



DAVIS SENIOR HIGH SCHOOL

MID-CYCLE

PROGRESS REPORT

315 West 14th Street

Davis, CA 95616

Davis Joint Unified School District

March 11-12, 2019

**Accrediting Commission for Schools
Western Association of Schools and College**

CONTENTS

I: Student/Community Profile Data	3
II: Significant Changes and Developments	15
III: Ongoing School Improvement	27
IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan	32
V: Schoolwide Action Plan Refinements	48
Appendix	

I: STUDENT/COMMUNITY PROFILE DATA

School Profile

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

Approximately 80% of the residents in the community have completed a minimum of one year of college training, with 73% 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 1960. The campus has experienced additional construction, including the library building in the late 1990s, the North Gym in 2002, and the Brunelle Performance Hall in 2005. The original multi-purpose room (MPR) and cafeteria was demolished in 2013 and replaced by an outdoor seating and shade structure, which was removed for the construction of the new All Student Center, which opened in January of 2018.

DSHS is a three-year, public comprehensive high school with a reputation for academic excellence. Start-of-year enrollment for the 2018-19 school year was 1,807 students. The District runs four secondary programs: DSHS, Da Vinci Charter Academy (DVCA), Davis School for Independent Study (DSIS), and Martin Luther King Jr. High School (continuation high school). Each of the campuses serves the needs of a specific population through specialized pedagogy, with DSHS serving the largest general population. DSHS is the comprehensive site that hosts all students who do not opt into DVCA, DSIS, or King High School in addition to students who opt to enroll in other DJUSD schools but take specialty courses at DSHS. These students are referred to as split site students.

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

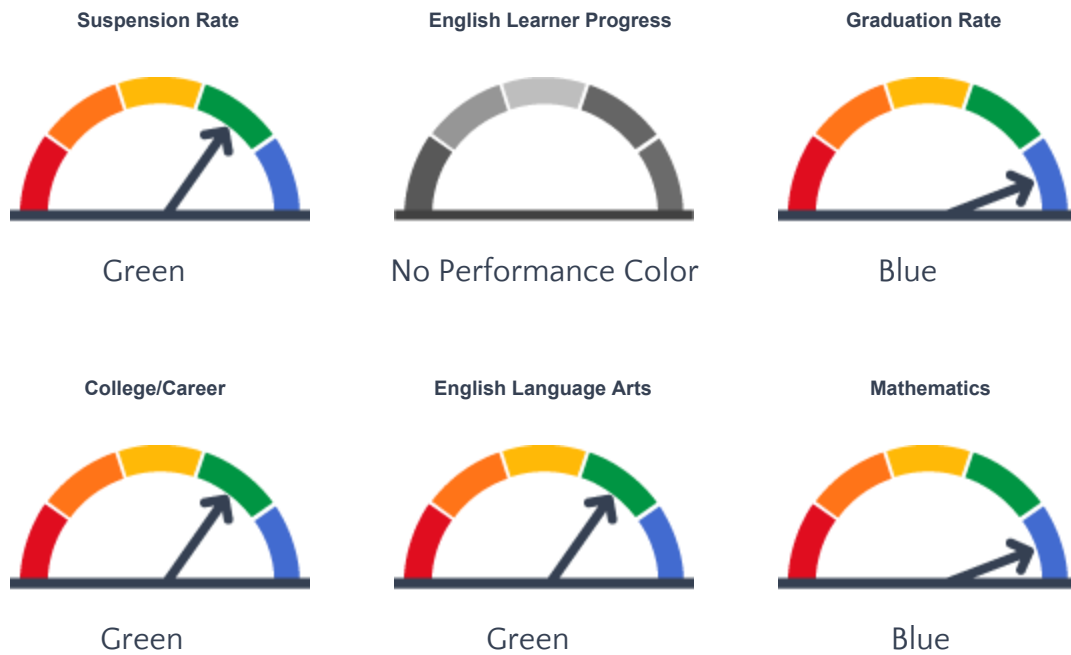
Several parcel taxes approved by the community and the work of the local non-profit Davis Schools Foundation have been instrumental in supporting the school in staffing and materials.

Throughout this report one may read about several programs that are integral to tasks and strategies in achieving action plan goals. They include the Academic Center (see Chapter II), the CARES program (see Chapter III), the Case Management Program (see Chapter II), the creation of a bilingual paraeducator position (see Chapter II), and the Parent Liaison (see Chapter II). Many of these programs came into being as a result of identifying and implementing strategies to support action plan goals.

In the spring of 2016, DSHS received a six-year accreditation from ASC WASC with a two-day mid-cycle visit.

California Accountability System-Dashboard Results

Information on Davis Senior High School’s California Dashboard illustrates the suspension, graduation, college/career, English language art, and mathematics are all in the green or blue range on the indicator gauges.



The equity report for suspension demonstrates students with disabilities performance color is red; socioeconomically disadvantaged performance color is orange; Hispanic/Latino performance color is yellow; and Asian or White performance color is green. No performance color exists for American Indian, foster youth, homeless, or Pacific Islander.

The equity report for graduation rate illustrates Hispanic performance color is orange; students with disabilities and socioeconomically disadvantaged performance color is yellow; and Asian and White performance color is blue. No performance color exists for African American, American Indian, English Learners, Filipino, foster youth, homeless, Two or more races, or

Pacific Islanders.

The equity report for college career reflects the socioeconomically disadvantaged performance color is orange; Hispanic and students with disabilities performance color is yellow; White performance color is green; and Asian performance color is blue. No performance color exists for African American, American Indian, English Learners, Filipino, foster youth, homeless, two or more races, and Pacific Islander.

The equity report for English Language Arts shows students with disabilities performance color is red; socioeconomically disadvantaged performance color is orange; Hispanic performance color is yellow; and Asian and White performance color is green. No performance color exists for African American; English Learners; Filipino; two or more races; and Pacific Islander.

The equity report for Mathematics illustrates students with disabilities performance color is red; socioeconomically disadvantaged performance color is red; Hispanic performance color is green; Asian and White performance color is blue. No performance color exists for African American, English Learners, Filipino, two or more races, or Pacific Islander.

Within the California Department of Education Dashboard Davis Senior High English language proficiency assessment for English Learners results represent 77 students. The report indicates 48.1% are at level four (well developed); 18.2% are at level three (moderately developed); 19.5% are at level two (somewhat developed); and 14.3% are at a level 1 (beginning stage).

School's Mission and Schoolwide Learner Outcomes

The mission of Davis Senior High School is 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.

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

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

These SLOs derived from a year-long process that created the Davis Joint Unified School District (DJUSD) Graduate Profile. Beginning in the fall of 2017, the district embarked on a process that included staff, parents, students, and community members to identify the skills that comprise (according to the district website) the “cognitive, personal and interpersonal competencies that students should have when they graduate from high school in order to be successful in the 21st century.” The district adopted the Graduate Profile in April 2018. Davis Senior High School updated its SLOs to match those of the district in the fall of 2018, and began to identify performance indicators within staff meetings and the Site Leadership Team, through activities that encouraged input on assessment perspectives from all disciplines. The process of identifying and refining indicators continues as teachers think about the Graduate Profile and

the learning experiences that promote competency in the profile elements.

Davis Senior High School embarked at the beginning of the 2018-19 school year to develop a vision statement. The Site Leadership Team and other staff volunteers are undertaking this project during monthly meetings. Participation includes certificated and classified staff.

Student and Faculty/Staff Demographics

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

ENROLLMENT BY GRADE							
Year	Grade 10		Grade 11		Grade 12		Total Enrollment
	#	%	#	%	#	%	
2015-2016	582	35.5%	541	33.0%	515	31.4%	1638
2016-2017	562	34.1%	575	34.9%	511	31.0%	1648
2017-2018	602	35.1%	568	33.1%	546	31.8%	1716
2018-2019*	612	34.7%	607	33.7%	558	31.5%	1777

Data from Aequitas Solutions

*Enrollment as of January 22, 2019

School Enrollment by Ethnicity

	2014-15	%	2015-16	%	2016-17	%	2017-18	%
Schoolwide*	1715	100	1683	100	1705	100	1750	100
Black/African American	47	3	37	1	55	3	54	3
American Indian/Alaska	10	0.5	7	0.4	3	0.2	2	0.1
Asian	317	18	309	18	329	19	321	18
Filipino	28	2	30	2	32	2	38	2
Hispanic/Latino	295	17	296	18	268	16	323	18
Native Hawaiian/PI	--	--	2	0.1	2	0.1	2	0.1

White	942	55	921	55	938	55	912	52
Two or more races	75	4	80	5	77	5	96	5

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS).

*Sub-group percentages may not add to 100 due to rounding.

While overall enrollment has increased recently, ethnic distribution has been fairly constant over the past decade. The majority of students are White. Asian and Hispanic comprise the next two largest groups.

Languages of English Learners (three most common)

Year	Total EL	Top 1 Language	Top 2 Language	Top 3 Language	Total languages represented
2015-2016	76	Spanish (59%)	Korean (9%)	Mandarin (8%)	14
2016-2017	77	Spanish (45%)	Mandarin (18%)	Korean (12%)	12
2017-2018	88	Spanish (49%)	Mandarin (23%)	Arabic (6%)	15

DataQuest

DSHS English Learner population is increasing. While Spanish continues to represent the most common language of the English Learners, Mandarin has increased and Arabic became the third most common language last year.

Enrollment by English Language Acquisition Status and Grade

Year	Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
2014-15	10	445	47	21	65	1	579
	11	388	51	31	79	0	549
	12	441	42	24	80	0	587
	Total	1,274	140	76	224	1	1,715
2015-16	10	448	54	34	60	0	596
	11	420	52	25	60	0	557
	12	374	50	17	88	1	530
	Total	1,242	156	76	208	1	1,683
2016-17	10	431	48	27	74	0	580

	11	426	60	37	67	3	593
	12	406	49	13	64	0	532
	Total	1,263	157	77	205	3	1,705
2017-18	10	446	40	31	94	0	611
	11	420	48	28	77	1	574
	12	411	53	29	72	0	565
	Total	1,277	141	88	243	1	1,750

DataQuest

All categories, with the exception of students who are initially fluent English proficient increased as the overall student population increased. The number of students reclassified as fluent English proficient has a larger increase than the other groups in this table. This addresses the success of reclassification efforts as more students develop within this category. However, as this group expands, the reclassification may mask an enduring need of potentially underdeveloped skills in academic English. Further information on English Learner supports can be found in Section III, Goal Two.

CERTIFICATED STAFF DATA

Certificated Staff by Gender and Ethnicity

Year	Hispanic	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or More	Not Reported	Total
2015-16 M F	4 5	0	2 3	0	0	2 0	36 37	2 3	0 1	46 49
2015-16 Total	9	0	5	0	0	2	73	5	1	95
2016-17 M F	4 5	0	1 3	0	0	2 0	40 33	2 3	0 1	49 49
2016-17 Total	9	0	4	0	0	2	77	5	1	98
2017-18 M F	3 5	0	1 3	0	0	1 0	43 38	1	0 1	49 50
2017-18 Total	8	0	4	0	0	1	81	4	1	99

California Department of Education, DataQuest

As the total number of certificated staff has increased over the past three years, the diversity has declined slightly. DJUSD began work on hiring and retaining a more diverse staff at the beginning the 2018-19 school year through its focus on equity. This work continues with the intention of increasing district staff diversity including the DSHS certificated population. As an aside, administrative support offices now include Spanish speaking staff members in the attendance office, counseling office, front desk, vice principal office, Academic Center, and Student Success Center.

Certificated Staff Experience

Year	Average Years of Service	Average Years in District	# First Year Staff	# Second Year Staff	% of 1-2 Year Staff
2015-16	18	13	3	1	4%
2016-17	18	13	5	2	7%
2017-18	18	13	7	4	11%

DataQuest

Various factors contribute to staff turnover, but the percentage of staff remaining after the first year of hire is increasing. District human resources is conducting exit interviews which may identify patterns that will allow the school to respond in its effort to reduce staff turnover. New teachers are now welcomed during the summer for specific assimilation events beginning scaffolded supports to familiarize them with site and procedures working to build a collaborative community. New teachers are encouraged to meet with a veteran teacher for support. The Social Studies Department Chairperson founded a New Teacher Support Group. The group was created to help support and guide 1st and 2nd year teachers in their first two years at Davis High School. As opposed to teacher Induction, the group is an informal and casual gathering place for new teachers to freely ask questions, seek guidance, and receive mutual support from each other in a “judgement-free zone”. The group meets approximately once a month and intentionally keeps the meetings agenda-free and casual.

Conversations have included topics such as how to prepare for Back-to-School Night and Open House, grading protocols, and bathroom pass and the tardy policy. Teachers have also discussed broader topics such as developing positive relations with parents, colleagues, and administrators. Participants have found that often just having a place to ask questions and safely vent can be both comforting and therapeutic. Often, participants are able to help and support each other simply by listening and offering suggestions.

Davis Senior High School has developed a site culture over time including learning systems and the craft of teaching. This culture can be daunting to a newcomer. As a veteran site teacher, the New Teacher Support Group moderator’s role is to help facilitate participant’s questions and offer insight, comfort, and guidance by being a friendly and supportive presence.

Student Achievement Data

AP Report

Year	Enrollment 10-12	Enrollment 12	# Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
2014-15	1,715	587	576	15	76	234	335	371
2015-16	1,683	530	549	14	90	225	318	456
2016-17	1,705	532	591	32	113	299	347	366

DataQuest

Advanced Placement (AP) courses are popular at Davis Senior High School, and test participation rates (ca. 35%) are much higher than the state (ca. 26%) or county (ca. 24%) rates. This chart is included as evidence that AP participation is a factor in the perceived “pressure cooker” stresses that some students report experiencing at Davis Senior High School. The school is exploring to what extent students from underrepresented groups participate in AP courses and exams and ways to increase participation.

Dropout Data by Ethnicity

Ethnic Category	2014-2015			2015-2016			2016-2017		
	Dropout total	Enrollment total	Annual Dropout Rate	Dropout total	Enrollment total	Annual Dropout Rate	Dropout total	Enrollment total	Annual Dropout Rate
Hispanic or Latino	3	295	1.0%	4	296	1.4%	3	268	1.1%
American Indian	0	10	0	0	7	0	0	3	0
Asian	1	317	0.3%	0	309	0	0	329	0
Pacific Islander	0	0	0	1	2	50.0%	0	2	0
Filipino	0	28	0	0	30	0	0	32	0
African American	0	47	0	0	37	0	0	55	0
White	1	942	0.1%	3	921	0.3%	2	938	0.2%
Two or more races	0	75	0	0	80	0	0	77	0
None reported	0	1	0	0	1	0	0	1	0

DataQuest

The dropout rate at Davis Senior High School has been very low historically. Davis Senior High School tends to address dropout factors on an individual’s circumstances rather than on subgroup identity. Constructing a system to enable dropout interventions across larger groups of students would capture more students in need. This would include lengthening the screening process by generating a list of juniors at the end of the school year that are in danger of not graduating. Right now this same type list is not generated until sometime in the second semester of senior year for students. Contacting the families of these juniors, then outlining a plan to earn the necessary units during the summer before senior year and during senior year would be the next step. This same process could also take place at the first quarter, first semester, and third quarter for said seniors to evaluate the progress of any students in danger of or still in danger of not graduating.

