal safety followed by hand tool usage. At this point students learn to research vehicle specific maintenance and repair procedures and are introduced to hands-on vehicle maintenance and light repair. Prior knowledge of Physics, Language and Mathematics are frequently called upon in the automotive field.

Another side where students are supported and utilized a variety of sorting tools, sentence starters showing the students using the sentence started and reasoning tools for arguments. Shown below are screenshots from an eighth grade science course on canvas. This resource page helps students with varied needs like English learners and students with processing disorders organize their thoughts and participate in academic discourse.

C2.4 Career Preparedness and Real World Experiences

Students have engaged with various materials, resources, and hands-on activities to prepare them to interact with others and overall be successful in the real world. Some of these include explaining oneself in the most concise, direct method possible to convey accurate messages. This skill of economy of language will translate across any career path, since communication is necessary to complete any final product. Students have also been shown examples of proficient resume and cover letter writing, and given an opportunity to fill out their own resume templates when given a default format. This assignment has prepared them to apply to their first jobs and is a stepping stone to being successful in future careers.

The staff survey shows that most (62%) of staff agree or disagree, but 38% disagree or strongly disagree that: ***All students have access to and are engaged in career preparation activities.***

English class provided students with the necessary skills to select academic verbs and descriptive adjectives to brand them as a potential candidate. They were also shown how to market their skill sets and personalities for the chosen occupation without exaggeration or underestimation. Through do-nows and frequent classroom discussions, students are expected to engage in academic discourse, which directly translates to their academic writing as well. They need to professionally state their claim while providing sound evidence and reasoning.

Students also learn to collaborate and interact with each other in helpful, appropriate ways to come to a solution. Academic discourse skills are also needed in any career in order to convey professionalism, teamwork skills, and to communicate effectively. Within the branch of academic language, students are also taught how to professionally email their teachers and professors. This skill helps students articulate precisely what they need, all while being respectful so that others will feel inclined to help them.

Learning how to research on the internet is a 21st century skill that is useful for all students to become critical thinkers in the real world. Students are taught the research process, and how to determine which sources are credible to use on a project or just within their own knowledge base. They are also taught to do MLA citations to acknowledge their sources in academic papers. This will help them in college and beyond. Whenever students are provided information through the internet and/or media, they are equipped to analyze its relevance and credibility to their scope of knowledge.

Through reading *Just Mercy* by Bryan Stevenson, students are exposed to social justice issues that are currently affecting minority groups today. With this exposure to facts regarding disproportionate rates of incarceration based on race and class, as well as loopholes found in legal proceedings, students are able to examine these contradictory forces working in their own communities, and they also consider ways in which to fix this. This exposure could help students become passionate about social issues and help them take initiative to resolving these issues in their future careers.

Along this cross-contextual lens relating literature to the real world, students have also analyzed the technological dystopia in *Fahrenheit 451* by Ray Bradbury and evaluated its implications on our digital world today. Students first studied media bias, and how the use of language influences people's actions, down to its syntax.

Through this study, students identified persuasive techniques through media and propaganda that can oftentimes be inaccurate and/or biased in order to manipulate the readers. For instance, Maslow's Hierarchy of Needs is oftentimes targeted. Students connected the story in *Fahrenheit 451* to their own lives to evaluate the potential emotional impacts based on overreliance to authority.

Students have also been taught rhetorical devices (ethos, pathos, logos) and identified these persuasive techniques in Dr. Martin Luther King Jr.'s Letter to Birmingham Jail. Students not only get historical and social justice context, but could also evaluate the rhetoric for the impact of his persuasive methods.

DSHS has grown and expanded its Career Technical Education offerings over the past few years, which are designed to give students real world experiences and introduce them to a variety of potential careers they could pursue in their future. Our current catalog offers 34 official CTE courses for students to choose from and all of these courses have students enrolled this year. All DJUSD students are required to take either a year-long CTE course or a Practical Art course as a requirement for graduation, which is not true of other districts. These courses are developed in partnership with business and industry and help prepare students for jobs out of school or to head into a trade after graduation. CTE and Practical Art courses are taught by instructors who themselves have real world experience in their field and who work to provide meaningful in-class opportunities as well as extracurricular opportunities for students to grow and develop career skills.

Here are other examples where our students engage with real-world experiences and career preparedness:

- Among the Practical Arts courses students can take are: AVID, Yearbook, Student Government, Peer Helper, Peer Tutor, Office Assistant, and Library Assistant.

<ul style="list-style-type: none">● FFA Future Farmers of America offers many students hands-on experience with farming techniques and animal husbandry/animal science. Our campus has brand new facilities and a barn to support students in this, and many compete regionally and participate in FFA leadership events.● Stagecraft class offers students hands-on and theoretical experience in a number of theater careers/disciplines. Students are trained to use tools for set construction and they build two shows each year for the theater department. Students also receive instruction in design disciplines like sound design, lighting design, set design, stage management, and costume design. Students work to create practical projects for each discipline while also getting hands-on experience in a working theater setting up lights, running sound, and working crew for live performances in the theater. Many students who take stagecraft and participate in running live shows have gone on to design programs in higher education. Many of these are currently working in professional theater as designers or in stagehand unions.● Students have access to internship opportunities through courses such as Biotechnology, Principles of Body● Systems, and Environmental Science. Students can also enroll in the Internship course, and the district designated Internship Coordinator will work with the student to assist them in finding an internship that meets the student's specific interests.● All students are introduced to Naviance in 10th grade. Students have access to interest and career cluster inventories that align with specific college majors and/or post-high school training. Currently, other counseling and career development programs are being researched as possible replacements for Naviance, as the current site license expires in August 2023. The Counseling Department is interested in investigating options that would allow students to explore more career path options.● DSHS Career Center uses a program called Rep visits that allows college reps to come on campus and speak with students about their colleges. On average, 15-20 different college reps visit our campus each year, with an average of 50-100 students attending visits.● Counselors meet with students on their caseload each	
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<p>year several times to discuss current courses and planning for post- high school. Students are encouraged to explore all post-high school options. Each year, DSHS holds a College and Career Night in the spring for 11th grade students and parents to gain additional knowledge from industry experts, including community college speakers aligned with their CTE pathways and trade programs. Students also have access to the Career Center, a central part of the All Student Center, which provides information and resources to help plan for their future after high school.</p> <ul style="list-style-type: none">● In planning for January/February 2023 will be a career paths fair with our local community college, Sacramento City College. The goal is to have representatives from different career technical programs at the college be represented during a lunchtime drop in fair.● The Transportation sector offers many pathways to careers including Automotive service and repair technician, service advisor, Parts acquisition and logistics, Diagnostician and many specialty fields. Students research automotive career fields and are provided with job shadows and internships in their chosen career pathway.	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Real-world application and experiential learning experiences (e.g., CTE and Visual & Performing Arts)
2. School-wide integration of Canvas LMS & 1:1 device ratio
3. Many teachers implement cooperative learning instructional strategies
4. Most AP courses aligned to AP College Board recommended instructional strategies
5. Most lessons implement student opportunity to write and use academic discourse daily across the curriculum

Areas of Growth

1. School-wide focus on core instructional strategies (e.g., cooperative learning, academic discourse)
2. Multi-language Learner instructional strategies to scaffold learning
3. Implement culturally responsive teaching practices
4. Alignment across Department instructional practices
5. Cross-curricular planning collaboration
6. Support Paraeducators and Special Education staff in raising academic performance of students through IEP accommodations and modifications
7. Canvas LMS student-facing experience

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1. Professionally Acceptable Assessment Process: Our DSHS Professional Development calendar is generated from data gathered from the previous year. In these PDs, we focus on moving to a rubric based grading system that more closely aligns to standards mastery. As we shift to a system of rubric based grading, Professional Development provides resources for this endeavor. In addition, maintaining this rigorous testing schedule of formal assessments allows DSHS to remain agile and measure student growth to make the best decisions for the students' populations based on tangible data. Finally, anecdotal data collected informally through teacher and staff interactions with students provide indispensable insight into students' achievement. To this end, equitable assessment means are determined to better capture student mastery. This is largely done through our MTSS system in which students' outcomes are based on both academic performance and Social Emotional Learning (SEL).</p>	<p>MTSS Team Meeting - PPT deck</p> <p>ILT Team Meeting - PPT deck</p> <p>i-Ready assessment data</p> <p>RSJ course description</p>

This often yields greater insights to determine equitable assessments if they are already not in place.

To maintain security and data quality, DSHS uses the CAASPP website to administer the SBAC test. The test is administered by both ELA and Math teachers to their respective cohorts. This in conjunction with other formal testing such as, ELPAC, ICA's, CAST, SAT, ACT, CAA, AP, and i-Ready, allows for a detailed picture of the school.

DSHS uses i-Ready data to make decisions on targeted learning and to measure growth.

Because of the nature of digital testing, most of DSHS' protocols for testing focus largely on the administration of these assessments. We ensure fidelity to testing requirements with training and effective proctor strategies. For example, proximity and consistent check-ins help students deliver the most accurate data based on these assessments

The school leadership and instructional staff use effective and equitable assessment processes to ...

Common Standardized assessments: I-Ready Reading is given to all students and I-Ready Math is given to students in Math Subjects through Integrated Math 3. Math Diagnostic Testing System (MDTS) is given to all other math students. CAASPP Math and Language Arts is used to assess Juniors and CAASPP Science is given to Sophomores.

In addition, in the fall of 2022, Consumer Math students participated in the Financial Literacy Progress & Efficacy Assessment through Penn State Behrend and Next-Gen Personal Finance. They will take the post-test in Spring 2023.

With the exception of Race and Social Justice classes (social studies), this focus group is unaware of common assessments in other departments at our school. The school and the district disaggregate the data. Departments analyze the I-Ready or Illuminate data. Due to administrative turnover, only on teacher initiative did teachers and departments utilize i-Ready or Illuminate to disaggregate data.

D1.2. Basis for Determination of Performance Levels:

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels

and content areas.

The most significant of these data points for growth is I-Ready data. DSHS Requires that a Diagnostic be performed in i-Ready as well as CAASPP Summative assessments. These provide a circumfixed data point for each student on campus. Moreover, students are required to complete i-Ready time throughout the year in the form of limited intervals of 'i-Ready' time.

There is sporadic consistency in grades, growth, and performance levels across and within grade levels and content areas. Some teachers collaborate within departments to determine grades, growth and performance levels. There is no evidence of consistency across departments. There is a need for more department and grade level meetings to support common discourse about assessments. The new administration has continued to bring together department chairs on a monthly basis and has initiated grade level chairs to create a shared mission. In ILT, the Administration has initiated a book study by providing Grading for Equity, (author) to begin the work to create more common and equitable assessments. In addition, some of the Administrators have received training through the organization Scaling Student Success with school visits.

D1.3.: Monitoring of Student Growth

The school has an effective system to determine and monitor all students' growth and progress toward meeting the graduate profile:

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

Many classes focus on incorporating the Graduate Profile skills into their curriculum but it is not consistent throughout the school.

Progress reports are distributed once a quarter, every 2-3 months. These progress reports not only allow for instructors to quantify the work done by students, but it delivers vital information to all major stakeholders.

To monitor student growth and progress, the school

purchased Canvas in 2020. This software provided a common tool for distance learning and a grade recording system. We continue to use this software to monitor student progress in meeting both high school graduation as well as A-G requirements.

To address the Critical Thinking and Problem Solving goal, we are monitoring the “D” and “F” list to focus our attention. This year, approximately 50% of the students with at least one “F” are attending classes regularly which brings concern to how they are engaging in their classes. More in-depth analysis needs to occur to determine the strategies we will need to implement to engage all students and increase student achievement. We know that a larger focus on our unduplicated students, specifically our English Language Learners, needs to occur.

Many students meet the Communication goal in a number of areas. The world language classes provide avenues for students to build their communication skills. One example is the offering and passing of the CA State Seal of Biliteracy. This has been given to seniors since 2013. Student presentations are a component of the curriculum in the majority of classes.

One example of how the Civic and Cultural awareness goal is achieved is through foreign language classes and the CA State Seal of Civic Engagement Award. This achievement is for graduating seniors, who demonstrate 8+ hours of engagement (CE) through civic organizations, volunteer work, etc, along with writing a personal reflection. In 2021, fifty-one DSHS seniors earned the Seal of CE. In 2022, 89 DSHS seniors earned the Seal of CE, and in 2022, the school expanded the opportunity to earn the Seal of CE to Juniors. We are expecting the number to increase this year. In addition, a predominant number of students participate in clubs which offer opportunities to serve many segments of the community.

Teachers acknowledge the majority of students are meeting the graduate goal of Adaptability and Resilience. Following Covid distance learning, our students have had to demonstrate flexibility with the return to the classroom.

The assessment and monitoring of the Creativity and Innovation goal is more easily monitored in the performance classes (Music, Art, and Robotics). However, some classroom

teachers use avenues to offer creativity in their assessments.

D1.4.: Assessment of Program Areas

In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including...

- Graduation requirements: Graduation requirements are not generally reviewed, however courses that meet different graduation requirements are considered to improve student graduation rates.
- Credits: Student credits are tracked through the Q student information system, however there are no holistic assessments of students credit earnings across the campus.
- Course completion: Student course completion is tracked through the Q student information system and the counseling staff track individual student completion of courses. However there are no overall assessments of student course completion.
- Homework and grading policies: There are homework policies set by the school, however there is little oversight on whether they are followed. Grading policies are generally left to individual teacher discretion. The school is beginning to look at grading practices with the intent to develop a schoolwide practice.

...to ensure student needs are met through a challenging, coherent, and relevant curriculum.

The school's Instructional Leadership Team (ILT) (formerly called Curriculum & Instruction (C&I) would examine data on student performance. For example, we learned that many 10th graders were failing the world civilization course because they did not complete a course-wide "world problem" research project. The attempted remedy was to provide these students with direct support on the project so they could pass world civ without having to remediate during summer school (or during their junior year). In another example, the school at one time (until 2020) offered a course called ACES (Academic Coaching Empowering Success) to support students who may struggle in English or Social Studies. Site leadership evaluated academic performance for students enrolled, as well as conducted an interest survey. Site leadership concluded the ACES course was not effectively supporting students in the goals of improving academic performance, and the course was closed beginning 2020-2021.

D1.5.: Schoolwide Modifications Based on Assessment Results

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

- School program: Based on difficulties some students faced reaching graduation requirements, a modified life science course was created within the last WASC cycle in order to address their curricular needs. However, beyond this instance, there is no evidence of assessment impact on program offerings. There have been changes to offerings in increased CTE courses. The rationale or efficacy of this change has not been reported to stakeholders.
- Professional development activities: One of the Fall 2021 Articulation Summit PD sessions was offered by popular demand: “i-Ready Reading Diagnostic: Now What?” with the focus to dive into your class data and take a personalized look at how to maximize your students’ learning.
- Resource allocations: This reporting body has no knowledge of assessments used to (re)allocate resources.

The administration team creates a professional development calendar at the beginning of the year based on the previous year's data collected through the means mentioned above.

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement</p> <p>Student work and assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards and the schoolwide learner outcomes by providing educators snapshots of student understanding of content. In addition to purely academic assessments, DSHS considers the whole child in its assessment processes including family outreach via formats such as student conferences, family surveys and “coffee with the counselors” and frequent teacher to family contact to ensure that students have their needs met in a holistic manner. This allows students the opportunity to demonstrate their learning in academic formats with the maximum number of barriers removed.</p> <p>Teachers use this data to guide their class instruction. Provided resources include Canvas which helps the teacher project the need for re-teaching and modification of the curriculum. There is no consistency in formative and summative assessments for the same subject area. Therefore, class curriculum is left up to the agency of the teacher with the exception of the 504/IEP.</p> <p>In addition our LMS (Canvas) is routinely utilized to provide student feedback on class assignments and curriculum based assessments. In addition grade-books, rubrics and canvas comments are used to communicate student progress to students and families. Teachers often use various formative assessments (oral assessment, group work, lab practicals) to</p>	<p>Canvas Illiminate Progress Reports Report Cards</p>

assess mastery through the lens of content and student need. These are left to teacher discretion outside of the 504/IEP.

Teachers have the freedom to design and adjust lessons, using Q, Illuminate, and Canvas. Teachers can review Illuminate over previous years to determine if previous lessons and strategies have worked. They then can create specific instruction in areas of student need. This is left to teacher discretion outside of the 504/IEP.

From a whole school standpoint, the MTSS team routinely looks at standardized data such as i-Ready, SBAC, ICA and AP data to make decisions about student schedules, interventions and to inform the whole staff PD.

Teachers are also able to do analysis of summative assessments in more traditional ways in that they could take student results, break down by standard, and reteach as needed. The main challenge in summative assessments was to collect data from all students. Some students did not complete assessments and in response teacher contact with parents would need to take place. In traditional settings proximity might have been enough to promote student completion of summative assessments.

Teacher practices were also modified to provide rubrics and extended deadlines for all students.

Teachers need more professional development in curricular and instructional approaches. More teacher training and coaching needs to occur, especially for instructing our English Language Learners.