Students Completing a-g Requirements by Sub Group

Sub Group	Class of 2015			Class of 2016			Class of 2017		
	# of Grads	Meeting a-g	%	# of Grads	Meeting a-g	%	# of Grads	Meeting a-g	%
Socioeconomically Disadvantaged	75	30	40.0%	87	39	44.8%	86	57	66.3%
Asian	117	98	83.8%	92	79	85.9%	102	91	89.2%
African American	19	15	78.9%	6	2	33.3%	10	7	70.0%
Filipino	8	7	87.5%	8	7	87.5%	10	10	100%
Hispanic	74	38	51.4%	104	65	62.5%	71	41	57.7%
American Indian/ Alaska Native	4	3	75.0%	3	2	66.7%	1	1	100%
White	311	259	83.3%	269	227	84.4%	297	266	89.6%
Two or more	26	20	76.9%	25	20	80.0%	17	14	82.4%
Total	559	440	78.7%	508	403	79.3%	508	430	84.6%

DataQuest

While there are observable differences among ethnic subgroups for meeting a-g requirements, the overall trend is that more students in each subgroup are meeting requirements each year excluding the Latino population. The school continues to examine factors common among all students not meeting a-g requirements as it seeks to assist students in achieving this distinction. DSHS Case Management Program screens, monitors, and supports English Learners who are working toward a-g eligibility. Further information on this program may be found in Chapter II, “Case Management Program.” Language proficiency may be a factor, which would include some Hispanic students (given that half of Davis High’s English Learners have Spanish as their primary language). The school continues the work to identify the reasons students do not obtain a-g status through the Counseling Department and intend to expand discussion with

C&I.

CAASPP Results

	2016		2017		2018	
	English Language Arts/Literacy	Mathematics	English Language Arts/Literacy	Mathematics	English Language Arts/Literacy	Mathematics
% Standard Exceeded	60%	45%	55.01%	39.11%	54.51%	44.35%
% Standard Met	27%	29%	28.92%	32.3%	25.2%	27.27%
%Standard Nearly Met	8%	14%	9.45%	15.76%	10.25%	15.08%
% Standard Not Met	5%	12%	6.62%	12.84%	10.04%	13.3%

CAASPP

While there was a significant score increase from 2015 (not reflected here) to 2016, there has been a decline since then for both ELA and math for students meeting or exceeding standards. The school has not conclusively identified the factors responsible for the decline in proficiency scores, the inquiry continues in support of all students. CAASPP results have been shared and discussed within the Site Council, Curriculum and Instruction, Site Leadership Team and the English Department. Next step is to complete this discussion with all departments and to identify instructional responses to student needs within the results. Site administrators are leading these discussions within their assigned departments.

Student Behavior Data

Suspensions

Year	Total Students	# of Suspensions	Suspension Rate	% of Students Suspended with One Suspension	% of Students Suspended with Multiple Suspensions
2015-2016	1,753	126	5.2%	80.2%	19.8%
2016-2017	1,753	88	3.5%	71.0%	29.0%
2017-2018	1,802	54	2.3%	78.6%	21.4%

DataQuest

There were no student expulsions from 2015-18. Restorative practices are now embedded into the administrative behavior response toolkit. It is also important to understand the shift in practice when students are under the influence of a controlled substance. In addition to suspension for severe cases, Davis Senior High offers students drug and alcohol counseling and an in-house intervention system that enables students to meet with support program staff, counselors, nurse, complete an instructional activity on alcohol/drug use, and reflect on their learning over the course of the day as an alternative to suspension. The alcohol counseling addition is through a program spearheaded by the Counseling Department and funded through a grant from the Davis Schools Foundation.

Chronic Absenteeism Report

2016-2017					2017-2018			
Ethnicity	Cumulative Enrollment	C. A. Eligible Enrollment	C.A. Count	C.A. Rate	Cumulative Enrollment	C. A. Eligible Enrollment	C.A. Count	C.A. Rate
African American	57	55	9	16.4%	57	55	5	9.1%
American Indian	*	*	*	40.0%	*	*	*	50.0%
Asian	334	331	13	3.9%	327	322	16	5.0%
Filipino	33	32	1	3.1%	38	38	3	7.9%
Hispanic	284	277	40	14.4%	343	337	47	13.9%
Pacific Islander	*	*	*	0.0%	*	*	*	50.0%
White	957	943	69	7.3%	932	923	79	8.6%
Two or More Races	80	79	9	11.4%	99	99	13	13.1%
Total	1,753	1,725	143	8.3%	1,802	1,780	165	9.3%

DataQuest

This data does not reflect student family economic status, which may be an additional screening criteria to capture students in need of support. While ethnicity may correlate to economic status, it can mislead as well, especially in a community like Davis with so many international families. The data does demonstrate an increase in the percentage of students who experienced chronic absenteeism, although the rate for 2018 is lower than the state and county average. Strategies being used to address chronic absenteeism are listed in Chapter III under the Student Success Center and Attendance sections.

YouthTruth Survey

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.

Q: Is an adult available who would be willing to help you with a personal problem?			
School Year	Yes	No	Not Sure
2015	56%	15%	29%

2016	59%	16%	26%
2017	58%	15%	27%
2018	54%	15%	31%

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. Further information on student connectedness work is found under Goal 3 in Chapter IV.

Additional questions and results commonly reported to stakeholders:

Emotional and Mental Health from YouthTruth Survey	2015	2016	2017	2018
Visit to Counselor, Therapist, or Psychologist	20%	21%	19%	24%
Signs of Depression	29%	27%	25%	26%
Seriously Considered Suicide in Previous Year	15%	13%	12%	11%

This data, along with reports from counselors, has informed the Health and Wellness Program developed in 2017 and the Site Council’s support for improving students’ physical and social-emotional well-being through partial funding of a Drug and Alcohol Counselor and plans for a Health and Wellness Center on campus. The “Health and Wellness Presentations” are more fully explained in Chapter III.

This academic year, Site Council has examined 2017-18 demographic data of students who are participating in elective classes---performing arts, HUB, student government, yearbook, robotics, and speech and debate--- as well as athletic programs by ethnicity, grade level, English Learner status through a lens of parent education level. Site Council will continue examining participation rates among students who come from families without a college education, to understand how this may be a factor influencing student participation.

II: Significant Changes and Developments

New Principal and Administrative Staff Changes Since 2016

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

Mr. McHale has been instrumental in elevating the WASC action plan goals as a priority for staff and governing body meetings. The various committees and councils have the action plan goals included on their printed meeting agendas. These groups also report on their action plan work to the other groups.

Later Start Schedule

While DSHS prepared for the 2016 WASC visiting team, the District and Board of Education was examining the issue of a later school start and how it may benefit adolescents scholastically, physically, and emotionally with respect to new research conclusions about their sleep patterns. The Board of Education eventually issued a directive for secondary schools to explore ways to implement a later start time. DSHS sent some staff members on visits to regional school sites where a later start had been implemented to review various schedule formats. A “New Schedule Implementation Team” (as a sub-committee of the Site Leadership Team) was formed at the beginning of the 2016 school year to make recommendations on potential schedules. The work continued through SLT, eventually also being presented to the whole staff. One component of the new schedule proposals was to include a flex or intervention period once a week. This component was eventually not included due to requests for additional information regarding the management of such a period. Leadership continues to explore this possibility as a mechanism to potentially support instruction, intervention, and social emotional needs of students. The school endorsed a later start schedule in the spring of 2017 and it became effective with the start of the 2017-18 school year. The district has conducted a survey among secondary students to measure the impact of the later start schedule. The Admin Team intends to share the full survey results with the staff.

All Student Center

After five years without an MPR, the All Student Center (ASC) opened in January of 2018. The ASC is a popular meeting place with students, staff, and the community fostering positive interaction and friendships. It has a student union feel, where student may hang out before and after school. The facility contains a professional kitchen, an English classroom, and houses Student Government, the Career Center, and the Athletic Director’s office. The ASC has served as the venue for student club and Student Government events, concerts, and community

events. The Student Nutrition Services Department prepares fresh meals on site. Students and staff may access the facility for breakfast early into the school day, during the mid-day snack break, at lunch and after school. Additionally, the school was able to hire an additional campus supervisor from FTE provided by the district, as part of the plan to support the ASC.

Measure M

Voters in Davis approved “Measure M,” a \$150 million facilities bond on the the November 6, 2018 ballot. “Measure M” provides funding for facilities improvements at all District campuses including areas such as campus safety and security, modern science and technology labs, updated classrooms, and commits to improving school access for students and staff with disabilities and inclusiveness for all students. Although final decisions regarding the site have not yet been made, a new STEAM building and Olympic size pool at DSHS have received strong community support.

District Graduate Profile

In the fall of 2017, under the leadership of Associate Superintendent of Instruction Rody Boonchouy, the District began to identify and develop what became the Graduate Profile. The process included stakeholders from all district schools and the Davis school community. The resulting profile components were shared in the spring of 2018. In the fall of 2018 DSHS reviewed the profile and adopted it as the new Schoolwide Learner Outcomes. Additionally, through staff, department, and SLT meetings, DSHS staff generated performance indicators for the profile components. This process is continuing, with the goal of having a viable set of indicators that teachers may use to assess student performance by the spring of 2019.

Career Technical Education (CTE)

During the last two years (this year will be the third) the CTE coordinator has organized data on CTE students for comparison as to the school as a whole and pathways offered in each industry sector. The data is broken down by gender, ethnicity, and socio-economic status. The data was shared with CTE teachers for reflection on meeting non-traditional goals and to see which courses or pathways may need additional supports. The data from 2017 and 2018 has been shared with administration and the director of secondary education to stimulate conversations on ways resources might be focused in program areas with concentrated needs. During the 2017-2018 school year, the CTE coordinator met with all secondary counselors and presented the data to stimulate discussion on ways counselors may serve CTE students and what programs may be serving students high priority students. Multiple year results of the CTE data will be provided to the WASC visiting committee on their arrival.

With the passage of the facilities bond, Measure M, along with the roll-out of Specialized Grants and collaborations with the community and industry, the school is looking to develop high quality CTE facilities and pathways that meet the needs of 21st century teaching and learning. Concrete examples include investments in completed architectural plans for ADA improvements of CTE facilities, several thousands of dollars in equipment, tools, and software

to have high quality program offerings that reflect current industry standards, and the addition of a CTE manager (all secondary level) and Internship coordinator.

The CTE coordinator has arranged specialized professional development for CTE staff. CTE teachers, new and veteran, came together to examine current course outlines and lessons and review them against the new CTE state standards for College and career readiness.

A strength of the applied learning courses and CTE programming is developing important connections between students and adults in industry. The automotive program takes kids to SKILLS USA competitions. Information and Communications Technologies arranges mentorship with information technology experts through the PC Pals Program and tour of Intel. The robotics team Citrus Circuits travels widely to regional and national competitions. The Agriculture program operates year-round with its FFA program of activities. During lunch, after school, evenings, weekends, and summers CTE students can be found working with peers, mentors, advisers, and adults as they learn more about the program in which they are engaged.

Academic Center (AC)

In January of 2018, Elodia Alvarez became the Academic Center Supervisor. Located outside of the main quad area and adjacent to the library, this center pairs UC Davis students in work-study with Davis High students to offer tutoring services. Open to all students, the center provided 15,849 tutoring sessions in the 2017-18 school year. The predominant work of the center is to ensure students who need support receive free on-site support when needed. All tutors are recent college graduates or currently enrolled at the University of California, Davis. During the 2015-2016 school year, 21 tutors served whose academic backgrounds included, but were not limited to, International Relations, Managerial Economics, Spanish, Biological Sciences, and Clinical Nutrition. For the 2018-2019 school year, the Academic Center currently has 25 tutors whose academic backgrounds include but are not limited to Chicana(o) Studies, Mathematics, English, Electrical Engineering, Physics, Animal Science, Sociology, Biochemistry and Molecular Biology, Neurobiology Physiology and Behavior, Clinical Nutrition, Managerial Economics, and Psychology. The center also promotes the value of reaching out to receive help when needs. Each month, a set of tutor-nominated students is recognized in the AC Awards ceremony.

Tutors work in the Academic Center from 7:30am to 4:30pm, Monday through Thursday, and 7:30am to 3:30pm on Fridays. Students in the Academic Center receive one-on-one tutoring or participate in small groups. During class time, with the permission of their teachers, students can come to the Academic Center to get extra help on homework. During lunch and after school students get help from tutors in a drop-in basis through one-on-one tutoring or in small groups. Teachers, parents, students, administrators, and counselors refer students to the Academic Center.

Beginning with spring 2018, the center supervisor tracked grades and student assignments for English Learners. This practice was started after observing that many English Learners would seek tutor assistance for assignments, but the students would not subsequently submit the work for grading by the classroom teacher. Part of the purpose of tracking this data was to encourage students to submit the work and provide tutors a way to follow up. The Academic Center also tracked grades for all students who use the center's services. While final semester

data is not yet available, student interviews suggest that the Academic Center is helping students to stay engaged and on pace with classwork for which they seek assistance. Some students saw no change in grades, but some did attribute a rising grade to the Academic Center. Preliminary data (through 4th quarter progress report) indicate 63% of English Learners using the Academic Center saw improvement in grades for one class in which they received support.

Academic Center Programs

The Academic Center (AC) runs many programs. Some of the existing programs from 2015-2016 school year are the Peer Tutoring Program, After School Program, EL Program, EL Mentoring Program (see below for more detail), Student of the Month Awards, and Outreach Program.

In 2017-2018, the Academic Center started a new program called Social Studies Curricular Units; this entails World Civilization teachers referring students who they believe will benefit from making up units done within a given semester. Students come to the Academic Center where they sign a contract and receive packets of the units they missed. Students complete and return the packets to the AC supervisor, who then hands them to the student's history teacher for a grade.

The Academic Center began case managing in the 2018-2019 school year; this program entails counselors and administrators referring students to the Academic Center where they complete homework for at least one hour a week with the help either of a tutor or by themselves. The supervisor makes sure to keep track of the students who are coming in and their assignments and at the end of each week gives counselors and administrators an update. Further information about the impact of this support is found later in Chapter II under Case Management Program.

Reading Assessment Tool

Last year the English Department implemented a formative assessment to gather data in every college prep English 10 class. The intent was to enable staff to have reading, vocabulary, phonics, and spelling measurements on every 10th grade student enrolled in the college prep English course. The formative assessment selected was an adaptive computerized, criterion-based test for *Let's Go Learn*. Called the Diagnostic Online Reading Assessment (DORA), this test allows teachers to identify one data point on a student's grade level equivalency for reading comprehension, oral vocabulary, word recognition, high frequency words, spelling, and phonics. The results are immediately accessible to the teacher. Since implementation, teachers have tested its use in a small reading comprehension intervention. The assessment results determined the intervention candidates. Students worked on reading comprehension strategies over eight weeks, and were assessed using DORA. The three students who completed the most sessions increased on the reading comprehension measure at least one grade level. Teachers using this assessment over the past two years have utilized the results to discuss student needs with colleagues, making instructional decisions on lesson selection and strategy use, and used when creating literature circle book lists and team construction. As the use of this formative assessment piece increases, it could become an

intricate part of the classroom-embedded response to intervention, as well as other achievement gap efforts.

Health and Wellness Presentations

Each month, Davis Senior High School offers a variety of opportunities to support students on important topics about their health and wellness. United in this work, the counselors and administrators are responsible for setting the Health and Wellness 2018-19 calendar by selecting the presentation topics students are most interested in attending. Along these lines, school nurse Abby Serin is pushing into Social Studies (in the fall) and English (in the spring) classrooms to present sex education lessons. This series of four lessons focus on sexual violence, consent, sexually transmitted diseases, and pregnancy among other pertinent topics.

As students grow into adulthood, their needs expand to include topics outside of the academic world which may impact their ability to learn. The school is thrilled to offer these experiences in a system of support through the work of DSHS counselors, teachers, nurses, district staff, and site administrators.

Additionally, the district Prevention and Crisis Managers, Cara Messmore and Jenn Mullin, have made presentations to the high school staff on trauma and ACEs (Adverse Childhood Experiences) in the spring of 2018 and on anxiety in the winter of 2019. These presentations are part of a larger district emphasis on student health and wellness over the past several years.

Student Success Center

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

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

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

The SSC also emphasizes the socio-emotional wellbeing of students by fostering positive relationships and connections between staff and students. Students who need extra support are referred to the appropriate staff member/place such as the Career Center, Academic

Center, Recovery Happens counselor, crisis counselor/manager, their administrator, academic counselor, specific clubs on campus, etc. Establishing connections with students who feel disconnected to the school is paramount and pivotal to their success.

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

Parent Liaison (LCAP)

The DSHS Student Success Center Supervisor also serves as the Parent Liaison. The goal of the Parent Liaison is to connect parents of unduplicated students to the campus. The supervisor accomplishes this in various ways. The Parent Liaison contacts parents by phone for a variety of events: English Learner Advisory Committee (ELAC), Back to School Night and Blue Devil Spirit Awards (BDSA). Parents are invited to English Language Advisory Committee meetings. For Back-to-School Night 2018, the school created an opportunity for English Learner parents to obtain information relevant to English Learners prior to the event. The Parent Liaison ensured that a translator was present for parents. The school offered an evening event to teach parents of English Learners how to use School Loop. Parents are also invited to the campus to celebrate their children who receive Blue Devil Spirit Awards. Students are nominated by staff members to recognize their improved grades, support for others, and positive contributions to the school.

The Parent Liaison offers families a point of communication between themselves and school staff. The Parent Liaison helps parents complete free and reduced lunch applications, guides them through online enrollment, translates at meetings, and assists them with their questions and concerns. Part of the SSC Supervisor's role is to reach out to administration or counselors for support and resources for the families. In sum, the Parent Liaison builds positive relationships with families and builds community.

Bilingual Paraeducator

The bilingual paraeducator position, created in 2017-18 by the Site Council, has been instrumental in providing English Learner students with the necessary supports for their success. Prior to this position creation, some English Learners would struggle in social studies courses, particularly in World Civilization, without the targeted assistance they now receive. Student success in World Civilization with support spurred the Site Council to seek a similar support for English Learners in science in 2018-19. The bilingual paraeducator currently assists roughly 25 English Learner students (primarily beginners.) The main focus of the bilingual paraeducator is to help students access the curriculum in their social studies classes, as these classes rely on negotiating text and written expression. The bilingual paraeducator (currently Oralia Chavez) provides students with necessary translations, assists in writing assignments, and develops study guides and graphic organizers that supplement the curriculum provided by the teacher. That way, a student who is a level 1 English Learner still can succeed in a World

Civilization or U.S. History class with complex texts and writing tasks. In the first two years of implementation, the percentage of English Learner students on the D and F list fell from 37% to 23% in 2017 and 26% in 2018. Oralia Chavez also assists in EL classes which allows for more small group and personalized assistance in developing students' English language skills. Oralia Chavez provides support in the following classes: U.S. History, World Civilization, Economics, U.S. Government/Politics, Race and Social Justice, ELD 1&2, ELD 3&4, and Integrated Ag Biology. In reflecting how Oralia interacts with and supports students, site administration and the EL coordinator are identifying ways to make the position more efficient. When planning the 2018-19 site plan, the Site Council increased funding to designate two Academic Center tutors to assist with science classes.

English Learner Mentoring Program in the Academic Center

The Academic Center's EL Mentoring Program assigns every UCD tutor with two to four general education English Learner students. The tutors represent a broad range of languages: Spanish, Farsi, Armenian, Portuguese, Cantonese, Mandarin, Tagalog, Vietnamese and Arabic. Every grading period, tutors meet with their mentees to discuss their grades, reinforce their success or help them develop a plan for improvement, encourage them to get involved in school clubs and extracurricular activities, provide information regarding the AC's services, and motivate their students to pursue education after high school.

The tutors track the progress of the students and keep them accountable for doing their work by making S.M.A.R.T. (Specific Measurable Achievable Realistic Timely) goals with the students for upcoming assignments. Tutors may also recommend that the student attend tutoring sessions at lunch and after school. Tutors communicate with teachers to see if there is a particular area where students need help (eg. organization skills, turning in assignments, essays, etc.).

The Academic Center provides in-class tutoring for most of the English Learners through the EL mentoring program. At the beginning of the year, teachers request a UCD tutor or a Peer Tutor to assist students who are English Learners. The Academic Center supports 11 classes throughout the day with one UCD tutor in each class. A tutor may assist multiple students within one classroom. Throughout a given day, the total sessions logged in for in-class tutoring is 34. The AC supports five classes throughout the day with one Peer Tutor in each class. Throughout an average day the total number of in-class sessions logged in is 30.

College Readiness Block Grant

To support first-generation college bound students, the school has designated funds from this grant in 2018-19 to the Academic Center Lead Tutor and two tutors through the Academic Center who are supporting students in science classrooms. The school is also developing a first generation support group for Spanish-speaking students as they navigate college applications and become familiar with the college experience. The school is also exploring using funds to purchase computers to support the efforts of the Academic Center to support students who would be first-generation college students.

Inspire to Aspire

Inspire to Aspire is an innovative college readiness program created in the fall of 2017 and coordinated by students from UC Davis. *Inspire to Aspire* leaders and DSHS administrators and counselors recruit students to the program who would be the first generation of their family to attend college. The program is divided into three sessions during the school year. Each session includes five seminars. The first session takes place from October to December. Another session is in early spring and a final session takes place in late spring. Each individual presentation within the three sessions has a focus. Some examples of seminar subject matter are resume writing, *Growth Mindset*, social media, and a college student panel presentation. Perhaps the most powerful part of this program is the mentorship aspect. Each *Inspire to Aspire* staff member supports and develops a deeper relationship with a small number of students for the entirety of the program. The inspiration student participants receive from this program will help them to aspire to expanded opportunities.

Case Management Program

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

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

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

Digital Citizenship

The District's Director of Instructional Technology, Marcia Bernard, coordinated the creation of digital citizenship lessons across all grade levels with the input of district teacher librarians. These lessons are meant to address an expectation by the school board and the wider community that DJUSD students are receiving consistent instruction regarding digital citizenship across the district. In the fall of 2017, the district made email available to all students, and produced a student-hosted training video regarding email use. All students viewed this video during a designated period in October 2017. In October of 2018, as directed by district technology, across grade levels, students viewed a video on Gmail for review as well as a video on student digital footprints. The latter also included classroom discussion on the importance of maintaining a positive digital footprint. Davis Senior High School instructional leaders are exploring ways to deliver digital citizenship instruction in a manner that complements existing curriculum.

Updates to Action Plan Goals

The district, in response to the new state environment of the Local Control Funding Formula, has developed a "Coherence Map" as part of its Local Control Accountability Plan. The district identified three goals in this process. The Davis Senior High School Site Council reviewed the coherence map at its April, 2018 meeting and began to merge the existing Action Plan goals to the new district LCAP goals. The consensus in the Site Council was that Action Plan goals #1 and #2 aligned with the LCAP goal of closing the achievement gap (goal #2), and Action Plan #3 aligned with the LCAP goal of a safe and inclusive learning environment (goal #3). Goal #1 of the LCAP, "all students will experience 21st century teaching and learning" was not specifically articulated in the original Action Plan goal language, and thus became a new goal.

Both the original 2016 Action Plan goals and the newer 2018-19 LCAP goals were listed on various meeting agendas at the beginning of the 2018-19 school year. As indicated in Chapters III and IV of this Mid-cycle Progress Report, some elements of the original Action Plan goals #1 and #2 are being achieved. In order to more closely align with the District LCAP priorities and program support, the school leadership moved to embrace the LCAP goals as the update to the Action Plan in the fall of 2018.

Course Description Revisions/Additions

Some departments or courses have seen significant changes in curriculum since the 2016 WASC review. While all departments have been working on course alignment, the following courses have been updated in conjunction with additional factors such as Common Core standards and perceived student needs.

English Language Arts

Parallel, but complementary to the WASC goal of course alignment, the English department has revised its 11th grade English course (now named American Voices) and a 12th grade English course (now named Senior Literature) since the WASC 2016 visit. In its "one class at a time approach" to curriculum revision, the department is currently reviewing its 10th grade English

course with the goal of a comprehensive revision, by spring 2020. Each year for the past three years this department has undertaken a course review and update.

The drive to revise courses in English has come from a number of sources. Even before the previous two WASC visits, the English department was aware of the regular feedback that, depending on one's placement and teacher, Davis teens had varying experiences in English Language Arts. The department decided to use course revisions to target the following areas for improvement and alignment: curriculum, course content, and assessments.

The first revision was the American Voices course, which had multiple inspirations for the alignment. Firstly, the English department realized that the course was much stronger when taught chronologically and synchronized with the Social Studies courses in 11th grade. Davis High School's novel-based curriculum, and limited book copies, prohibited this before the revision. Additionally, this course was a natural fit for more content support regarding the African-American experience and this took the form of *To Be a Slave*, complementing the already-in-place *Black Boy* and *Adventures of Huckleberry Finn*. Finally, two more *short* contemporary pieces were added to both pair with canonical American texts as well as distinguish "Voices" from "Honors" American Literature. The English Department always used Emerson, Thoreau, and Steinbeck's *Grapes of Wrath* as foundational texts; Krakauer's *Into the Wild* and Viramontes' *Under the Feet of Jesus* are the contemporary "branches" that follow quite naturally from the "roots" of more canonical texts. Teachers also created common assessments that directly prepare students for and imitate the CAASPP exams.

Additionally, course revisions and new teachers for those courses were intended to breathe new life into options that had become "default senior English." This was specifically the case with Senior Literature which competes for enrollment with Science Fiction and British Literature. Now, Senior Literature has an engaging comparative literature unit that examines two pieces of contemporary historical fiction which offer opposing perspectives on the wars in Iraq and Afghanistan. As with all course revisions, a desire to respond to Common Core standards and align courses appropriately was inherently part of the process. One outcome of this emphasis was an effort to reduce novel volume to make space for teaching nonfiction.

English 10 is in the process of a similar course revision. Primary among teacher concerns is a desire to better serve the specific student populations that are not taking the Honors course. A desire for new, more relevant texts, a need to have curriculum that is accessible for English Learners and/or students with special needs, and a strong push for more informational and non-fiction texts as well as a desire to focus more pragmatically on writing for the workplace are all influencing factors in this particular revision.

Science

In response to teachers needing to support students struggling in Biology, the school restored the Life Science course that had not been offered for several years. This class is meant to target some English Learners and other students who demonstrated a need for remedial support emerging from junior high and who were unprepared to progress to Biology or Chemistry. The intent is to help these students follow the science sequence to fulfill the district science

graduation requirements and also be able to earn a-g credit for science. This course is in its second year.

Some considerations on evaluating the effectiveness of Life Science are school practice on limiting course changes during the school year, and favoring a graduation track over a-g eligibility. Some students who complete Life Science do not continue on to Biology. An as-yet unexplored approach is to identify scaffolds and supports for students in Biology who may not need the full remediation of the Life Science course.

The Agriculture program added Chemistry and Agriscience to provide students an opportunity to fulfill the a-g requirements in science while remaining in the agriculture pathway.

Math

In 2017-18 the school began offering Accelerated Integrated Math 3 (Accelerated IM-3) to provide students a second acceleration point in the secondary math sequence to take AP Calculus AB. Prior to this course, the only acceleration point was earlier in the math sequence in junior high school. Students use the IM-3 textbook and also receive instruction in trigonometry. The intent is to enable students successfully completing this course to “accelerate” over Precalculus and take AP Calculus AB.

The EAP program began at Davis Senior High School in the 2017-18 school year. According to Sacramento State University, “the EAP Senior Year Mathematics Course was developed to better prepare college and career-bound high school seniors with the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education courses and workplace requirements.”

This course is designed to strengthen students’ mathematical foundation and prepare students to be college and career ready. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies. The course is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school content standards listed in the California Common Core State Standards for Mathematics (CCSS-M). Utilizing real-world applications, this course serves both college and career bound high school seniors.

The purpose of this course is to fulfill the need to provide more math options for high school seniors to take a mathematics course that better prepares them for transition into college-level work or workplace expectations. The target student cohort is seniors who are interested in a major that heavily depends on science, technology, engineering, and/or mathematics (STEM) and other math intensive fields. This course is designed to better prepare students for the rigorous mathematics requirements in those fields. It is also intended for high school seniors who have completed Algebra II or Integrated Math III and who have met the CAASPP/EAP standards but do not wish to take a precalculus or calculus course in high school.

The development of EAP Math was predicated on the idea that students who had previously considered themselves as unsuccessful in mathematics could learn and thrive in an environment which fosters engagement and conceptual learning. With a focus on depth, not breadth, students would master mathematical content and be able to transfer their skills to college and to career pathways. Lessons and tasks provide students with opportunities to solve

challenging problems in which they gather, analyze, and evaluate information, work effectively in groups to make decisions using critical reasoning skills, as well as opportunities to communicate concisely through written and oral language. Throughout the course, students increase their perseverance to make sense of and to solve real-world and theoretical mathematical problems, develop a greater perspective of underlying structures of mathematics and how they connect mathematical topics. Students gain an appreciation of mathematics and its applications and develop a growth mindset towards mathematics that enables the student to continue to persevere through problem solving in the quantitative reasoning nature of college-level courses.