D2.2.: Teacher and Student Feedback

Based on our supporting evidence, student feedback is effective in monitoring student progress over time based on the academic standards, the college-and career-readiness standards and the schoolwide learner outcomes. One example of this is the adaptation of a standard curriculum (For example CPM for all math classes is followed). This allows teachers to focus their planning time on addressing unfinished learning in their students in response to their assessment data instead of planning and developing curriculum from scratch. In addition, department specific planning time is spent on reviewing data and collaborating with teammates on how to reach students who's assessments indicate unfinished learning. Growth in i-Ready data, SBAC data and on in-class

assessments indicate that student feedback and instruction is having a positive impact on student achievement.

Students are offered differentiated assessments in order to provide them multiple opportunities to show mastery of standards based content. These differentiated assessments are aligned with differentiated instructional practices and informed by various sources such as student IEPs, 504s, counselor input and student and family advocacy.

The majority of feedback is provided digitally by the teacher using Canvas. Progress reports are given to students and their families halfway through each quarter. Report cards are sent at the end of each quarter (approximately every nine weeks). Final grades for each semester are sent through the mail.

Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Teachers use a wide range of instruments to provide feedback and participation explicitly as part of their curricular development.

This criteria addresses the critical learner needs identified in Chapter 1 of aligning our grading practices and aligning our learning topics across grade-level and content alike classrooms. This impacts overall student achievement in a positive manner. Students show more growth and movement toward their grade-level standards when feedback is timely, presented in a variety of formats and targeted to the standards based skills being assessed. Resubmission of assignments and the move to rubric based grading further supports timely and specific feedback for students. Students are offered several formative and informative assessments in classes to maximize learning. The results are evident in our canvas gradebooks and power school data.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

8. Teachers implement a variety of formative and summative assessment strategies to generate data for analysis
9. Many courses and programs have common and/or analogous assessments
10. Access to standardized assessments (i.e., AP exams, PSAT, SAT, ACT)
11. Initial discussions and planning for equitable grading practices across Site Instructional Leadership Team

Areas of Growth

- 1) School-wide common rubrics for equitable grading practices
- 2) Disaggregate and analyze collected data to inform instruction
- 3) Opportunities for educators to analyze or incorporate data into their practice, and data needs to be used to make more holistic changes to student supports
- 4) DJUSD Data Portal to systematically share the results of standardized assessments with students
- 5) Additional funding and/or reallocation for experiential learning experiences outside the traditional classroom setting (i.e., authentic assessment, real-world application)

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
<p>Davis Senior High implements a number of strategies and processes with the sole aim of achieving regular parent involvement and to include parents in the learning and teaching process.</p> <p>The school hosts monthly/annual parent outreach nights, including a 9th grade parent night, a Cash for College workshop (FAFSA), UC/CSU nights, Back to School Night, and Open House. Back to School Night offers parents the opportunity to meet their child's teachers and understand the expectation and curriculum for each of their classes. The purpose of Open House is to provide face-to-face communication between parents and the school and to explore course offerings for the next year. Parents are informed of course offerings in an interactive setting. In addition, it provides parents with evidence of their student's skill development through visuals and student performance in numerous classes.</p> <p>We reach out to our EL community by visiting the migrant camp to allow access for families to register their children. We provide important communication to our native Spanish speakers when they come to the Administration building.</p> <p>A strong Site Council guides us to obtain our vision for the school. They allocate resources to support our Link Crew and other important missions we strive to achieve.</p> <p>Other significant parent responsibilities include help with adoption of textbooks.</p> <p>Student support meetings, discussed below, are paramount to</p>	<ul style="list-style-type: none"> ● Blue Devil F.A.M. (Friday Afternoon Memo) ● DSHS Communications Pathway ● 9th grade parent night, UC/CSU nights ● Migrant Camp enrollment/reenrollment records ● School Site Council ● PTA ● Pastries with the Principal ● Cafecito ● Coffee with the Counselors ● ELAC attendance sheets from Monthly ELAC Meetings ● School Dances ● SchoolMessenger ● Q mass emails, phone logs, visit atom ● 504s Documentation ● SSTs in binders in Counseling Office ● Attendance SSTs ● Career Center Workshops

the success of a large segment of our students:

Individual Education Plan (IEP), 504, and SST meetings provide a platform to meet with families individually with key members of our educational staff to celebrate and develop plans for our vulnerable students.

Our English Learner Advisory Committee (ELAC) was established to provide a strong connection to the families of our English Learners. Their monthly input is important to our English Language Learners.

Parents play an integral role in outreach at Davis High. The following parent groups meet monthly to support family engagement and foster the growth of our students by creating a positive culture for learning. They are listed below:

The individual **athletic booster groups** support all of the student sports teams. Their support includes fundraising, assisting coaches in driving, providing assistance at games, and guidance to the coaches and Athletic Director.

The orchestra, band, and choral programs are actively engaged with their **music boosters**. Responsibilities of the music booster members include support of all the performances and fundraising to enhance the program and enrich the experience of all children. Four of the booster organizations have 501C3 status. This allows them to collect donations that are only acceptable through non-profit organizations.

FFA Boosters meet monthly and hear reports from student representatives and assist with conducting student driven projects and events. Conversation relates to student learning goals, needs, and partnerships that help enhance the program of instruction. Parent, family, and community experts are brought into the school for assisting in activities, adding to the curriculum, and demonstrating relevance to what is occurring in the classroom with what is occurring in our community.

A very important parent group that is used on an individual basis rather than throughout the year is our **parent chaperone group**. The parent chaperones are available to assist us at school dances, parades, and other extracurricular activities. They provide safety for students and assistance to the administration for various events.

We have many gifted parents who make themselves available to us as guest speakers. Their participation enriches our students and provides them with new inspiration for planning their future.

We use many channels of communication with parents. They include: emails, meetings, and phone calls. Our Q system allows teachers to send mass emails to parent groups. Additionally, Vice Principal Sonam Singh, sends out a weekly parent newsletter, the Blue Devil Fam. Our social media, including both student-run Instagram and staff-run Facebook pages, offer community members multiple sources of current, up-to-date information on happenings both academic and social. Other avenues for parents to access critical information about the school continue below:

The **school website** is an active site that is updated daily. The site contains important information about upcoming events. We are in the process of creating a comprehensive event calendar with a link from the school website because we have found that some events have not been advertised due to the lack of a repository for these events.

A link to the **Canvas Blue Devil portal** is available from the high school website. The portal has a plethora of important information for parents and families, including: daily bulletins, reminders of due dates, and invitations to ASB events.

Student absences and tardies are tracked and parents are notified through a phone call when their child has missed a class or is absent. Students are also notified by a note to their class from their Vice Principal when they accumulate two or more tardies.

Grades are mailed to families at the end of each progress report period, quarter, and semester to update parents on their child's growth.

DSHS employs many strategies to keep parents well informed about student academics and school news. Parents have access to Q, a system which shows data about attendance, and Canvas where work completed, and grades on projects and assignments. SchoolMessenger is another communication system we use to send out both mass and individual messages to students and parents. As this is two-way communication parents can quickly and easily

<p>contact the content teacher about questions or concerns. Teachers keep in touch with parents weekly with student written reports on progress, grades, and growth in schoolwide learning objectives. Parents sign these reports and return them, via the student, to the teacher.</p>	
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and **E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Our policies and procedures have been evaluated and drafted to confirm that they support the design, implementation, and execution of plans, and programs; strategies that ensure that we enact our commitment to safe, positive, and inclusive classrooms.</p> <p>As part of DSHS' commitment to safety, all DSHS teammates must complete an average of 8 hours of mandatory online training at the commencement of each year. A variety of courses are required to ensure that DSHS remains a safe place. Subsequently, all teammates are knowledgeable to manage and address circumstances and issues such as as mandated reporting of child abuse, chemical spills, blood borne pathogens, sexual harrassment, and any other issues related to the information regarding safety covered in the mandatory online training courses. All teammates, families, and students receive our DSHS Student Planner Handbook to ensure uniformity and streamline processes, policies, procedures, and are accountable for adhering to the guidelines and expectations. Additionally, the DSHS Comprehensive School Safety Plan outlines policies and procedures to increase the safety of our students: school disaster plans in each classroom, emergency backpacks, fire</p>	<p>DSHS Comprehensive School Safety Plan</p> <p>Culture & Climate Team Meeting - PPT deck</p> <p>MTSS Team Meeting - PPT deck</p> <p>SCUTA (School counselor program for student records) IEP Team decides the modified program.</p> <p>Last year a special education teacher co-taught with a general education English teacher but not this year. Currently special education teachers are assisting general education English teachers on UDL but there is no systematic implementation (e.g. planning</p>