CTE

New courses have been adopted by the school and District that meet state standards for CTE and have been approved by UC for a-g elective credit. Courses at the high school that do not meet a-g are part of a sequence of courses that are articulated with a program at a junior college. Agricultural Engineering 1, the Introductory course, is now a-g approved and is articulated with Consumnes River College for college credit. Courses recently approved are Advanced Interdisciplinary Science for Sustainable Agriculture Honors and CyberSecurity: ICT Essentials.

III: Ongoing School Improvement

School stakeholders participate in the following groups which meet regularly: all staff, departments, Curriculum & Instruction Committee, Site Leadership Team, Site Council, Site Liaison, Professional Development Team, English Learner Advisory Committee and PTA. Each of the stakeholder groups has opportunities to review student achievement data and provide input that may guide revisions to programs. Leaders of the stakeholder groups are applying greater intentionality to the data review and discussion process to promote a cycle of continuous improvement.

WASC Goals More Visible

Since the 2016 WASC visit, Curriculum & Instruction, Site Leadership Team, staff meeting, and Site Council agendas have included the Action Plan goals. Many times the goals are part of the agenda discussion, but even if not, the presence of the goals helps increase their visibility for stakeholder groups when they meet. When the school adopted the new goals, staff was informed of the change and the agendas were updated to include the new goal language.

School Vision-casting

With the anticipated update to the SLOs, the school leadership began the process of “vision casting” for a school vision statement at the start of the 2018-19 school year in August. The full staff participated in this activity later in the fall. The process is ongoing; a new vision statement has yet to be adopted. Currently a task force under the direction of the Site Leadership Team is reviewing vision statement submissions to condense and merge into a statement that may be reviewed and adopted by the full staff.

AVID

Kelly McInturf, the AVID coordinator, has made great strides in building the AVID program since the last WASC review. Details of this progress can be found in Chapter IV under the description of tasks 7 and 8 in goal #1.

Course Alignment

To provide a consistent format on the status of course alignment, all departments used a Google sheet to record progress under the direction of each department chairperson. All departments completed a status update on their progress in fall of 2018. These updates will help guide the next steps in identifying resources and challenges to continuing course alignment. Chapter IV contains summaries of these department efforts, and the charts themselves are included in the appendix to this report.

ACES (Academic Coaching Empowering Success)

The ACES class is designed to support students in English and Social Studies classes by providing strategies to improve study habits, organization, communication, and academic confidence.

Although ACES may provide some opportunity for students to complete assignments for other classes, this class is not a study hall but rather a course geared towards developing reading and writing skills by using a variety of readings and writing assignments. Student performance in ACES classes is monitored to measure the impact it has in other courses, school connectedness, and graduation eligibility. ACES is undergoing progress monitoring for efficacy and a common curriculum component has been introduced. This curriculum is intended to provide additional support in areas of ELA in addition to teaching AVID strategies. The English 3D curriculum for long-term English Learner students has been incorporated in the ACES classes.

The initial assessment of ACES outcomes, done in August of 2018, showed the program did not positively impact grades in English/World Civ/US History or GPA for most enrolled students. ACES teachers were consulted and agreed to implement curriculum intended for Long Term English Learners as well as reflect on practices as a team. The school has anecdotal evidence from students that ACES may have positively influenced them to be more engaged in school (with respect to attendance and attempts to complete assigned classwork). The Administration Team reviewed grades at the first progress report period. A full report and analysis will be repeated once grades are finalized (after January 18, 2019). In addition, all classes were given a student survey this semester regarding their experience in the class and the impact it has on other courses. The survey also asks students to provide feedback on how they can be further supported. The survey results need to be analyzed more closely but feedback from students appears to indicate that they consider the class to be helpful, and that they would like textbooks specific to the class as well as more time to work on homework.

Special Education Department

The Special Education Department at DSHS continues its focus on closing the achievement gap, advancing 21st-century learning opportunities, and promoting an inclusive school environment for all students. Currently, the team of 10 special educators and 28 paraeducators is providing support services to approximately 200 students on an IEP (and increase from 169 in 2017-18). Certificated staff increased by .6 FTE from 2017-18. The department continues to maintain a minimum 90 percent graduation rate for students with disabilities, and recognizes the importance of constantly improving the quality and efficacy of support services and program offerings. This includes implementing a five-year program that strengthens existing programs while expanding course offerings in study, transition, and interpersonal skills, as well as core academic subjects. The department plans eventually to expand co-teaching course options to include all core subject areas. Currently, co-teaching exists in Common Core 3 (CC3) math with planned expansion to Integrated Math I next year. The department is also looking to co-teach in English 10 and American Voices (11th grade). Based on an increased focus on the social and emotional learning needs of all students, the department and school site will continue to strengthen and expand mental health support services.

Special Education Intervention Response

Intervention supports now exist for students who are English Learners, economically disadvantaged, homeless, foster youth (Case Management Program) and other general education students (CARES Program) who may struggle academically. The final area of need for

academic support and intervention are students who receive services within special education. Administration Team is in conversation with the department lead and district special education liaison to add a third and final spoke to the intervention response. Currently, grades (D/F List) for students within the RSP and Full Inclusion program have been shared with special education department leadership, district special education staff, and site administrators. The next task is to develop the system of support to address current students within special education who are struggling to pass their classes. In addition, the team developing this work will identify team membership, create intervention/support options, select dedicated time and frequency of support, and develop success criteria. This work will include the partnership of site special education case managers, district special education staff, and site administrators.

Student Government

DSHS Student Government is deliberately focusing on creating a more inclusive school. In order to increase student participation and connectedness, Student Government actively advertises all events such as dances, Break the Record games and Spirit Weeks, through a variety of platforms and media. Student Government has routines in place to reflect on its effectiveness and improve year after year.

Recently, the class has added more niche events, such as Culture Fair, Open Mic, Trivia Bowl, and Gamer Night, in order to appeal to subgroups of students that are traditionally underrepresented at sporting events. Recent student feedback requesting sequels to these events is an indicator of their success. Long running traditions such as Week of Kindness, Canned Food Drive, and Youth in Government round out and balance the list of annual events.

Additionally, Student Government members support an array of student groups by attending a variety of events. In addition to traditional events such as Men's Football or Women's Soccer, student government members are also present at Boys Wrestling Senior Night, the Fall Musical, and a Robotics competition, among others. The purpose is to increase student visibility of lower profile activities.

The Executive Board of elected officers makes strides to improve representation of the student body and improve campus safety. The intended creation of a Wellness and Climate Commissioner who would regularly interface with clubs and student groups is one step towards this. Monthly video bulletins that advertise events while also providing guidelines regarding appropriate sportsmanship and conduct is another step.

CARES

The CARES (Collaborative and Restorative Empowerment of Students) Team supports selected sophomore students. In the recent past the CARES Team centered on a mentorship model. The CARES Team, comprised of administration, teachers, counselors, and support staff, identified students from recommendations received from counselors at the junior high schools based on the students' academic needs. Students who are failing or in danger of failing one or more classes were divided into groups supported by specific staff familiar with the individual students. The CARES Team members would then interview individual students in their group to determine the academic and social needs of each student. The purpose of these interviews was

to build a relationship between the mentor and the mentee. The CARES Team member would determine which support(s) were needed for each student to gain academic success. An example of support might be assigning a student time to the Academic Center to get help with specific assignments.

However, for the 2018-2019 school year the CARES Team decided to go another route in light of the addition of the Case Management Program. An initial planning meeting was held in early November that included administration, teachers, and counselors. In discussing options for how to support student learning, the CARES Team decided to directly involve teachers and parents in the intervention process. The CARES Team decided to pilot a system of CARES Conferences that would bring together teachers, parents, and the students directly. Ten students were chosen as a focus group. Each student participant was failing or close to failing in at least two courses. Furthermore, the sophomores chosen to take part in the pilot program were struggling academically in their English 10 and World Civilizations classes. DSHS data suggests these two courses are most often indicative of student academic success and likely to impact a-g eligibility. For each student, a meeting was scheduled that included the pupil, the teachers of the classes that the student was failing or nearly failing at the quarter mark of the semester, a parent or parents of the student, as well as an administrator. Teachers prepared for the meeting by completing a *CARES Student Plan of Action* form. This form included coursework that was missing, incomplete, or needed to be re-done as well the percentage grade the student held at the time of the conference. Additionally, deadlines were set for work to be completed as well as outlining any support the student might need including teacher office hours or working in the Academic Center. Also covered in the form was a section for teachers to explain what issue(s) were holding a student back. For example, a student might not have been using their time wisely in class or there might be truancy issues. There were also sections that asked teachers to outline what measures had been or would be used to support and/or scaffold student learning. The purpose of this form was to encourage the teacher to reflect on practice as well as identify potential strategies to support student success.

At the end of each CARES meeting a student and family received a plan of action. The goal was to help the student improve their performance to at least a passing grade. An administrator monitored student progress per the coursework that needed to be completed in order for a student to improve grades. In November there were 10 pilot students who were failing or near failing in 27 courses. At the end of semester one in 20 of the 27 courses (74%), students passed the course with at least a "D" grade which would meet graduation requirements. In terms of a-g eligibility, students earned a "C" or better grade in 9 of the 27 courses (33%).

Community College Programs through the Career Center

The Career Center moved into its new home in the All Student Center in January of 2018. The room is designed to support college and career presenters as they meet with interested students during the school day. The Career Center continues to be a resource supporting all students in career and post-graduation plans.

Many DSHS students take classes at community colleges for enrichment or to meet requirements. Through a partnership with Sacramento City College (CC) DSHS offered Math 300, which paired a DSHS teacher with a CC teacher. This program ended two years ago.

Subsequently DSHS has offered EAP math through a partnership with CSU Sacramento (see details in Chapter II). Students register for Sacramento City College during the academic workshop for all colleges in the Los Rios School District. Students may receive help for applying online in the computer lab. Local community colleges provide orientations to prospective students in the career center, which may lead to a college visit. College and Career Night is in April, and one of the breakout sessions includes a session on Transfer Admission Guarantee (TAG) options for students as well as certificate options at the community college. Other local college information is kept about careers and colleges in the Career Center.

Attendance

This year Davis Senior High School, as directed by the district, is utilizing a new program called *Davis Attendance Reconciliation Team (DART)*. In previous years, once students reached a designated truancy level, they were passed onto the District Attorney's office. However, this year truant students are referred to the DART. The DART is made up of managers of student attendance, crisis counselors, child welfare services, district safety officers, the School Resource Officer, truancy liaison, and site representatives for each of the students under review. DART is designed to take a more comprehensive and specific approach to supporting families in regards to truancy issues. DART works with families to come up with a plan to address the issues at hand that are a barrier for a student getting to school. From there, all parties work to come up with a contract that outlines expectations and targeted habits that will insure student success. Finally, if students fail to fulfill the DART contract, said students must go to court with their family.

Site Administration has embarked on recording and addressing students' absences more promptly and effectively. In the fall of 2018, administrators, District technology and data management personnel, Head Campus Supervisor, Student Success Center Supervisor, and site Attendance Office assistants met to explore ways to produce and manage attendance data.

Our attendance secretary designed a system to access a comprehensive list of students that are habitually absent and tardy on a daily and weekly basis. These reports for both absences and tardies provide a snapshot in real time of those students who struggle with truancy issues. Administrators are cross-checking these reports with students in the Case Management and CARES programs and, along with the Student Success Center Supervisor, contacting families directly. Administrators and Head Campus Supervisor in charge of truancy work collaboratively with the District administrator supervising the A2A attendance monitoring system. An administrator monitors reports from the Attendance Office assistants to ensure that teachers are recording their class attendance daily.

Additionally, beginning in 2017-18, the District expanded access for the Independent Study program, removing the five day minimum duration and providing an online application process. Consequently, more students are able to engage with course content for short absences.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Decision-Making Protocol

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

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to this Critical Area for Follow-up
--The infographic was endorsed by the staff --Minutes of the meetings are recorded and published	--Some staff may be unaware of the protocol	--Visibility of the infographic is necessary to remind existing staff and inform new staff of the decision making protocol

Professional Development

The 2016 WASC Visiting Committee recommended “a targeted multi-year professional development plan needs to be created based on WASC goals.” Davis Senior High School has incorporated release time into the master schedule for a professional development coordinator. She has prepared a report which is attached as an appendix, but it includes this excerpt regarding the multiyear Professional Development plan:

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

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

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

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

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

The site PD plan has had to accommodate other factors, such as the planning for a later start schedule (which consumed PD time in the fall of 2016) and the adjustment to the WASC Action Plan. The district provided release time and presenters for a summit on 21st century teaching and learning in November, 2018, and another summit is planned for spring 2019.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to this Critical Area for Follow-up
--The PD plan is aligned with and supports the WASC action plan --The PD plan is supported by FTE and a volunteer team --The PD plan has a projected focus through 2021	--Need to create system to monitor teachers' growth as they participate in PD --PD team membership fluctuates	--Continue to implement the PD plan as crafted --Build the PD team's capacity --Identify a way for teachers to monitor their growth

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**

Tasks supporting Goal #1

1. Teachers produce and implement common formative and summative assessments.

All departments have devoted time in department meetings reflecting on course alignment and common assessments. To assist in the creation of the WASC mid-cycle Progress Report, each department was provided access to a shared Google Sheet formatted to capture reporting on this work. These sheets are included as an appendix to this report. Below are narrative summaries of the status of each department's work on this task.

English Language Arts

The grade 9/10 common writing assessment is used in the fall (formative) and the spring (summative). The 10th grade English courses also use other summative activities on expository arguments, literary analysis, narrative writing, and a research-based project. The 11th grade English courses use an SBAC-type assessment for argumentative and expository writing.

Mathematics

The Math Department is meeting by class to align curriculum. Common Core 3 (CC-3) teachers meet every week during lunch with the Resource (special education) co-teacher to confer on how to best serve the needs of individual students, as well as align curriculum and determine

where the resource teacher and the classroom teacher can help the students succeed. IM-1 (Integrated Math 1) teachers meet at lunch every other week to discuss course progress, look at any pitfall from prior lessons and look at upcoming lessons to determine how best to present the material, see what is working and not working as well. The math teachers have also discussed the final exam and have decided that it will include 25 multiple choice and 8-12 show-your-work problems. The teachers are looking at old questions from previous years' finals and determining which are better suited as multiple choice or free response questions. (This type of collaboration is happening in all courses, just not as frequently as the CC-3 and IM-1 courses, due to perceived need.)

The new IM-3 Accelerated course is in its second year. This course is intended to provide an opportunity for students to proceed directly to AP Calculus AB, rather than the typical sequence of Precalculus. However, some students exiting Accelerated IM 3 are choosing to continue in Precalculus rather than make the leap to AP Calculus AB. Math teachers are examining student data and collaborating to identify areas of growth within instructional practice to help students succeed after the transition.

With four new teachers this year, the Math Department is collaborating more than in the past and meeting outside of their scheduled once a month Wednesday collaboration with the support of the Administration Team.