<p>extinguishers, first aid kits, doors locked at all times, routine fire and lockdown drills, walkie talkies are utilized for quick responses and streamlined communication, and teachers trained to operate alarm systems (enabling/disabling). Most DSHS teammates are CPR certified and a select group are trained in NCI techniques to safely and effectively deal with difficult situations to quickly restore an environment orderliness and safety for our students and DSHS teammates.</p> <p>The school is currently in the middle of a renovation. Consequently, student routes have changed with certain construction zones changing their routes. Some members of the staff perceive a need for the district to hire more effective custodial staff to keep the quad and hallways clean of trash, especially after lunch and snack break. More care with the landscaping on campus was suggested. It is noted that the custodial staff in the Brunelle Performing Arts building does a great job of cleaning it every night. All of the performing arts spaces are safe, clean and orderly. A uniform process is used when requesting work to be done.</p> <p>High expectations for academic excellence is evident on campus. After frequent administrative turnover and distance learning, we are trying to build an atmosphere of trust, respect, equity, and professionalism. Our Graduate Profile - District adopted areas/criteria for growth for each student as listed earlier in this document are listed below:</p> <ul style="list-style-type: none"> ● Critical Thinking & Problem Solving ● Adaptability and Resilience ● Collaboration ● Communication ● Civic & Cultural Awareness ● Creativity & Innovation <p>Posters for these graduate goals are prominently displayed in classrooms. The District and school websites contain these criteria. Our staff discussions often revolve around reaching these objectives or, at a minimum, providing our students with opportunities to practice these habits of mind.</p> <p>We use class and club charters to direct student behavior. We are beginning to use Positive Behavior Instructional Strategies (PBIS) to create a positive culture at the school. In addition, we partner with the Davis Rotary to honor a student of the month in a number of disciplines. These students receive recognition at a monthly Rotarian breakfast with their parents. Nomination for this honor acknowledges students who are not</p>	<p>this collaboration before the start of the school year).</p> <p>Students with low reading skills and/or low EL scores are absent more often, do not engage in class discussions and demonstrate anxiety about doing English, history and science assignments.</p> <p>Parent-Teacher emails Student-Teacher emails Teacher-Teacher communications and emails “Teacher Choice” collaboration and PD days Current MTSS three key practices (Principal Geigle)</p> <p>Rotary Student of the Month</p> <p>Blue Devil Spirit Awards</p> <p>Q Attendance Data</p> <p>Tardy Policy S2 Tardy Message to Student</p> <p>The HUB: The Brakedown</p>
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necessarily top of the class but are chosen for their work ethic and compassion.

Counselors meet regularly with students on an individual basis to provide guidance about classes and check in with them regarding their mental health.

Some teachers perceive students with high absenteeism as able to face no consequences. More outreach to teachers to help them understand the process is needed. The attendance office notifies parents of their child's absence or tardy. It is then expected that the parent will call or email the attendance office to excuse their child's absence or tardy. Besides a phone call from the school notifying parents of their child's tardies or absences, Vice Principals contact the student when tardies and absences reach a threshold. The district uses [A2A](#) (a web based tool to communicate with parents about chronic student absenteeism) to notify the school when students reach various truancy levels. Vice Principals reach out to each of the families and offer support to the family and student.

The Administration began the year by promoting an atmosphere of trust and accountability with staff and students. We are working to build respect and professionalism on our campus. Over the summer, we worked collaboratively with staff to institute new addendums to the student handbook. The administration took care of notifying students and families of tardy and attendance issues. This allowed teachers to know that their time could be spent on their teaching. We raised the level of accountability for both students and staff and began utilizing some Positive Behavioral Instructional Strategies (PBIS) to support this effort. These efforts raised the data points with a decrease in unexcused absences and significant (over 50%) drop in unexcused tardies.

However, chronic absenteeism remains a challenge. We will continue to revise our classroom instruction to motivate students to be on time and attend class.

The Front Office team are at the frontlines, serving as community ambassadors to all DSHS stakeholders. The team cultivates a tone of familial warmth for DSHS by creating a positive, safe and orderly space to receive friendly and efficient service for DSHS visitors, teammates, and families. The team is knowledgeable of all safety and emergency procedures, acts as an additional support to the Vice Principals as needed, supports with deescalation of

parent/guardian issues and complaints, establishing genuine and positive relationships.

In addition, we have formed a Climate and Culture committee with staff and students to evaluate the student handbook for next year, as well as add any strategies to create a more welcoming environment.

Dr. Geigle (Principal) has instituted "[Pastries with the Principal](#)" and "[Cafecito con el Director](#)" along with the counselors to invite more families to make a stronger connection on campus. More work needs to be done to engage and support our Unduplicated students, including our English Language Learners.

DSHS operates as a community, actualizing its core value of community and belonging to reinforce the feeling of safety for each of our students. Our ECOs (enrichments, clubs, and student organizations) and athletic programs are designed to further integrate students in the DSHS community, enriching the positiveness of school culture and pride to reduce unsafe behaviors, student referrals, suspensions, and expulsions.

DSHS creates an environment of caring, concern, and high expectations through community celebrations, curricular and co-curricular course offerings, extra-curricular and student program offerings, "whole child" supports programs and services, and team structures. We aim to celebrate individual differences as we acknowledge and welcome each member as an integral part of our Blue Devil community.

Our Blue Devils community celebrates our unity around the DSHS Mission, Vision, and Values in our quotidian routines. Administration greets families, students, and staff as they walk on to campus in the morning. During the day, teachers are visible in the halls during passing period, lunch, and after school as part of their adjunct duties. Additionally, Student Government monitors the halls as part of their peer support and mentorship initiative. Our greetings are especially joyful when coupled with our Spirit Week challenges, which occur once quarterly. These high visibility interactions communicate daily consideration for our scholars and staff.

Our classrooms are an extension of the campus environment, consistently communicating care through the safe, positive and inclusive spaces created by our teaching teammates. Additionally, our Back-to-School Night and Open Houses

affords all teammates the opportunity to celebrate and showcase our campus climate as we dialogue with families about the expectations for the current school year. In this setting, we are able to strengthen relationships with DSHS alumni and current families. The same is true of our cultural and seasonal events; our community unites to celebrate and learn more about the complexities of each other's culture. Our Academic Center Coordinator and Student Success Coordinator work alongside our Admin Team to facilitate events that are inclusive, thereby fostering an environment that honors all members as both teachers and learners.

Our systems of support begin with our Front Office Team, which provides a common support for our students, families, and teachers. They are the first point of contact for our families and in many instances, teachers, in addition to being the filter through which our communications, and programming are broadcasted. The team delivers immediate problem-solving information, direction, and clarification in a timely manner and as such plays an integral part in ensuring equitable access to the appropriate group of constituents via SchoolMessenger, email, phone, postal mail, or in-person communication.

DSHS presents Back-to-School Night and Open House yearly, which occur once per semester. These events offer opportunities for staff to engage with families in an informal, yet professional manner and set the tone for the school year. DSHS uses a workshop format for Back-to-School Night to provide clarification on programming, course offerings, graduation requirements, and extra-curricular and co-curricular opportunities.

DSHS offers a plethora of opportunities for students to engage and develop their interests beyond the academic life in the classroom. Among these offerings are staff-led enrichments, clubs, organizations. These ECOs serve to build rapport between students and staff in a variety of contexts thereby growing trusting and respectful relationships in a formal, yet more relaxed setting. Student clubs and organizations have a BAND account whereby they are able to quickly and easily communicate with club members and officers. Additionally, the usage of this platform specifically for official club business encourages students to communicate using a professional and respectful tone.

When on campus, scholars and staff are notified of upcoming

<p>social and athletic events, college visits, and other opportunities through morning announcements broadcasted on Mondays (PA), Wednesdays (Extended Time), and Fridays (in-person). Currently, morning announcements have shared between Student Government and The HUB Journalism webcast "The Brakedown" channel. Additionally, The HUB newspaper, produced on a quarterly basis, provides announcements of upcoming events and opportunities for engagement, as well as coverage of past events.</p> <p>DSHS has a positive, college driven culture of academics and success. In speaking with the students and parents, the overall message was that the staff and teachers of DSHS will go above and beyond to ensure that students will succeed. Students know that their teachers respect them because they won't let a student fail. They will schedule the after school hours, tutoring time and contact parents to help them succeed. Teachers are courteous when they address student behavior. Clubs can be created based on student interest, and teachers are willing to head them with the students. Students overwhelmingly report a high level of trust and respect for DSHS in interviews.</p>	
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above*

indicators; include supporting evidence.