Science

The Science Department reports the strongest evidence of course alignment and common assessments among AP Biology, Zoology/Botany and Honors Physics courses. Other courses, notably Chemistry and Biology, are less aligned in terms of instructional materials and assessments. With the advent of the Next Generation Science Standards, the new standards represent a paradigm shift requiring deeper exploration and ongoing professional development, as well as instructional materials aligned to the Next Generation Science Standards.

Social Science

In the spring and fall of 2018, the Social Science Department created semester one and semester two curricular units for the core subject areas per each semester for the sophomore World Civilization course. These curricular units are housed in the Academic Center. Teachers recommend students who are struggling in the course. Students are then invited to the Academic Center and have the opportunity to re-do or make-up World Civilization curriculum units in order to improve their grade in the course. At the end of semester two in 2018, 26 students were identified by teachers as needing support in the World Civilization courses. Of the 26 students identified and invited to the Academic Center for support, nine students attempted the curricular units. Out of these nine students, seven of the students were able to raise their grade and pass the course.

Other Departments

Other departments have more singletons, but they provided input for the department charts, recognizing the need for common assessments in aligned like-course content. While other

departments were less impacted by the emphasis on course alignment, they shared the priority to address the needs for alignment in the curriculum.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--Departments are at different stages of accomplishment on common assessments --Math and English have release time through LCAP funding to work on course alignment through academic conferencing --All departments have monthly lateral team collaboration meeting time --Some departments have access to release time through PD funds from the principal and district C&I --Complete Common assessment work	--Need to identify key standards within courses/course sequences --Need for all classes to have common assessment to indicate who is not demonstrating mastery of standards --Identify needed PD support (perhaps embedded) to scaffold work on key standards and common assessments --Outdated instructional materials present a challenge to course alignment and adherence to common core standards --Some teachers may benefit from more training on common core teaching and standards	--Continue aligning dimensions of instructions (as listed in the template) --Assist departments in moving curriculum to align with Common Core standards --Departments may benefit from clear expectations about an instructional materials adoption cycle --Departments may benefit from planning for eventual new text adoptions

2. Teachers gather and analyze data to guide their instruction and improve student achievement.

The school is working to develop a comprehensive process by which teachers, lateral teams, departments and the staff as a whole examine student data, and then use that data to guide instruction. Some individual teachers report reviewing their own data for mid-course adjustments and for planning the next term. Teachers working with aligned units of study are sharing results with peers (such as World Civ teachers sharing results from the World Problems Project), which leads to refinements in instruction. Considering evidence shared from the Math and Science departments, some data collection and analysis is being used to advocate for instructional change. The need for greater data examination is being addressed in the professional development plan as well.

There is evidence of collection and examination of data in various connected pockets at the high school. For example, the Site Council reviews CAASPP data. The Academic Center collects and reports on much behavior and performance data on the students it serves (the Site Council being the main body that examines this data). The EL program coordinator collected data with respect to the newly created EL paraeducator, which helped the Site Council justify continuing the position. The site administrators and counseling staff also collect and examine data. Analysis of the CARES/Case Management data occurs in support of the Multi-Tiered System of Support. The school is constructing a way to expand data analysis to include departments and individual teachers. The hope is to offer a data system that allows teachers to reflect on their own instructional practice, support course alignment and benefit the school as a whole.

Investigation of data analysis in a collaborative effort begins in the Science Department. Two teachers agreed to hold academic conferencing in Chemistry in support of this work during the spring semester of 2019. In addition, the English Department is also investigating data analysis to guide instruction collaboratively in spring 2019. The focus within academic conferencing includes the analysis of data and information representing student knowledge on key standards. Teacher discussions will focus on instructional decisions, scaffolds for students who may need support, and identifying extensions for students who have mastered content.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--We lack clear evidence that this task is being performed at individual, lateral team, department and whole staff levels --Some smaller groups use student achievement data to make decisions regarding allocation of financial resources	--The practice of collecting and examining data is present, but not commonplace and wide-reaching	--Support teacher participation with academic conferencing; looking for ways to expand the practice --Share results of academic conferencing --Look at what makes current data collection and examination successful --Implement PD plan on data analysis strategies, measure impact

3. Teachers identify indicators used to measure achievement of Schoolwide Learner Outcomes.

The staff invested time over several staff meetings in the fall of 2018 identifying indicators connected to the district Graduate Profile. In this process the staff adopted the Graduate Profile as the Schoolwide Learner Outcomes, replacing the original SLOs from 2016. In January 2019 the C&I Committee decided to create a task force to condense the indicators. The process to refine and clarify the indicators is ongoing.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--Staff endorsed district Graduate Profile as the new Schoolwide Learner Outcomes --Staff generated indicators of achievement for the newly adopted SLOs, based on the district Graduate Profile	--The indicators require further clarification for practical application	--The C&I Committee has commissioned a task force to condense and clarify the indicators generated --Implement rubric use into the classroom setting (perhaps in a pilot program)

4. CARES Intervention Team meets at least quarterly to identify and discuss at-risk and High Priority students.

Administrators, counselors, teachers, and classified support staff met November 6th, 2018 to design a student CARES Conferences Pilot program (See below #5 for description of Pilot CARES

Conferences). Two more CARES Intervention Team meetings will be scheduled in the 3rd and 4th quarters of the 2nd semester in 2019.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--Collaborative meetings to identify student need and develop intervention plan for a pilot group of students	--Identify the results of the intervention --Create system that responds to meet at students outside of our unduplicated students	--Analyze the data and share results with CARES team --If positive results discuss replication plan to capture remaining sophomores that fall outside of the Case Management Program.

5. CARES Intervention Team develops a process to interact with and support identified High Priority students

CARES team identified 10 sophomore students who were struggling academically in at least their English 10 and World Civilization courses. Students within the CARES system are not currently being served within the the Case Management Program. Conferences were then scheduled involving students, parents, teachers, and administrators. The conferences focused on strategies and supports to help students in the courses they were failing, or were in danger of failing, and students left the meetings with a plan to address concerns.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
-The partnership of teachers and parents in support of students made planning interventions, identifying student supports needed, and a timeline for completing assignments much more viable.	-The parent and teacher input needs to be streamlined. The logistics of scheduling CARES Conferences for more than the 10 students would be challenging. Teacher, student, and parent input in the process might need to be augmented with email and phone correspondence as well. -Identifying CARES students who are struggling much earlier in a quarter is paramount to student success.	-Ask teachers to identify struggling CARES students before Progress reports are due in the 3rd quarter. -Administrator, counselors, and support staff work with families and teachers to help students. -Use CARES Plan of Action forms for teachers to outline concerns for struggling CARES students including missing assignments, student supports needed (example: a student regularly visiting the Academic Center for help with assignments), and habits and/or behaviors that need addressing.

6. The library purchases instructional materials to support student learning.

With support from the District, the library was able to begin purchasing ebooks and audio books through OverDrive. The library also received a grant from the PTA for purchasing ebooks. The library continues to purchase print materials from funding allocated by the School Site Council. The librarian prioritizes purchasing materials that are targeted to English Learner

students and students with lower than grade level reading skills. The library will also purchase specific requests made by staff or students, depending upon availability of funds. Additionally, the library provides access to an array of databases, some of which are funded by the state or the district. Site funds are also used to purchase online content. The site based purchases are informed by the needs of various curriculum demands. The library program also seeks ways to encourage self-selected reading by students.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--Library purchase orders reflect purchase of materials supporting student learning --Some purchases are the result of student or teacher request --Expansion of offerings of ebooks and e-audio books through OverDrive --District and state funds provide access to many online resources	--Funding is not necessarily consistent from year to year	--More collection of evidence on how access to library materials has impacted student achievement, to inform future budgets and purchases

7. AVID Courses Support and Expansion

Since the last WASC visit, the AVID program has presented general information to the entire staff once each year (16/17 & 17/18). During these presentations, AVID site team members explained the vision of the program and how it supports students in achieving their college ambitions. AVID distinguishes a difference between ACES support class for students receiving D/F grades, and AVID students who should have at least a 2.5 GPA with no D/F grades in their courses. The program has seen growth in all respects: size, number of classes offered, and elective teachers. The program has tripled in size since the 2015-2016 school year and the AVID team has continued to refine the recruitment process each year, though coordinating with three junior high schools is challenging at times. During last year’s master scheduling process site leaders discussed opening a third section to allow each grade of students to be supported within their own AVID course.

School Year	Number of students	Sections offered	Number of teachers
2015-2016	19	1	1
2016-2017	38	2	1
2017-2018	42	2	2
2018-2019	57	2	2

The District LCAP continues to offer the AVID program monetary support for the required tutors, staff training at Summer Institute, class materials, and field trips.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--Year-to-year course enrollment is increasing --Two separate courses are offered in AVID (grade 10 and a combined grade 11/12)	--System to explain program to qualified students during student enrollment time. --Recruitment effort analysis --Greater coordination among district AVID teachers to better anticipate program trends --Continued need to define distinctiveness of AVID from other support/intervention programs --Three distinct AVID sections (one for each grade) is optimal	--Explore potential systems to explain program to qualified students --Begin recruitment efforts prior to student course selection --Schedule AVID articulation meeting with secondary sites --Review recruitment and retention practices

8. AVID Teaching Strategies and Practices Expand Across School Instruction

During the 2017-2018 school year, the AVID Coordinator offered staff quick activities and strategies during monthly staff meetings that could be utilized in classes. This practice has continued into the 2018-2019 school year. The Avid Coordinator reports that teachers have shared with her their use of the strategies she modeled. The ACES teachers are developing curriculum, in part, designed with AVID’s Student Success Path curriculum and utilizing *AVID Weekly* to practice reading strategies. Recently, a science teacher adapted the SMART goals resource distributed at a staff meeting by the AVID site team to use in her Life Sciences class. Special Education teachers used an ice breaker presented at the beginning of the school year, and an English teacher explained how academic language scripts could better prepare students for conversations in college prep classes. AVID site team members have developed presentations to address additional needs of students such as motivation, effects of poverty, and language registers. Presentations include AVID strategies and activities to implement across classrooms.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #1
--AVID instructional strategies are shared at staff meetings --AVID site team meets monthly, has members from multiple departments	--Teachers may need an accountability incentive to incorporate AVID instructional strategies	--Identify ways to measure the extent to which AVID practices are present in classrooms.

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.**

The CELDT was discontinued and replaced by the ELPAC during the implementation of this action plan goal. Progress on this goal has been monitored more recently by the number and rate of students eligible for reclassification. The ELPAC assessment, now in its second year, allows Davis High to measure growth across assessment years to determine if 75% of EL students increase their scores across one year. Student performance on ELPAC is measured across a four point scale, and students may stay within one level over two years while making adequate progress.

Tasks supporting Goal #2

1. Integrate Academic Center services with DSHS classroom curriculum supports.

The Academic Center provides in-class tutoring for most English Learner students through the EL mentoring program. At the beginning of the year, the center sends out a form that teachers can fill out requesting a UCD tutor or a Peer Tutor to assist EL students in their classes.

- The Academic Center supports 10 classes throughout the day with one UCD tutor in each class (about 39 students daily).
- The AC supports five classes throughout the day with one peer tutor in each class (about 25 students daily).
- The students served are the total contacts throughout the day; some students may repeat if they are in multiple classes with tutors.

The School Site Council provided the Academic Center with funding to hire two bilingual science tutors to help English Learner students in science classes. These two science tutors are part of the 10 classes served by UCD tutors. They support 5th, 6th, and 7th period Biology classes. Student feedback regarding the program and content specific support in science is positive.

The Site Council provided funding for a bilingual “paraeducator” in 2017 who assisted English Learner students in social studies classes.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #2
--The Site Council provided funding for the bilingual paraeducator in social science and supplemented funding for AC tutors to provide this function for science	--DSHS emerging bilingual students (English learners) may need similar support when they are placed in classrooms that do not offer the scaffold of AC tutors	--Identify funding stream to allow expansion of the program

2. Keep files of mandated English Learner notifications and documents.

Sylvia Currea maintains EL documents on a weekly basis. This work supports the identification and learning experiences for emerging bilingual students who are English learners. This task

allows teachers and English learner coordinators to have a reference tool to ensure a clear understanding of student English Learner paths is captured and utilized as a point of reference in instructional decisions. The transition has been made to include the information into the student information system. The files are now kept in preparation for any state audits.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #2
--The district has allocated FTE for the purpose of keeping English Learner files current	--Develop a system to support teachers as they uncover the English learner history and levels to support instructional decisions	--Investigate ways teachers would be able to identify, process, and discuss student levels to identify supports needed within instruction --Continue to demonstrate value of this English learner histories in supporting English Learners' success

3. The library will purchase instructional materials to support student learning.

The library’s task here is largely the same as task #6 under goal #1. In addition to purchasing materials for “generic” high needs students and English Learners, the library will also purchase materials by request from students and staff.

4. Support additional professional development for all teachers in English Learner teaching strategies.

During the site PD Wednesdays, English Learner Lead David Achimore has delivered a number of presentations on ELD standards, strategies for accommodating and supporting emerging (beginning) and expanding (intermediate) English Learner students, and information pertaining to specific English Learner needs at DSHS. Last year’s shift to focus on differentiated instruction within the professional development strand allowed teachers to select and implement one intention to investigate differentiated practices. English Learners benefit from teachers inquiry on differentiated Instruction, since they need highly differentiated learning experiences. Professional development this year continues the focus of differentiated instruction through panel discussions creating a more focused target to instructional decisions on the craft of teaching. In November, 2018 the District offered PD opportunities to teachers on English Learner resources that exist online via education companies. The ACES classes have also begun to use the English 3D curriculum for long-term English Learner students.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #2
--EL teaching strategies are shared with staff each year on one or more PD Wednesdays	--We do not know how much these strategies are being implemented by classroom teachers	--Identify extent of EL teaching strategies and impact on student learning

5. Monitor and support the a-g approval process of the Structured English Enrichment Lab (STEEL) class by DJUSD to allow DSHS to offer additional support for RFEP students.