Findings	Supporting Evidence
<p>E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.</p> <p>DSHS has six comprehensive counselors (5.6 FTE) on staff to assist students in creating an A-G high school graduation plan that includes college classes as well as a credit recovery plan if needed. Students are assigned a counselor based on their last name. Our counselors also provide support for mental health and social emotional skills. Additionally, our school has our DJUSD Homeless and Foster Youth Liaison on campus as well. Students can be referred to either of these supporting staff positions. Students who need support in their academics are identified by their teachers, or subject teachers, and conversations are held informally with their other instructors to discuss what interventions may be helpful.</p> <p>The DSHS Academic Center strives to implement strategies that foster positive academic gains by meeting the needs of our most historically marginalized student populations. Please find the varied features of the Academic Center:</p> <p>We have strong support from UC Davis tutors to push into the classroom and provide individual tutoring at the Academic Center.</p> <p>We have initiated a pilot project for students who need credit recovery after excessive absence due to mental and/or physical health needs. The Administration, Counselor, Student, and Family meet to create a plan to catch up the student from the last quarter or semester with help from the Academic Center tutors and teachers.</p> <p>The Math Department is working to build skill development in our math students. A math lab was initiated to provide extra assistance once a week after school. Other academic supports include:</p> <p>Peer Helpers is a group of students who work with other students in their class to gain and understand classroom instruction.</p> <p>Extended Time occurs once a week for 20 minutes. Students may select extra time to receive extra help from their teacher.</p>	<p>Multiple Tiered Systems of Support (MTSS)</p> <p>DSHS MTSS Handbook (22-23)</p> <p>Counselors: Qtr/Sem/Progress reports check in AC data and graphs AVID enrollment and annual reports</p> <p>Academic Center Tutors</p> <p>EL Support</p> <p>Wellness Center Stats</p> <p>IEP (SEIS)</p> <p>Admin just started analyzing and sharing student tardy data in year-to-year comparisons that show a considerable positive trend in students being on time to class.</p> <p>Advanced Education forms Sac City College, Woodland Community College</p> <p>HSI Dual Enrollment - sign up doc; teacher contract language; club meeting minutes</p> <p>Q Signups/roster data that shows trends for activities</p> <p>RSJ Research projects</p> <p>Attendance data and student responses to guest speaker opportunities.</p>

<p>The Counselors offer academic program support so that students choose the correct courses for their development and interests.</p> <p>The creation of AVID Classes for college-bound under-represented populations was quite successful a number of years ago. We need to re-evaluate its purpose.</p> <p>The Wellness Center and Academic Center are available as alternative testing sites.</p> <p>Challenges that the school faces include:</p> <ul style="list-style-type: none"> ● There is a paucity of paras and EL support staff in classrooms to successfully meet the tiers of support. ● More opportunities for students to get credit recovery outside of summer school is needed. ● Students need staff-wide coordinated intervention to assist English-proficient, general population students who fail first semester core classes and graduation requirements. Example: 10th grader who is not EL, not Sped identified, who failed semester 1 social studies and ELA courses. Teachers have not received any intervention information regarding these students. <p>E3.2. Multi-Tiered Support Strategies for Students: DSHS uses strategies to personalize education and progress within their program. Students report that staff go above and beyond their roles to support their individual growth and forward progress towards graduation with a college degree. Heading up a student created club, pulling together a mentor support group for struggling students, and organizing community service are some of the examples that were observed. To support students in curriculum, academic counselors have the ability to suggest different methods to complete graduation and college entrance requirements.</p> <p>School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.</p> <p>Teachers can be flexible with educational strategies by offering extended office hours and tutoring hours for student support. In classes, teachers can pull small groups aside to reteach and re engage. Students themselves have the opportunity and responsibility to examine their own growth</p>	<p>Student responses to questions regarding the film "Till"</p>
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and development weekly in their Extended Time classes, when they analyze their class grades and reflect upon their strengths and weaknesses, and come up with their own action plan for improvement. Students reflect again in preparation for their conferences. There they have to explain their growth and progress, which directly helps them to develop as learners. Teachers also support growth when they identify students who need more support and implement strategies in the form of interventions for academic or behavioral support. These interventions allow for additional support based on each student's needs.

The Administration and staff is dedicated to raising student achievement and working to meet the social emotional needs of all students. Below are a number of resources for students:

- The school is providing professional development to two teachers this spring to teach and develop a crew of students to welcome and introduce the incoming 10th graders to the high school.
- The Learning and Resource Center is available for students who need more individual support, as well as a location for testing and Study Skills classes.
- Educational Specialists are available to push into classrooms to support student academic and social/emotional learning.

A direct connection between academic standards, schoolwide learner outcomes and student support services is evident in classes. There, students have access to one teacher who serves as the first mentor or person who really gets to know them. In that class, they work on their character development with reading, writing, and reflection activities throughout the week. In regards to psychological services, students have access to a counselor. Articulation services are available in the form of MTSS team to support the academic and behavioral needs of students as they are identified. Teachers, parents or students can request an SST to address growing academic, behavioral, or emotional needs.

We offer a number of mental health services at the school.

This includes:

- Our Wellness Center is staffed throughout the day to offer a space for students who need to reset or recharge their mindset.
- We partner with the community and receive resources through:
 - DBT (Dialectical Behavioral Therapy)

- Communicare (free mental health service, staffed by mental health therapists)
- Our DJUSD Homeless & Foster Youth Liaison Coordinator
- School Psychologists

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:

DSHS's vision is to serve the needs of the "whole child". In an attempt to serve our student population in the most complete and efficient way, we at DSHS have developed a (MTSS) team consisting of a cross-section of highly dedicated educators with a variety areas of expertise and insights about the student experience. Additionally, the (MTSS) incorporates professional development, community engagement, the response to intervention, positive behavioral interventions and supports, and restorative practices.

The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

The multi-tiered systems of support (MTSS) at DSHS is based on a response to intervention (RTI) model. The foundation of this model is based on the belief that the foundation of quality instruction is rooted in an instructional model designed to deliver high-quality instruction to all students at the tier 1/universal level. These supports include but not limited to attendance monitoring, student check-ins, parent meeting and/or parent communication, and general education intervention (6+weeks) with progress monitoring data.

However, for those students who are unable to demonstrate consistent progress with only these universal supports usually end up on a grade level "roll call" which makes them eligible for more targeted small group instruction provided to this segment of students. Typically, this category of student represents roughly 5-10% of the student body. Finally, Tier three support is the most intensive and is provided to roughly 1-3% of the student population. This level of support is much more individualized. This model of multi-tiered levels of support is intended to provide differentiated levels of support based on individual student needs demonstrating the highest level of flexibility, responsiveness, and equity.

The MTSS process is initiated at each individual grade level.

These meetings are held every second and fourth Thursday of the month. During this time grade level teams identify students that teachers believe to be at-risk either academically or behaviorally from each grade-level. The instructional team then works collaboratively to construct and begin implementation of Universal Supports across all subject areas within the student's schedule. These areas of additional support implementation within the classroom are based on areas of identified need. These additional supports are all recorded on the student's individualized accommodations.

Beyond the use of universal supports found in tier 1, the initial Tier 2 intervention utilized is behavioral or academic accommodations. This document contains a collection of possible modifications/interventions that teachers may implement for a particular student without interrupting the structure of the classroom setting. These modifications may include but are not limited to such things as adjustments and quantity, time allotment, or mode of output. Behaviorally these adjustments may take the form of assigning a student a class job, presenting a modified to do list, or allowing for predetermined breaks. These modifications are to be agreed upon and carried out with fidelity among all teachers within the students class schedule in order to ensure a level of consistency. The Grade Level Team will identify 1-2 categories on for accommodations and brainstorm 2-3 potential interventions to implement across all classrooms within those categories (i.e. Time or Level of Support) for each cycle. These interventions must be implemented with fidelity and consistent data collection for at least two weeks before revisiting for new accommodation strategies. If data does not indicate student growth after 2 cycles of accommodations revision/implementation, the Grade Level Team will submit a formal request for a SST meeting with all pre-referral forms, documentation of interventions, and student data. The MTSS/RTI Core Team will determine if referral is appropriate, and contact the family to set up an SST meeting if needed.

Below are challenges that the staff faces when implementing the Multi-Tiered Systems of Support (MTSS):

- Need for a data portal to visualize and act on data
- There is not enough collaboration time to assess the effectiveness of the Education Specialist Push-in model
- The co-teacher model needs more collaboration time at the beginning of year for best implementation of accommodations/modifications to be embedded in the

curriculum

- Not all classes in the same subject are aligned in their grading criteria or policies of make up work.
- Not enough collaboration time is available to assess the effectiveness and impact of MTSS.

We have begun to make positive changes listed below:

- The Administration is analyzing and will be sharing the Youth Truth Survey data to all stakeholders.
- The Administration leads Safety Days throughout the year so students and staff feel safe.
- The Administration is tracking tardies/absences and instituting intervention strategies to check- in and source the problems.

E3.4. Co-Curricular Activities:

The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

The school offers a number of co-curricular offerings including: Career Technical Student Organizations, music groups that perform throughout the community, provide tutors and workshops, CTE Pathways, dual enrollment with community college credit, and Advanced Placement courses.

The Robotics Department offers opportunities for students to take different levels of the class and/or join the club. Students have the opportunity to be a subteam lead, to teach other students how to program, design/CAD, use CNC Routers, use 3D printers, understand Business and Media, how to machine parts, perform electrical and/or outreach projects such as inclusive and diverse community outreach, participate in after school outreach to the elementary schools, and promote STEM at the Farmers market in Davis Central Park. This class meets after school (part of 8th period).

Students can expand their knowledge in various curricular areas by joining one of many clubs at lunch. The teacher contract requires adjunct duty. Teachers can meet these requirements by becoming a club advisor.

E3.5. Student Voice:

Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and

supports.

Students have a choice in what areas they want to explore by selecting their preference for Extended Time. Extended Time is a weekly 20 minute block of time where students receive extra help in a specific subject or explore other areas that interest them. Many do not choose, and instead get assigned to a default location. The school needs more data on student attitudes and behavior around extended time choices. The students and staff do not feel that their voices were heard when the decision was made to create Extended Time.

Student Government is a class offered to all students. This group provides over 20 opportunities for students to lead the student body in creating experiences and connections for the student body. These include: dances, rallies, talent-shows, spirit days, contests, club fairs, and more—for all students to make connections to peers and develop social skills

The Race and Social Justice (RSJ) course plays an important role in creating positive change for the school. Research groups survey the school community to highlight issues pertinent to the student body. Groups suggest and communicate strengths and areas of needed growth. In addition, groups post resources and solutions for the student body to access.

The HUB (our school newspaper) prints articles on various topics that are thought provoking relevant to the student body. They bring different viewpoints to some of the most controversial news.

The Social Studies department presents a number of guest speaker opportunities. Some of these include: Sebastian Yoon, a participant in the Bard Prison Initiative (March 2023), and the viewing of the movie “Till” to all juniors. Prior to COVID there were annual guest speakers providing their insight on a number of topics to the entire student body (free for students to attend).

The Career Technical Student Organizations give student participants opportunities to learn and practice skills

Over 70 active student-run clubs with a variety of missions exist at Davis Senior High School. They include philanthropic, environmental, social justice, and wellness and/or mental health clubs, to name a few.

DSHS also provides an array of clubs to encourage student/student partnership, and although every club has a facilitator, students are leading and collaborating with one another to discover some of their own interests. The culture team has continuously worked to enhance the club experience for both online and in-person meetings by communicating directly with students and families.

There are opportunities for student advocacy. They include but are not limited to:

- Students can request meetings with counselors and advocate for themselves and each other through the school newspaper (The Hub).

We don't track data on student voice. There is no policy or plan for all students to meet a standard in this area.

DSHS has expanded its co-curricular options for students throughout the years. A variety of clubs and sports are offered. The number of students who participate in these activities remains relatively low. Our students could benefit from events such as club rush or having our club meeting days and times posted on our website so that they are aware of what is available. Additionally, our college and career mission reinforces the importance of participation in such activities. Our students would also benefit from resources to help them identify community service options.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

- 1) Focus on multiple wellness and mental health supports (e.g, Wellness Center, counseling services, YCOE Communicare, YCO DBT program)
- 2) Multiple avenues for parents to be involved and connect with the school team.
- 3) Many opportunities for student voice
- 4) Many diverse opportunities for co- and extracurricular activities (e.g., intramurals at lunch)
- 5) MTSS Progress on supporting Tier 1 & Tier 2 students (academic, SEL, and behavior)

Areas of Growth

- 1) Create supports for varied post-secondary pathways (trade, 2-year, 4-year) with future/career planning
- 2) Focus on MTSS progress that supports interventions for students with at least one D/F in a semester
- 3) Focus on amplifying student connections to school to ensure a sense of community and culture of belonging/togetherness
- 4) More diversity and inclusion with student representation in various programs (e.g., Robotics)
- 5) Credit recovery program that is more accessible beyond summer school. (e.g., a six period day with a 7th period credit recovery class)

*The summary information will be used for Tasks 4 and 5.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Prioritize the growth areas from the five categories:

- DJUSD Graduate Profile - Student Learner Outcomes (SLOs)
- Equitable Grading Practices (Grading for Equity)
- Multi-Language Learner / Students with IEP Instructional Supports
- Teammate System of Supports & Leadership Development
- Data Analysis & Implementation (Multi-Tiered System of Supports)
- Positive School Climate Initiatives (PBIS Programming)

Summary of Critical Learning Needs Based on Focus Group Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> 1) Board, District, and Site alignment on inclusivity mission 2) Current DJUSD Strategic Planning process 3) Consistent School Site Council and PTA involvement with SPSA resource allocation 	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> 1) Attractive compensation packages to recruit and retain our Special Education staff members 2) Recruit, hire, support, and retain a diverse staff 3) Graduate Profile metrics 4) District Office and Site Cohesion (Coordination and communication) 5) District Office and Site leadership turnover 6) Create a faculty handbook 7) Consider long term repercussions for how new programs affect current programs
Category B: Standards-based Student Learning: Curriculum	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> 1) Expansion of CTE opportunities (e.g. Ford ACE Program) 2) Resources and time provided to improve Social Emotional Learning (SEL) in classrooms 3) Detailed course catalog with diverse 	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> 1) Expansion of common practices and assessments to include more departments 2) Evaluating effectiveness of programs 3) Expansion of resources for EL students to meet learner outcomes

<p>course offerings</p> <ol style="list-style-type: none"> 4) AP/Honors course offerings 5) Many courses aligned with standards and common assessments (e.g., RSJ and math courses) 	<ol style="list-style-type: none"> 4) Cross-curricular planning collaboration 5) Update materials (e.g., Spanish 4 textbooks and upper level Mathematics textbooks)
<p>Category C: Standards-based Student Learning: Instruction</p>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> 1) Real-world application and experiential learning experiences (e.g., CTE and Visual & Performing Arts) 2) School-wide integration of Canvas LMS & 1:1 device ratio 3) Many teachers implement cooperative learning instructional strategies 4) Most AP courses aligned to AP College Board recommended instructional strategies 5) Most lessons implement student opportunity to write and use academic discourse daily across the curriculum 	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> 1) School-wide focus on core instructional strategies (e.g., cooperative learning, academic discourse) 2) Multi-language Learner instructional strategies to scaffold learning 3) Implement culturally responsive teaching practices 4) Alignment across Department instructional practices 5) Cross-curricular planning collaboration 6) Support Paraeducators and Special Education staff in raising academic performance of students through IEP accommodations and modifications 7) Canvas LMS student-facing experience
<p>Category D: Standards-based Student Learning: Assessment and Accountability</p>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> 1) Teachers implement a variety of formative and summative assessment strategies to generate data for analysis 2) Many courses and programs have common and/or analogous assessments 3) Access to standardized assessments (i.e., AP exams, PSAT, SAT, ACT) 4) Initial discussions and planning for equitable grading practices across Site Instructional Leadership Team 	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> 1) School-wide common rubrics for equitable grading practices 2) Disaggregate and analyze collected data to inform instruction 3) Opportunities for educators to analyze or incorporate data into their practice, and data needs to be used to make more holistic changes to student supports 4) DJUSD Data Portal to systematically share the results of standardized assessments with students 5) Additional funding and/or reallocation for experiential learning

	<p>experiences outside the traditional classroom setting (i.e., authentic assessment, real-world application)</p>
<p>Category E: School Culture and Support for Student Personal and Academic Growth</p>	
<p><u>Areas of Strengths:</u></p> <ol style="list-style-type: none"> 1) Focus on multiple wellness and mental health supports (e.g, Wellness Center, counseling services, YCOE Communicare, YCO DBT program) 2) Multiple avenues for parents to be involved and connect with the school team. 3) Many opportunities for student voice 4) Many diverse opportunities for co- and extracurricular activities (e.g., intramurals at lunch) 5) MTSS Progress on supporting Tier 1 & Tier 2 students (academic, SEL, and behavior) 	<p><u>Areas of Growth:</u></p> <ol style="list-style-type: none"> 1) Create supports for varied post-secondary pathways (trade, 2-year, 4-year) with future/career planning 2) Focus on MTSS progress that supports interventions for students with at least one D/F in a semester 3) Focus on amplifying student connections to school to ensure a sense of community and culture of belonging/togetherness 4) More diversity and inclusion with student representation in various programs (e.g., Robotics) 5) Credit recovery program that is more accessible beyond summer school. (e.g., a six period day with a 7th period credit recovery class)

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Focus Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

The Schoolwide Action Plan as shown below is an update and revision of our [DSHS 2019 WASC Mid-year Visit Action Plan](#). The following Schoolwide Action Plan focuses on Action Tasks influenced by the aforementioned priorities in Chapter 4. The Schoolwide Action Plan will serve as the 2023-2024 SPSA Goals to be reviewed and approved by our DSHS School Site Council.