While the a-g approval discussion continues for the STEEL class and includes dialogue on similar courses at other sites which have earned a-g eligibility. Consequences or challenges to adding STEEL to students course schedules is being considered. This discussion has included concern over decreasing English Learners access to elective courses which may impact students engagement to school. Students who are Reclassified Fluent English Proficient (RFEP) or Long Term English Learners (LTEL) needs are addressed in the following ways: The STEEL curriculum has been utilized in ACES courses to address the language needs of students. A system of support in the CARES program identifies RFEP students who are struggling academically and provides them a response to intervention. Enrollment of RFEP students into AVID when they meet the criteria occurs. The school implemented an annual English Learner THINK TANK event for the past two years, which includes EL experts from across the district. This district and site collaboration meets to evaluate program success and delve deeply into the performance of all English Language groups including RFEP students. RFEP students monitoring continues as teachers complete the follow-up checklists. Response to needs based on these results may include SSTs, DSHS Interventions, or parent outreach efforts.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #2
--a-g eligibility on the "STEEL" course has yet to be developed	--Concern regarding how STEEL may compete with an elective spot in a student's schedule	--Continue to explore successful implementations of STEEL or like course in other districts on which to model the course at DSHS

6. Identify funding for bilingual paraeducator for EL students in core academic classes.

Since 2016, a bilingual paraeducator has been placed into some social science courses in support of English Learners. The results of this program have been successful in supporting students as they learn within each course. These positive results led to Site Council's decision to expand support into the science classrooms. This year the Academic Center shifted a bilingual tutor into the Biology courses meeting periods 5-7.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #2
--One bilingual paraeducator is supporting our English learners in social science courses --Three additional courses in science now have bilingual para support for English learners	--Additional courses in science and social science do not offer bilingual paraeducator support --Other departments who support English learners may need bilingual para support	--Identify a funding stream to support this scaffold in other courses

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

The school has many engaging courses that promote a sense of community for the students enrolled: AVID, CTE, music programs, journalism, among others. The YouthTruth survey demonstrated a concern that students report not having an adult on campus to approach with a personal problem. The fall 2017 professional development sessions focused on increasing student connectedness with school staff. The staff also listened to presentations from Cara Messmore (Crisis Counselor) on restorative practices. Smaller groups received restorative practice training through various venues. YouthTruth survey results have been shared with all stakeholder groups. In addition to developing caring adult relationships, strong peer relationships also support student achievement.

Tasks supporting Goal #3

1. Continue year-long sophomore student orientation and support program (Link Crew).

The main focus of Link Crew is assisting students with their transition from junior high school to Davis Senior High School. The year begins with a spirited and interactive sophomore orientation. After the general assembly, the Link Leaders lead the crew of ten sophomores through a series of fun, positive activities designed to help them all get to know each other, as well as learn important school information.

Throughout the year Link Leaders connect with the sophomores via two main follow-ups.

1. Social follow-ups provide a social setting for Link Leaders and their sophomore to reconnect and build relationships outside the classroom. Several times during the year Link Leaders and sophomores attend organized social events that may include going to sporting events, eating lunch together or attending a movie night.
2. Leader Initiated follow-ups: Beyond Link Crew events, Link Leaders are encouraged to connect with their sophomores. Link Leaders are also encouraged to make individual contact and avidly support their sophomores through Link Leader-initiated follow-ups. This helps to develop the personal relationships that will allow leaders to be a support throughout the year.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #3
--Link Crew orientations offered to incoming 10th grade students at the start of each school year. --Link Crew continues interacting with 10th grade students into the school year with a few social events	--Link Crew leadership sees the potential of monthly events	--Explore ways to hold sophomore Link Crew events throughout the entire year.

2. Develop additional assessment measures for Link Crew

Our plan is to identify a “baseline” measurement by surveying 9th graders at their junior highs to determine their expectations on attending DSHS the following year. After orientation Link Crew will conduct another survey which will seek to measure the degree of confidence, comfort, and success at DSHS. Link Crew leadership will compare students who attended the orientation and students who did not. Leaders will continue to reach out to sophomores and offer support and help throughout the year.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #3
--Assessment is currently informal/by observation	--The assessment measure goal of Link Crew has not yet been implemented	--Construct the “baseline” measurement

3. Maintain existing informational programs and peer tutoring programs.

Informational programs include offerings from counselors and the Career Center Supervisor. Counselors conduct a Parent Night for incoming 9th graders and a College Night for parents and students. The Career Center hosts presentations from college representatives for students across the school year and conducts a faire for summer jobs and volunteer opportunities. Currently, an effort to host Cash for College event on site during the fall is taking place. The Health and Wellness presentation series provides opportunities for students to receive information about a healthy lifestyle.

The school has two peer tutoring programs. One program is assigned to the Academic Center while the second program supports North Davis Elementary classes. The Special Education department makes use of peer helpers, who assist special needs students with learning activities.

The Best Buddies Club at Davis Senior High provides a collaborative opportunity for students with special needs to connect with their general education peers. The club’s activities include weekly meetings during lunch, and outings/activities on the weekend. Students enjoy playing social games, working on arts projects, taking pictures and engaging in conversation on a variety of topics which they find engaging. The club this year is directed by a senior student. A group of dedicated individuals who meet every Friday to plan and organize the events. There are 15-20 participants. This is the third year of the program running at DSHS. It is an international organization which helps build authentic relationships.

4. Explore new ways to inform students about connectedness opportunities, including non-English languages, parent outreach.

The School Climate Committee is working with the district School Climate Director Kate Snow to analyze data from the most recent YouthTruth Survey concerning student connectedness. Beyond connectedness, Kate Snow has collected YouthTruth data concerning bullying in the district. The Climate Committee is interested in student concerns on bullying issues as this relates adversely to connectedness. The School Climate Committee has also reached out to

students enrolled in Race and Social Justice classes in order to discuss factors that increase or hinder student connectedness. Finally, the School Climate Committee has a designated member who conducts outreach to student clubs on campus as a means to promote the clubs as well as helping with any club concerns. The School Climate Committee sees student clubs as a viable means of supporting student connectedness.

Furthermore, school climate was the focus of the January, 2018 Site Council meeting. Student leaders and advisors from clubs, committees, and programs---Climate Committee, Best Buddies, Link Crew, Student Government, Student Solidarity Task Force, and Friendship Day explained how they contribute to making the school a more welcoming, inclusive, and respectful place. The discussion centered on ways to continue working together to help all students feel they belong at DSHS.

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

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #3
--Solid, impactful student groups exists on site --Student Success Center serves students in need	--These groups may be more effective with greater integration or coordination	--Survey student interests to identify new student groups --Construct new group opportunities, as well as information sharing events for parents and students.

5. Continue to conduct Site Council, California Healthy Kids and YouthTruth surveys

The Site Council is no longer conducting its own survey but rather acknowledging the broader scope of the California Healthy Kids and YouthTruth surveys (this year YouthTruth expanded to include a parent survey). These surveys are conducted with regularity and the results are shared with constituent groups including PTA. The Site Council reviews the results, considering the findings when crafting the annual site plan. Various stakeholder groups have encouraged the use of more directed or short-duration surveys for specific purposes. For example, the Site Leadership Team commissioned a survey to measure student attitudes regarding an proposed academic integrity policy.

The School Climate Committee (SCC) has used results from the 2017-18 YouthTruth Survey to drive discussion as well as influence future goals. The survey has helped identify data that relates to bullying, connectedness, and student vaping. These three areas are a focus of the School Climate Committee. The SCC has also discussed surveying the student body concerning

these three subjects outside of the Youth Truth Survey. These surveys would be a means to further measure student responses in regards to the above three focus areas of the SCC.

What do you see? (facts only)	Possible Areas of Need and Why	Next Steps Related to Goal #3
--The YouthTruth survey has been conducted among all students for three consecutive years --Surveys of all sorts are becoming more common	--Some survey data suggests factors that may require further "unearthing" --Large, all-student surveys can be a logistical challenge to conduct	--Identify opportunities for short, targeted surveys --Use survey data to make decisions about school supports

V: Schoolwide Action Plan Refinements

In the spring of 2018, the School Site Council adopted as its Single Plan for Student Achievement the new district goals developed in 2017-2018. The original WASC goals were mapped to the new district goals. In keeping with the Action Plan format of 2016, each goal is supported by several tasks. The continuing tasks from goals #1 and #2 from 2016 have been combined into goal #1 (Close the Achievement Gap). Goal #2 (21st Century Teaching and Learning) is new, and thus has newly identified tasks. The continuing tasks from the 2016 goal #3 are listed under the new goal #3 (Inclusive Environment).

Currently with the “merge” of the 2016 Action Plan into the 2019 Action Plan (below), many of the tasks have been brought over. The language of the tasks and timelines has been refined to more accurately reflect the current needs of students as identified through the review of Action Plan progress. Some tasks were deemed complete, and some were combined.

In an effort to prioritize student success and academic achievement, the school opted to combine the goals for unduplicated students and English Learners into one goal. While some tasks remain discrete to these student groups, the integration of this goal creates greater unity and strength in this school-wide critical area of focus. The library tasks were combined into one, with an added component of an initiative to encourage more independent reading. Another original task under this goal, implementation of the STEEL class for long term English Learners, had stalled, but is continuing to be discussed and investigated. The timeline for this task has been refined and updated for a target implementation of 2021.

Along with the creation of the district graduate profile came a districtwide emphasis on 21st century teaching and learning. Site leadership recognizes the opportunity to reflect on the craft of teaching and what experience and evidence-based research says about the teaching practice and its connection to student achievement. Contained within the term “21st Century Teaching” are expectations about use of technology, common core standards and time-honored pedagogy. The tasks within this goal center primarily on professional development, instruction focused on mastery of standards, and examining how grading practices accurately relate to student achievement. Additionally, the school has begun using elements of Multi-Tiered System of Support (MTSS) and found this work warranted a task under goal #2 as well. School leadership recognizes that 21st century teaching and learning efforts will take place in all disciplines and across all departments. With state emphasis and funding for Career Technical Education, school leadership recognizes that CTE will grow at DSHS with opportunities for 21st century teaching and learning.

The third district goal of an inclusive environment for all students aligned well with the original goal of increasing student connectedness. The Health and Wellness Center idea started with YouthTruth survey results, patterns of need reported by counselors, reports from the school nurse, mental health concerns arising as qualifying conditions in SSTs, 5150 support monitoring, and other data points. These factors, along with encountering Health and Wellness Centers in area districts, provided strong evidence for exploring the creation of such a center at DSHS. In addition, the school has identified tasks to strengthen student-led programs, extend sophomore events, respond to findings in student surveys and create a lunchtime intramural program.

The Action Plan will continue to be refined through the Site Council’s process for drafting and approving the Site Plan (SPSA).

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	TIMELINE	REPORTING
1. Teachers will construct and analyze common formative and summative assessments (preparation for task 2)	All Teachers, Admin Team, Department Chairs, Lateral Team Members	Site funds, LCFF, district funding	Review lateral team accomplishments by department.	2018-19: Departments assess their status on this task. Within departments, lateral teams will create their formative assessment plan and begin construction of assessments by June, 2019. 2019-22: Departments continue building assessments and modifying as needed and begin developing ways to modify instruction based on assessment results.	Lateral teams to Department; Shared between Department Site Council, C&I Committee
2. Teachers will engage in an ongoing process of analyzing data to guide their instruction and improve student achievement.	Teachers, Admin Team, Department Chairpersons, Lateral Team members	Site budget (release time), LCFF	Lateral Team meeting minutes showing data analysis; department lessons or units of study adjusted from data analysis	2018-19: Determine extent to which data informs instructional practice. Seek opportunities to share successful practices. 2019-2020: PD	Lateral Teams to Department; Shared between Department Site Council, C&I Committee

				offerings to support data analysis when modifying instruction. 2020-22: Continue to improve efficiency of data distribution and offering instruction that addresses student needs	
TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
3. Identify essential and supplemental standards by course to support assessment/ instruction tasks.	Teachers, Admin Team, Department Chairpersons, Lateral Team members	Site budget (release time), LCFF	Lateral Team meeting minutes showing standards discussion; department lessons or units of study adjusted from essential standards results	2018-20: All standards are discussed in departments and through collaboration 2020-22: Essential and supplemental standards are identified and adjusted when needed for each course	Lateral teams to Department; Shared between Department Site Council, C&I Committee
4. Investigate grading practices that reflect and support student learning and share common grading principles.	Teachers, Admin Team, Department Chairpersons, Lateral Team members	Staff meeting time, professional development time, Site budget (release time), LCFF	Staff meeting agenda meeting showing grading discussion; SLT meeting notes showing discussion; department grading discussions and results	2018-19: SLT works with whole staff to investigate grading practices. Site visits and research literature will support this task. 2019-20: Pilot and testing of new grading practices 2020-22: Whole site discussion of results and	Lateral teams to Department; Shared between Department Site Council, C&I Committee

				implementation	
TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
5. Establish a MTSS (Multi-Tiered System of Support) to support all students	Teachers, Admin Team, Department Chairpersons, Lateral Team members	Site budget (release time), LCFF	C & I meeting minutes showing MTSS discussion; MTSS ;	Spring 2019: Research successful MTSS programs for their implementation; C & I leads MTSS development; Investigate and participate in MTSS Workshops/PD opportunities; 2019-20: Utilize district sponsored MTSS workshops when available. Pilot MTSS supports and begin construction of system 2020-22: MTSS implementation continues	C & I Site Council ELAC All Departments
6. CARES Intervention strategies developed to support students	CARES Intervention Team members, whole staff	LCFF, site budget	Student affective data, student grades, regular CARES Intervention Team interaction with students, parents, and teachers	Spring 2019: -Student identification at Quarter 3 progress -Team supports student needs -Outreach to teachers (Plan of Action form) 2019-22: Monitor and review program needs	Site Council, C&I, SLT, PTA
7. The library will build a site initiative to motivate and	Teacher librarian	LCFF	Collection development statistics, formal and informal	Annual, with subject emphasis changing annually based	Site Council

entice independent reading in the lives of students. In addition, the library will purchase instructional materials to support student learning.			teacher and student response	on teacher and student input, review and update of online database subscriptions annually 2018-19: Pilot summer loan program	
TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
8. Strengthen recruitment and retention efforts for AVID program.	AVID teacher/ coordinator	District budget	Increased student participation in AVID program	2018-19: Identify areas to develop for recruitment 2019-22: Implement refined recruitment and retention strategies	Site Council, PTA
9. Utilize AVID strategies across school instruction and identify ways to measure the extent to which AVID practices are present in classrooms.	AVID teacher/ coordinator, PD coordinator	District budget, site budget, LCFF	Department meeting minutes, lesson plans, student affective data	2018-22: Continue AVID teaching strategy presentations to staff and use of classroom observation form 2019-22: Develop surveys or other methods to assess presence of AVID strategies being used in classrooms	Site Council, PTA
10. Strengthen Academic Center tutors' skills in support of classes	AC supervisor, C&I committee	LCFF, site budget	AC tutor log, department lessons and units of study	2018-22: Strategically hire and schedule tutors to assist students in targeted classrooms 2019-22:	Site Council

				-Identify specific needs for student support -Train tutors to be more effective in supporting learning in classrooms	
TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
11. Support additional professional development for all teachers in English Learner teaching strategies.	Admin Team, Professional Development Coordinator, EL Coordinator	District budget, site budget	EL student performance, teacher response to training, evidence of EL teaching strategies	2018-22: Regular presentations on EL teaching strategies 2019-22: Development means of assessment to how these shared strategies are being used by classroom teachers	C&I, Site Council, ELAC
12. Monitor and investigate the a-g approval process of the STEEL class by DJUSD to allow DSHS to offer additional support for RFEP and LTEL students.	District EL Coordinator, Site EL Coordinator, Counseling staff	District budget, site budget	UC approval of STEEL class	2018-20: Investigate like courses with a-g eligibility at other sites through UCOP, discuss with ELD team/think tank and other district supports to see role of class in student schedule; begin draft of STEEL. Confer with middle schools sites 2020-21: Create/write and present to C&I 2020-22: Offer course	C&I, Site Council, ELAC