Goal #1: Close the Achievement Gap: Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)

TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT (What? How?)	TIMELINE	REPORTING (When? Where?)
1.1. Teachers will engage in an ongoing process of analyzing data to guide their instruction and improve student achievement.	<ul style="list-style-type: none"> ● Instructional Leadership Team (ILT) ● Teachers ● Admin ● Testing Coordinator 	<ul style="list-style-type: none"> ● Data Talk Protocol ● Data Portal ● Common Assessments ● ILT Mtg. Agenda/ Notes 	<ul style="list-style-type: none"> ● ELPAC Results ● CAASPP Results ● D/F List ● Dept. Common Assessments ● DJUSD Common Assessments 	On-going	<ul style="list-style-type: none"> ● Monthly Dept Meetings ● Monthly ILT Meetings ● Annual SPSA renewal (Site Council) ● DJUSD Principal Meetings
1.2. Investigate equitable grading practices that reflect and support student learning and share common equitable grading principles.	<ul style="list-style-type: none"> ● Instructional Leadership Team (ILT) ● Teachers ● Admin 	<ul style="list-style-type: none"> ● Grading for Equity (Book Study) ● PD/Trainings 	<ul style="list-style-type: none"> ● YouthTruth ● Gradebooks ● Dept. Common Assessments 	Fall 2023 - on-going	<ul style="list-style-type: none"> ● Teacher Check-ins ● Teacher Evaluations ● Monthly Dept Meetings ● Monthly ILT Meetings ● DJUSD Principal Meetings
1.3. Continue establishing MTSS (Multi-Tiered System of Support) structures to serve all students.	<ul style="list-style-type: none"> ● MTSS Team ● Teachers ● Counselors ● Admin ● Families ● District Office 	<ul style="list-style-type: none"> ● SPSA Action Plan ● Data Portal ● Data Talk Protocol ● MTSS 	<ul style="list-style-type: none"> ● ELPAC Results ● CAASPP Results ● D/F List ● Academic achievement across all 	On-going	<ul style="list-style-type: none"> ● Teacher Check-ins ● Monthly Grade-Level Meetings ● Monthly ILT

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		Meeting Agenda/ Notes	historically marginalized student groups <ul style="list-style-type: none"> • Dept. Common Assessments • DJUSD Common Assessments 		Meetings <ul style="list-style-type: none"> • DJUSD Principal Meetings
1.6 MTSS Team Intervention strategies developed to support students.	<ul style="list-style-type: none"> • MTSS Team • Teachers • Counselors • Admin • Families • District Office 	<ul style="list-style-type: none"> • SPSA Action Plan • Data Portal • Data Talk Protocol • MTSS Meeting Agenda/ Notes 	<ul style="list-style-type: none"> • ELPAC Results • CAASPP Results • D/F List • Academic achievement across all historically marginalized student groups • Dept. Common Assessments • DJUSD Common Assessments 	On-going	<ul style="list-style-type: none"> • Teacher Check-ins • Monthly Grade-Level Meetings • Monthly ILT Meetings • DJUSD Principal Meetings
1.7 The library will build a site initiative to motivate and entice independent reading in the lives of students. In addition, the library will purchase instructional materials to support student learning.	<ul style="list-style-type: none"> • Teacher librarian • Instructional Leadership Team 	<ul style="list-style-type: none"> • SPSA budget • Grant funding 	<ul style="list-style-type: none"> • ILS (library circulation system) • Student survey 	<ul style="list-style-type: none"> • Launch in 2024-2025 	<ul style="list-style-type: none"> • Site Council • ILT
1.8. Strengthen Academic Center tutors' skills in support of classes.	<ul style="list-style-type: none"> • Academic Success Coordinator • Admin 	<ul style="list-style-type: none"> • UC Davis 	<ul style="list-style-type: none"> • Academic Center Tutor Outreach • ELPAC Results • CAASPP Results 	On-going	<ul style="list-style-type: none"> • Academic Center Coord./VP check-in • MTSS Team Mtg.
1.9 Promote academic conferencing to encourage collaborative teams working in support of student achievement.	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) • Teachers • Admin 	<ul style="list-style-type: none"> • Core Instructional Materials 	<ul style="list-style-type: none"> • Office Hours Spreadsheet • Semester Student-Led Conferences for Ss w/ at least one D/F 	2023-2024	<ul style="list-style-type: none"> • Teacher Check-ins • Monthly ILT Meetings
1.10. Evaluate and integrate attendance support programs and practices (truancy supervisor, Parent Liaison, Attendance Office record keeping, etc.) in a cycle of	<ul style="list-style-type: none"> • MTSS Team • Teachers • Counselors • Admin • Families • District Office 	<ul style="list-style-type: none"> • A2A • District Safety Team 	<ul style="list-style-type: none"> • Chronic Absenteeism Spreadsheet • Attendance SST Process • Home Visit Logs 	On-going	<ul style="list-style-type: none"> • MTSS Team Mtg. • Admin Team Mtg. • District Office

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continuous improvement.					
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Goal #2: Explore and Advance 21st Century Teaching and Learning Opportunities: In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.

TASKS Action Plan Goal #2	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT (What? How?)	TIMELINE	REPORTING (When? Where?)
2.1. Teachers will construct and analyze common formative and summative assessments.	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) • Teachers • Admin 	<ul style="list-style-type: none"> • Year-long Unit Planning Templates • Common Assessments • ILT Mtg. Agenda/ Notes • Teacher Release Time for Planning (optional) 	<ul style="list-style-type: none"> • CAASPP Results • Year-long Unit Planning • Dept. Common Assessments • DJUSD Common Assessments 	2023-2024	<ul style="list-style-type: none"> • Teacher Check-ins • Teacher Evaluations • Monthly Dept Meetings • Monthly ILT Meetings • DJUSD Principal Meetings
2.2. Identify essential and supplemental standards by course to support assessment/ instruction tasks.	<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) • Teachers • Admin 	<ul style="list-style-type: none"> • Year-long Unit Planning Templates • Common Assessments • ILT Mtg. Agenda/ Notes 	<ul style="list-style-type: none"> • CAASPP Results • Year-long Unit Planning • Dept. Common Assessments • DJUSD Common Assessments 	2023-2024	<ul style="list-style-type: none"> • Teacher Check-ins • Teacher Evaluations • Monthly Dept Meetings • Monthly ILT Meetings • DJUSD Principal Meetings
2.3. Utilize AVID strategies across school instruction and identify ways to measure the extent to which AVID practices are present in classrooms.	<ul style="list-style-type: none"> • AVID Coord. • DJUSD AVID Coord. • Instructional Leadership Team (ILT) • Teachers • Admin 	<ul style="list-style-type: none"> • DSHS Unifying Practices Document • ILT Mtg. Agenda/ Notes 	<ul style="list-style-type: none"> • CAASPP Results • D/F list • Post-Secondary Pathway Data • Teacher Observations • Teacher Check-ins • Learning Walks - Notes • Department Mtg. Agenda/Notes • All Staff Mtg. Agenda/Notes 	2023-2024	<ul style="list-style-type: none"> • AVID Regional/ Site Team Mtg. • Teacher Check-ins • Teacher Evaluations • Monthly Dept Meetings • Monthly ILT Meetings
2.4. Support additional	<ul style="list-style-type: none"> • ELD Coord. 	<ul style="list-style-type: none"> • DSHS 	<ul style="list-style-type: none"> • ELPAC Results 	2023-2024	<ul style="list-style-type: none"> • Teacher