13. Integrate "Open Door" into school culture	Open Door team, PD coordinator	Prep time, PD funds for period release	Participation rates	2018-19: Have a regular schedule for Open Door, Assess program effectiveness and identify refinements 2019-22: Increase participation rate	School staff
TASKS Action Plan Goal #1	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
14. Promote academic conferencing to encourage collaborative teams working in support of student achievement	Teacher, C&I, SLT	LCFF	Meeting minutes	2018-19: Offer academic conference time to Math and English departments 2019-22: Expand opportunities to other departments for academic conferencing	Site Council, school staff
15. Teachers will analyze and implement Schoolwide Learner Outcomes in their instructional practice	Admin Team, C&I, SLT, all staff	Staff meeting time, professional development time	A published set of indicators for each SLO	2019-20: Analyze competency practices currently used; continue indicator discussions 2020-22: implement competency instruction; refine and apply by 2022	Staff, C&I, Site Council
16. Evaluate and integrate attendance support programs and practices (truancy supervisor, Parent Liaison,	Principal, Admin Team, Attendance Office Assistants, Truancy Supervisor, Parent Liaison, counselors	LCFF, site funds	Records of contacts, attendance records	2018-2019: Develop integrated attendance system, collect and analyze outcome data from initiated attendance	Site Council, staff, PTA, district A2A (attendance monitoring) administrators

Attendance Office record keeping, etc.) in a cycle of continuous improvement				support programs, adjust for next year 2019-20: monitor attendance support programs, measure integration effectiveness	
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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	TIMELINE	REPORTING
1. School staff will identify, define and implement 21st century teaching and learning	Admin Team, staff, SLT task force	LCFF, site funds, district PD; Open Door Project; Site Based PD; Literature Review; Site Visits	Attendance records of training sessions; A comprehensive set of identified best practices produced by staff for colleagues' endorsement and use	2018-19: District sponsored summits in fall and spring including secondary staff presentations; staff work on identifying and defining common set of 21st century teaching and learning opportunities; begin site visits to observe existing models/practice 2019-22: PD continue focus on craft and inquiry of teaching; Continue and expand Open Door program;	District C&I, Site Council, site C&I, SLT

TASKS Action Plan Goal #2	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
2. Promote academic conferencing to encourage collaborative teams working in support of student learning	Teachers, C&I, SLT; Admin Team;	LCFF	Meeting minutes	publish calendar of off-site visit opportunities 2019-20: Teachers will create conferencing system and professional development will be provided for teacher support 2019-22: Exploration of a teacher/staff collaborative system for ongoing dialogue	C & I, Site counsel
3. Expand CTE program development to incorporate 21st century teaching and learning	Teachers, Admin Team, CTE staff, departments	CTE funding, site funding	Practices and learning opportunities incorporated into departments	2018-19: CTE program updates 2019-22: Explore creation of pathways that support 21st century teaching and learning	Site Council, LCAP, C&I
4. Participate in the development of building plan and program design stemming from Measure M funding	Admin Team, departments, C&I, district facilities	Measure M	Meeting Notes; Update communication to all stakeholders	2019-2022 collaborate in all district and site efforts in support of building construction plan and program design.	Site Council, C and I, SLT, LCAP

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	TIMELINE	REPORTING
1. Explore ways to hold sophomore-centered events throughout the entire year.	Link Crew coordinator, principal, Site Council, Student Government, School Climate Committee	LCFF, Link Crew advisor advanced training	Create a pre/post measure to identify success of expanded program; Link Crew Calendar; Youth Truth results, attendance at events	2019: Gather persons responsible for planning 2019-22: Implement calendar plan; monitor program success	Site Council
2. Strengthen inclusive mission of student-led programs	Admin Team, Student Activities Director, Academic Center Supervisor, Student Success Center Supervisor	Site budget, LCFF Climate Committee, Student Government, etc.	AC student participation statistics, student activity logs	2019-22: Identify plan to expand participation; implement inclusive mission plan; assess outcomes	Site Council, C&I
3. Explore new ways to inform students about connectedness opportunities, including utilizing non-English languages, and parent outreach	Admin Team, Student Activities Director, Academic Center Supervisor, Parent Liaison	Site budget, LCFF Counselors	Examples of new strategies to inform students, measurement of participation rates in promoted activities	2019-20: Determine new communication methods; consider additional language outreach 2020-22: Refine practices and streamline efforts	Site Council, C&I, PTA
4. Use results of Healthy Kids and YouthTruth surveys to	Site Council, Testing administrator, Assistant Principal	LCFF, state SBAC assessment funding, district	Tracking student participation rates; Meeting Agenda notes	2018-19: Identify survey results for deeper scrutiny, crafting more	Site Council, C&I, whole staff, PTA

inform staff practice in making positive connections to students		funding		targeted surveys 2019-20: using survey results, staff identify effective approaches to student engagement, share out observations 2019-22: Continue student engagement activities as they become embedded in school culture	
TASKS Action Plan Goal #3	RESPONSIBLE PERSON(S) INVOLVED	RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
5. Develop a student Health and Wellness Center	Admin Team	Site Plan	Identified options concerning personnel, funding and location	2019-20: Bring community experts together to plan scope of services, funding and facility 2020-22: Implement center	Site Council, whole staff, PTA
6. Create a lunchtime intramural activities program to include sports and games to promote connectedness through healthy activities	Physical Education Department, Library Personnel, teachers, Student Government, student clubs	Site budget	Number of students participating, variety of activities	2019-2020: Identify logistics of a lunchtime intramural plan, identify staff member to manage program 2020-2022: Implement plan	Site Council, PTA, ELAC

Appendix

DSHS Professional Development Program Five Year Plan

Department Course Alignment Templates

School Decision Flowchart

Academic Center Data

DSHS PROFESSIONAL DEVELOPMENT PROGRAM

FIVE YEAR PLAN in response to 2016 WASC RECOMMENDATION

In response to the 2016 WASC Report, the DSHS Site-Based Professional Development program has made a number of changes intended to align our program more closely to WASC committee's recommendations. These changes have provided more opportunities for teachers to connect across the disciplines and recognize common concerns and practices, share support and resources, and examine individual practices more deeply. Our shared focus on the WASC / Site Goals has increased familiarity and understanding of these goals and provided a unifying thread for the focus of our Site Based Professional Development.

This shared understanding has established a foundation on which we will build over the next several years and which we envision will encourage teachers to examine and develop their own craft through learning about and observing 'best practices' in our field, strengthen interdisciplinary connections among staff, and provide teachers opportunities to challenge themselves further through voluntary participation in our new Open Door program, and eventually, facilitate cross-curricular collaboration and inquiry groups based on teachers' shared questions and interests in exploring and developing their craft in concert with their colleagues.

Overview of our 3-5 year plan:

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

Year 2: 2017-2018: Focus on "Student Connectedness" and "Differentiated Instruction"

Year 3: 2018-2019: Moving from Concept to Craft; Adding Open Door Visiting Program

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

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

Excerpts from WASC Visiting Committee's Recommendations for DSHS and PD program

Pages 3 - 8

Details of our Professional Development Five Year Plan - in progress

Excerpts from ACS WASC/CDE Visiting Committee Report (March 2016)

Schoolwide Critical Areas for Follow Up

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

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

pgs 33-34

In addition, the 2016 WASC Visiting Committee identified areas that need to be strengthened, including

- #2 (of 3): A targeted multi-year professional development plan needs to be created based on WASC goals.
-

Details of what we have done to address these goals follow in pages 3 - 8

YEAR 1: 2016-2017

Key Developments and Changes to DSHS Site Based Professional Development Program:

Increased PD Planning Team Membership to 4 (added Kelly McInturf, AVID; David Achimore, EL Coordinator)
Administrative Team member: Kellie Sequeira
Site-Based PD Program Spring Semester

Sem 1: PD: Off-site Opportunities

- Off-site opportunities encouraged, District Offerings e.g., local conferences, 9-10 Scoring

Sem 2: Site-Based Teacher-Led Workshop Series (continued from previous year)

- Based on interests expressed by staff, collected through survey, these mini-series provided teachers with opportunity to meet with same small groups and focus on a single topic for a full semester. Facilitators were compensated with release time to prepare for their sessions and to provide post-session feedback, including End of Year evaluations.
- These mini-series were intended to foster connectedness among colleagues, provide exposure and discussion of best practices through book study; resource and strategy sharing; guidance for instructional technology and teacher self-care (mindfulness program), ultimately building on teachers' abilities to serve their students as specified by WASC Goals for site.
- For detailed description: See PDF of Spring 2017 PD SITE-BASED PROFESSIONAL GROWTH & COLLABORATION at DSHS - distributed electronically and as hard copies to all teachers and available to interested classified staff
https://drive.google.com/open?id=1sUE2I0I4caDnyq79tQR7gFkk3_PCWaqb
- **Groups included:**
 - Group 1: *Historical Thinking* Book Group
 - Group 2: *Lost Boy, Lost Girl* Book Group
 - Group 3: English Learner Conversations for Humanities Teachers
 - Group 4: English Learner Conversations for Stem Teachers
 - Group 5: Mindfulness Practice
 - Group 6: Avid Strategies
 - Group 7: Everyday Research
 - Group 8: Technology Basics
 - Group 9: Using Illuminate

- Attendance details and feedback from facilitators and participants are available.
-

YEAR 2: 2017-2018

Key Developments and Changes to DSHS Site Based Professional Development Program

- Added members to PD Planning Team: Lynette, Holly, Richard with Carrie & Kellie
- Introduced new Format for our PD Program:
 - Full Group Meetings in Library each 3rd Wednesday throughout 2017-18 School Year
 - Created interdisciplinary table groups that stayed together for each semester.
 - Introduced idea of “instructional intentions” - working with Table Groups, teachers formulated and (ideally) followed through on individual instructional intentions -- areas to observe within their own practice/classrooms. From relationship-building with students to instructional techniques that incorporated differentiation strategies
- End of Year Feedback expressed strong support for new format; noting specifically
 - Benefits of meeting in interdisciplinary groups; connect with less familiar colleagues
 - Appreciation of opportunity for focused table talk
 - Shifts to a broader understanding of concepts
 - Recognition of current strengths within individual practice and new awareness of areas for improvement.

OUTLINE for 2017-18 Professional Development at DSHS:

2017-2018: Focus on concepts based on Site/WASC Goals

Shift to having ALL faculty meet in Library for shared sessions

(increase in attendance, fostered cross-curricular connections and conversations)

- **Sem 1: Student Connectedness - linked to WASC GOAL 2**
 - Rationale: need to connect with students, get to know them, their needs in order to provide effective differentiated instruction to groups needing specialized strategies
(EL, at risk, low achieving)
- **Sem 2: Differentiation - linked to WASC Goals 1,3**
 - PwrPts w agendas, materials from each session
 - End of sem: I used to think... Now I think.... Cards
 - End of year evaluations
- **For each semester, we have a binder containing**
 - Agendas from planning sessions-- notes on ideas, revisions, to-do, follow-up/debrief notes;

- Details for each PD Weds meeting -- including meeting agendas, table assignments, PPT presentation slides and notes; table group resources; and attendance records
 - Samples of Individual Teachers' "Instructional Intentions"
 - End of Semester / End of Year reflections and suggestions -- compiled
-

YEAR 3: 2018-2019

Key Developments and Changes for DSHS Site Based Professional Development Program

Fall 2018: UPDATED WASC / Site Action Plan for DSHS - incorporating DJUSD goals.

- **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 and inclusive school environment for all students: Increasing positive school climate, focusing especially on student connectedness to school, school safety, and student participation.

REFINED and EXPANDED Multi-year PD Plan and constructed planning for new Open Doors Program.

Growth in PD Planning Team:

Continuing members: Carrie, Kellie, Lynette, Richard;

New members: Karen Gardias, Shenandoah Kehoe (liaison from Open Door Core Team)

OUTLINE for 2018-19 Professional Development at DSHS:

SEMESTER 1: DEEP PLANNING for Semester 2

- A) Refining PD Weds Sessions
- B) Developing \ Open Door Program

SEMESTER 2: RESUME MONTHLY PD SESSIONS Focused on Diff. Inst. & Student Engagement / ADD OPEN DOOR OPPORTUNITY

(details on next pages)

YEAR 3: 2018-2019, cont'd

SEMESTER 2: RESUME MONTHLY PD SESSIONS Focused on Diff. Inst. & Student Engagement / ADD OPEN DOOR OPPORTUNITY

FOCUS on the CRAFT of TEACHING:

What's involved in craft? How to improve at craft? What to target for improvement re our own instructional craft (thru individually determined instructional intentions)? Opportunities to observe colleagues' in action, note and adapt instructional craft.

A) RESUME PD WEDNESDAY SESSIONS: On the CRAFT of TEACHING

Jan 9: Brief presentation at Staff Meeting (5-10 mins)

- Site-based PD will transition from developing a shared awareness and understanding of WASC Concepts to focus on the Craft of Teaching that addresses these concepts
- Present NEW format for PD Weds: "RT/Panelist Discussion Groups"
 - Teachers will choose to join one of FOUR sessions. Each session will
 - Include panel of 3-5 teachers +Moderator (+Recorder)
 - open with brief intro re their approach/'philosophy' related to topic for the group
 - will involve Q&A to engage all teachers
 - end with "Exit Tickets" with Take Away from Today, Questions for follow up or further exploration.
 - Teachers may stay with one "panel" or sample all.
 - *PD Team will gather attendance records, review comments on Exit Tickets, compile and deliver info to panelists for following month.*

Jan 23: First "Panelist Sessions"

- Teachers will have received email updates re: what to do, sign ups, descriptions of different options for these sessions.
- PD Planning Team Members will help direct / monitor flow of teachers to sessions
- PD Coordinator will check in on each session in process
- PD Planning Team Members will collect Exit Tickets to review at debrief session.

Feb 20, Mar 20: Subsequent "Panelist Sessions"

April: No meeting due to preparation for state testing

May 15: Conclusion / Reflection and Evaluation of Sessions

B) INITIATE: Open Door Program: completely VOLUNTARY, non-evaluative program!

Project in Process - providing opportunities for teachers to see colleagues in action, practicing their craft across the curriculum.

B) OPEN DOOR PROGRAM, continued:

Overview of Open Door Program:

- One week per month / the week before PD Weds
- Teachers volunteer to “Open Doors” → share info on which days, periods will be open; max visitors per period; preferences for ‘fly on the wall’ observation or interaction with students; brief(!) description of what will be happening in class that day.
- Open Door Team will provide schedule to staff in advance and set up sign ups.
- Teachers observe during prep periods (or sub for teaching time?)
- Provide opportunity for participants to . . .Join a Round Table Discussion Group during PD Weds sessions for Sem two
 - Focus on Craft: participants will reflect and connect their observations of their colleagues’ “craft” as teachers; what they saw and how to integrate/adapt for own classroom use.
 - Share the experience with all staff during PD Weds
 - Meet for “academic conferencing” - how to use what’s observed?