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<p>professional development for all teachers in English Learner teaching strategies.</p>	<ul style="list-style-type: none"> ● DJUSD MLL Director ● Instructional Leadership Team (ILT) ● Teachers ● Admin 	<p>Unifying Practices (Google Doc)</p> <ul style="list-style-type: none"> ● ILT Mtg. Agenda/Notes 	<ul style="list-style-type: none"> ● CAASPP Results ● D/F list ● Teacher Observations ● Teacher Check-ins ● Learning Walks - Notes ● Department Mtg. Agenda/Notes ● All Staff Mtg. Agenda/Notes 		<p>Check-ins</p> <ul style="list-style-type: none"> ● Teacher Evaluations ● Monthly Dept Meetings ● Monthly ILT Meetings
<p>2.5. School Team will analyze and implement Schoolwide Learner Outcomes in their instructional practice.</p>	<ul style="list-style-type: none"> ● Support Staff ● Teachers ● Admin ● District 	<ul style="list-style-type: none"> ● DSHS Team Structures (Google Doc) 	<ul style="list-style-type: none"> ● Team Meetings Agenda/Notes (all Teams referenced in DSHS Team Structures) ● DJUSD Graduate Profile Metrics ● Teacher Observations ● Teacher Check-ins ● Learning Walks - Notes 	<p>On-going</p>	<ul style="list-style-type: none"> ● Team Meetings Agenda/Notes (all Teams referenced in DSHS Team Structures)
<p>2.6. Teachers will identify, define, and implement 21st century teaching and learning.</p>	<ul style="list-style-type: none"> ● Instructional Leadership Team (ILT) ● Teachers ● Admin 	<ul style="list-style-type: none"> ● DSHS Unifying Practices (Google Doc) ● ILT Mtg. Agenda/Notes ● Dept. Mtg. Agenda/Notes 	<ul style="list-style-type: none"> ● CAASPP Results ● AP Exam Results ● D/F list ● Teacher Observations ● Teacher Check-ins ● Learning Walks - Notes ● Department Mtg. Agenda/Notes ● All Staff Mtg. Agenda/Notes 	<p>On-going</p>	<ul style="list-style-type: none"> ● Teacher Check-ins ● Teacher Evaluations ● Monthly Dept Meetings ● Monthly ILT Meetings
<p>2.7. Expand CTE program development to incorporate 21st century teaching and learning.</p>	<ul style="list-style-type: none"> ● DJUSD CTE Specialist ● DJUSD CTE Grant Writer ● Instructional Leadership Team (ILT) ● CTE Teachers ● Admin 	<ul style="list-style-type: none"> ● DJUSD CTE Team ● List of CTE Partnerships ● Outreach Planning Document ● CTE Roadshows Document 	<ul style="list-style-type: none"> ● CTE Dept. Mtg. Agenda/Notes ● DSHS Master Schedule CTE Course Requests 	<p>On-going</p>	<ul style="list-style-type: none"> ● Monthly CTE Dept Meetings ● Monthly DJUSD CTE Advisory Meetings

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Goal #3: Create an inclusive school environment for all students: Increasing positive school climate, focusing especially on student connectedness to school, school safety, and student participation.

TASKS Action Plan Goal #3	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT (What? How?)	TIMELINE	REPORTING (When? Where?)
3.1. Integrate “Open Door Policy” into school culture.	<ul style="list-style-type: none"> • Support Staff • Teachers • Admin 	<ul style="list-style-type: none"> • DSHS Team Structures (Google Doc) 	<ul style="list-style-type: none"> • YouthTruth Perception Data • Team Meetings Agenda/Notes (all Teams referenced in DSHS Team Structures) • Teacher Check-ins 	On-going	<ul style="list-style-type: none"> • Team Meetings Agenda/Notes (all Teams referenced in DSHS Team Structures)
3.2. Participate in the development of building plan and program design stemming from Measure M funding.	<ul style="list-style-type: none"> • DJUSD Supt. • DJUSD Capitol Operations Team • Admin 	<ul style="list-style-type: none"> • Meeting Agenda/Notes 	<ul style="list-style-type: none"> • YouthTruth Perception Data • Master Schedule Course Requests 	On-going	<ul style="list-style-type: none"> • Team Meetings Agenda/Notes • DJUSD Board Meetings • DSHS SSC & PTA Meetings
3.3. Explore ways to hold sophomore-centered events throughout the entire year.	<ul style="list-style-type: none"> • LinkCrew Coord. • LinkCrew Leaders • Activities Director • Student Gov. • Admin 	<ul style="list-style-type: none"> • Course Descriptions • Program Planning (Google Doc) • Existing Resources • ASBWorks 	<ul style="list-style-type: none"> • YouthTruth Survey Results • Attendance Data • Behavior Data • Tardy Data 	2023-2024	<ul style="list-style-type: none"> • Culture & Climate Team Mtg. • School Site Council • PTA • Admin Team
3.4. Strengthen inclusive mission of student-led programs.	<ul style="list-style-type: none"> • Activities Director • Student Gov. • Student Club Advisors • LinkCrew Coord. • LinkCrew Leaders • Admin 	<ul style="list-style-type: none"> • Activities Program Binder • Clubs Spreadsheet 	<ul style="list-style-type: none"> • YouthTruth Data • Co- and Extracurricular Participation • Athletics participation • Intramurals Participation • Spirit Week / Homecoming Week Participation • Dance Events Participation 	On-going	<ul style="list-style-type: none"> • Culture & Climate Team Mtg. • School Site Council • PTA • Admin Team
3.5. Explore new ways to inform students about connectedness opportunities,	<ul style="list-style-type: none"> • Activities Director • Student Gov. • Student Club 	<ul style="list-style-type: none"> • Activities Program Binder • Clubs 	<ul style="list-style-type: none"> • YouthTruth Data • Co- and Extracurricular Participation 	On-going	<ul style="list-style-type: none"> • Culture & Climate Team Mtg. • School Site

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including utilizing non-English languages, and parent outreach.	<ul style="list-style-type: none"> Advisors ● LinkCrew Coord. ● LinkCrew Leaders ● Admin 	Spreadsheet	<ul style="list-style-type: none"> ● Athletics participation ● Intramurals Participation ● Spirit Week / Homecoming Week Participation ● Dance Events Participation 		<ul style="list-style-type: none"> Council ● PTA ● Admin Team
3.6. Use results of Healthy Kids and YouthTruth surveys to inform staff practice in making positive connections to students.	<ul style="list-style-type: none"> ● Activities Director ● Student Gov. ● Student Club Advisors ● LinkCrew Coord. ● LinkCrew Leaders ● Admin 	<ul style="list-style-type: none"> ● Activities Program Binder ● Clubs Spreadsheet 	<ul style="list-style-type: none"> ● YouthTruth Data ● Co- and Extracurricular Participation ● Athletics participation ● Intramurals Participation ● Spirit Week / Homecoming Week Participation ● Dance Events Participation 	On-going	<ul style="list-style-type: none"> ● Culture & Climate Team Mtg. ● School Site Council ● PTA ● Admin Team
3.7. Continue to develop a student Wellness Center.	<ul style="list-style-type: none"> ● Counselors ● Wellness Center Liaison ● Admin 	<ul style="list-style-type: none"> ● Wellness Center Brochure ● Counseling Resources ● YCO Communicare ● YCO DBT counseling 	<ul style="list-style-type: none"> ● YouthTruth Data ● Wellness Center data 	On-going	<ul style="list-style-type: none"> ● Allies for Wellness Club ● Counseling Team ● School Site Council ● PTA ● Admin Team
3.8. Create a lunchtime intramural activities program to include sports and games to promote connectedness through healthy activities.	<ul style="list-style-type: none"> ● PE Teachers ● Campus Safety ● Admin 	<ul style="list-style-type: none"> ● Intramural Brochure 	<ul style="list-style-type: none"> ● YouthTruth Data ● Co- and Extracurricular Participation ● Athletics participation ● Intramurals Participation 	On-going	<ul style="list-style-type: none"> ● Culture & Climate Team Mtg. ● School Site Council ● PTA ● Admin Team

Please find an articulated 6-year Action Plan for schools years 2022-2023 through 2027-2028:

[DSHS WASC Action Plan \(6-year: 2022-2028\)](#)

Appendices:

- A. [DJUSD 2022-2023 LCAP](#)
- B. Results of student questionnaire/interviews - [YouthTruth - Student \(11/2022\)](#)
- C. Results of parent/community questionnaire/interviews -
 - [YouthTruth - Family \(11/2022\)](#)
 - [YouthTruth - Staff \(11/2022\)](#)
 - [WASC Criteria Survey](#) (faculty)
- D. The most recent [California Healthy Kids Survey](#) (Secondary 2020-21)
- E. Master schedule [Teacher Grid Semester 2 2023](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- H. [AVID site data and CCI](#), [AVID enrollment numbers](#)
- I. [California School Dashboard](#) performance indicators
- J. [School Accountability Report Card \(SARC\)](#) (2021-2022)
- K. [Graduation requirements](#)
- L. Budgetary information, including school budget - [DSHS SPSA \(22-23\)](#)