Looking Ahead:

Jan 9: Update regarding Program at Staff Meeting
Info on schedule, how to sign up, distribute protocols

Jan 14-18: Open Door Program - Week 1

- Teachers observing teachers
- Open Door Core Team to monitor, support, address any issues that may arise;
- Follow-up: Hosts and Visitors will submit comments and suggestions via Google Form;
- Core Team will review during debrief session; make adjustments as necessary.
- Open Door Participants will have opportunity to gather during PD Weds, beginning Jan 23.

Subsequent Open Door Weeks: to follow same procedure as Week One, adapting as we...

Throughout Semester: Open Door Core Team will intersect with PD Planning Team to dovetail programs, provide opportunities for Open Door participants to meet and debrief on their observations of instructional craft in action, develop and apply individual instructional intentions re: craft and have follow-up sessions.

At End of the YEAR: Open Door Core Team and PD Planning Team will review programs and make initial plans, modifications for Year 4

LOOKING AHEAD to YEARS 4 and 5:

YEAR 4: 2019-2020 - Focus on Data - Inquiry in the Classroom

- **What constitutes “data” in the classroom Explore and (re)define**
 - Similar to what we did with Student Connectedness and Differentiation
 - Consider how we can collect and use data to assess and address...
 - Student performance
 - Personal craft: eg., effectiveness of an instructional strategy
- **Facilitate Teacher Inquiry / Research** (Teachers begin from where they are, push forward)
 - Sem 1: Build in a small-scale ‘starter’ research project -
Teacher postulates question; decides what’s needed to answer it; collects data; interprets data; uses data-based info for action re: initial question...
 - Sem 2: Establish cohorts to support individual or joint Teacher Research
- **Continue / Grow Open Door Program (adapt as we go)**
 - Engage more teachers. Increase participation
 - Provide ongoing opportunities for reflection

YEAR 5: 2020-21 Teachers as Collaborators / Partners in Craft Building

- **What constitutes “collaboration” in classroom instruction Explore and (re)define**
 - Similar to what we did with craft and data years
 - Consider how we could collaborate to use craft and data to strengthen collaborative opportunities
 - use feedback from 2019, 2020 to refine

- **Continue / Grow Open Door Program**
Engage more teachers
Provide opportunities for reflection
- **Continue / Deepen Teacher Inquiry →**
Focus on Collaborative Inquiry?
Teachers working in pairs or small groups (3-4 max)
Co-determine an area of Inquiry
Establish Instructional Intentions
Inquiry Project -- Plan, Do, Study, Assess/Apply
Collaborative Examination of Data

English Department: Davis Senior High School

DSHS Course	Content	Class Assignments	Learning Practice	Activities/Projects	Homework
(multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Outside of class)
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Within assigned homework, alignment may include purpose, task, or presentation of assignments. May be graded or practice without grading.
English 10 P	Writing, Reading Informational, Reading Literature, Language, Speaking & Listening		<p>**Daily note taking on a variety of subjects (literary content, language of the discipline, vocabulary, etc.)</p> <p>**On-demand brief responses that segue into class discussions or other assignments (oral and written)</p>	<p>** (See "Assessment")</p> <p>**Quotation searches re: characterization, tone, other literary devices (imagery, symbolism, etc.) that will be used for essays and other high-stakes assignments</p> <p>**Creative projects that utilize the styles, themes, and other jump-off points from course literature: "Style imitations," alternate-endings, mashups, video presentations of the above, etc.</p> <p>**Students work together to complete notes, quizzes, and other activities, but turn in individual work for an individual grade</p>	Sustained Reading
DSHS Course	Content	Class Assignments	Learning Practice	Activities/Projects	Homework
American Voices P	<p>**We all adhere to the Common Core standards for ELA</p> <p>**Focus on what it means to be an American and to critically look at current and historical events that have impacted the country</p> <p>**Explore American "Foundations" of philosophy texts from Emerson and Thoreau. Discuss this foundation, and topic of "the individual" as it applies to each major work, from The Crucible, to Huck Finn, to Grapes of Wrath, etc.</p>	<p>**Common assessment: informational response synthesizing fictional and non-fiction texts</p> <p>**Common assessment: comparative literary analysis</p> <p>**Research paper unit</p>	<p>**Think-Pair-Share regularly</p> <p>**Daily or weekly quick-writes on topics related to units</p> <p>**Daily reading out-loud, or following as teacher reads. Short discussion of passages with group (low to no stakes).</p> <p>**Twice weekly Journals, 1/2 pg. quick write, exploring a prompt that focuses on ambiguity, or open-ended question</p> <p>**Creative poetry responses guided by instructor and example poem</p> <p>**Group analysis and presentation of key American poems</p> <p>**Focus on</p>	<p>**Group creation of informational posters</p> <p>**Formal and informal presentation of group work</p> <p>**Collaborative work on digital presentations/slideshows</p> <p>**One-page research papers</p> <p>**Socratic dialogues, informal debates 'Philosophy Chairs' style</p> <p>**Crucible character debate</p>	<p>Reading of major works and supporting articles - assessed by reading quizzes</p> <p>**Completing parts of writing process-drafting or revision drafts</p>

	<p>"Into the Wild" *Transcendentalism "The Great Gatsby" *Discussion of the American Dream "Under the Feet of Jesus"</p>		<p>"normalizing error": creating a respectful classroom environment where students learn to challenge and disagree without rancor **Short, explicit lessons in writing skills, (i.e. complex v. compound sentences, methods of quote incorporation, paragraph structure, active v. passive tense **In-class annotation of text</p>		
DSHS Course	Content	Class Assignments	Learning Practice	Activities/Projects	Homework
Senior Literature P	<p>*Unit on Reflection Writing / Personal Statement (Narrative) *Unit on War-Time Literature (anchor text: The Yellow Birds) Extended Definition Essay (Info-Explanatory Writing) *Unit on informational-timed writing (AWPE) (Argumentative) *Unit on Research Writing - including how to use databases, how to incorporate and cite outside sources. (Argument / Info-Explanatory Writing) *Literary Works in common include Yellow Birds, 1000 Splendid Suns, and Julius Caesar. *Teacher choice novels include 1984, The Poisonwood Bible, One Flew over the Cuckoo's Nest</p>	<p>see columns b, d, e, f, g</p>	<p>*Partner Sharing *Writing to Learn/Think *Reflective Write Ups/ Journals *Reading response *Making personal connections to text *Quick-writes *Small group and whole group discussions *Presentations - informal and structured</p>	<p>*Process Writing includes Extended Definition Essay on topic associated with Yellow Birds; *Socratic Seminar on Thousand Splendid Suns; *Narrative: Reflection Writing/ College App Essay; *Expository - Informational Writing: Process Research Paper; *Analytic and Argument Writing includes Timed Writing/ Article Response for AWPE; *Performance related activities for Julius Caesar; Creative projects - vary by teacher</p>	<p>Reading. Writing to Think. Independent work on Writing Assignments.</p>
British Literature P	<p>Unit on Foundational Texts: Anglo-Saxon and Medieval; Unit on Elizabethan poetry, tragedy, and drama; Unit on Victorian Novel: Social etiquette, gender-norms, and Romantic movement; Unit on Dystopian Fiction: tech advancement, totalitarianism, and police states.</p>				

<p>American Lit Honors P</p>	<p>*Students read “Black Boy”, “The Great Gatsby”; and “Grapes of Wrath.”</p> <p>*AP Style literary analysis practice based on AP prompts for literature (novels) and poetry</p> <p>*The school board / UC approved course outline aligns the course in that all teachers are to teach core works. For example, Twain and Fitzgerald</p> <p>*Teachers agree that students will write from the point of view of literary analysis several times over the course of a school year</p>	<p>*Presentations: All students do formal/informal class/group presentations to practice speaking skills</p> <p>*Students write critical analysis essays of whole class novels</p> <p>*Students write personal narratives using literary devices</p>	<p>*Essential year-long questions about American topics/values connect thematic units and are shared among instructors.</p> <p>*Students work collaborate on a daily/weekly basis to discuss complex text, develop questions, prepare for discussion and solve problems.</p> <p>*Teachers use common district created rubrics for literary analysis, informational, and argumentative writing</p>		<p>*Students read literature on a weekly basis.</p>
<p>English 10 Honors P</p>	<p>“Of Mice and Men” “The Catcher in the Rye” “Lord of the Flies” “Macbeth”</p> <p>*Writing process: Argument and Literary Analysis</p> <p>*Literature Alignment (4 or 5) books</p>				

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative) Formative and diagnostic assessment measures student-learning needs to adapt instruction and embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark	(% of tests, grade weighting, starting point, etc) Shared experiences in grading may include timeliness of feedback , wide types of measures , and may only be one type of feedback provided to students. Graded task may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning	When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.	(Cooperative learning, Lecture, Workshop, PBL, etc) Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts	(Relational and Instructional Strategies) Any shared engagement strategies used to establish community and deepen student-teacher relationships . This may include instructional strategies that allow student interactions (collaboration)	All shared textbooks, novels and supplement texts . This may include specific resources relevant to each content area	Any other found alignment that may not fit under current categories
English 10 P – Cont.						
9/10 Common Assessment--Formative in Fall; Summative in Spring. Alternates between Argumentation and Informational; Stand-alone non-fiction text; allows taking of a side and acknowledging the counter-claim; / Summative projects: Expository argument/Lit. Analysis Argument, Research-based project, Narrative writing			Teachers collaborate on the rubric, calibrate grading, and record student data on a 4pt scale.			
Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
American Voices P – Cont.						
One-page research papers to learn skills and identify weaknesses before tackling larger papers	SBAC Rubric for Argumentative Essay Writing / SBAC Rubric for Expository Writing					

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
<p>Senior Literature P – Cont.</p> <p>Reading Quizzes Final Writing Drafts</p>	<p>Use of rubrics based on Common Core Anchor Standards; AWPE scoring rubric; teacher-developed scoring guides</p>	<p>Course meets descriptors for UC English "B" designation; Course addresses Common Core Standards for ELA / Literacy</p>	<p>Direct and guided instruction; use of formative assessments; process checks during longer writing assignments; identification of individual student strengths / weaknesses with differentiation to address; modified or accommodations for instruction as needed per IEP and 504s</p>	<p>See activities</p>	<p>Novels (see column b)</p> <p>Supplemental works include a wide range of teacher-selected non-fiction articles, short fiction, poetry, speeches, film. Selection varies depending on current events, new publications, and relevance to student interests.</p>	
<p>British Literature P – Cont.</p>		<p>Please see Column B. Both Brit Lit teachers have the same "core works" as backbone of the course, and have a similar number of 'individual' or 'specialty' units that range from Non-Fiction Essay/Satire to Poetry, to Literary Movements or Critical Theories.</p>				
<p>American Lit Honors P - Cont.</p>			<p>Direct and guided instruction; use of formative assessments; process checks during longer writing assignments; identification of individual student strengths / weaknesses with differentiation to</p>		<p>Novels (see column b)</p> <p>Supplemental works include a wide range of teacher-selected non-fiction articles, short fiction, poetry, speeches, film. Selection varies depending on current events, new publications, and</p>	

			address; modified or accommodations for instruction as needed per IEP and 504s		relevance to student interests.	
<u>English 10 Honors P – Cont.</u>	“Of Mice and Men” “The Catcher in the Rye” “Lord of the Flies” “Macbeth” *Writing process: Argument and Literary Analysis *Literature Alignment “Power of One” “In the Time of the Butterflies”		Students collaborate to answer questions about literature			

Fine Art Department, Davis Senior High

DSHS Course	Content	Class Assignments	Learning Practice	Activities Projects	Homework
(Multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Out of Class)
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Homework alignment may include purpose, task, or presentation of assignments. Typically graded to use as a metric of learning, but may be assigned as practice without grading
Sculpture and Ceramics	*Develop perceptual skills and visual arts vocabulary. *Solve a visual arts problem that involves using the elements and principles of design.	*Wheel Thrown Bowls *Easter Land Mugs *Slab Box *Masks *Coiled Pots *Rain sticks		Artist research project (occasionally done by all)	
Photography	Develop Perceptual skills and visual arts vocabulary. Develop understanding and practice of manual camera settings; Photoshop basics; Composition Skills; Create a narrative series that successfully communicates a story or investigates a topic;	Alphabetography, Exposure Triangle Unit, Black and White, Selective Color, Illusions (Levitation and Multiplicity -- compositing), Photo Essay	Regular work time, practice of manual camera settings	Collaborative projects initially started and practiced in class, explored and developed outside of class time: Illusions projects	

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc.)		(Cooperative learning, Lecture, Workshop, PBL, etc.)	(Relational and Instructional Strategies)		
<p>Formative and diagnostic assessment to measure student learning needs to adapt instruction; embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark</p>	<p>Shared experiences in grading may include timeliness of feedback, wide types of measures, and may only be one type of feedback provided to students. Graded task may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning</p>	<p>When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.</p>	<p>Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts</p>	<p>Any shared engagement strategies used to establish community and deepen student-teacher relationships. This may include instructional strategies that allow student interactions (collaboration)</p>	<p>All shared textbooks, novels and supplement texts. This may include specific resources relevant to each content area</p>	<p>Any other found alignment that may not fit under current categories</p>
			<ul style="list-style-type: none"> *Demonstrations *Slide Shows *Reflection *Field trips 			
<p>In-class formative assessments including practice of manual camera skills. Shutter speed experiments (light drawing in class); Aperture settings practice; bracketing exercises. Many units also include formative assessments that take the shape of first draft or first-runs of final projects. Summative assessments include final projects associated with each unit: final best 10 black and white edits; best final four selective color edits, etc.</p>				<p>Initial community-building exercises during first week of school (human camera; paper towers, etc.). Small group critiques, collaborative practices in portraiture unit, illusions unit. Shared use of materials and lighting equipment engaging multiple students at once in collaborative practice for still-life unit, light-drawing experiments.</p>	<p>Shared tutorial videos and step-by-step instructions. Shared handouts and PowerPoint presentations.</p>	

Math, Davis Senior High School

DSHS Course	Content	Class Assignments	Learning Practice	Activities Projects	Homework
(multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in courses and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work that is designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Within assigned homework alignment may include purpose, task, or presentation of assignments. Typically graded to use as a metric of learning, but may be assigned as practice without grading
Integrated Mathematics 1 P	Common Core Standards are taught	Class assignments from mostly taken from text. Some supplemental materials may be used for assignments for some teacher		Investigative projects in CPM; Some will use outside projects.	Homework assignments are selected from the textbook by the teacher. Some supplemental homework is used.
Integrated Mathematics 2 P	Common Core Standards are taught	Class assignments from mostly taken from text. Some supplemental materials may be used for assignments for some teacher		Investigative projects in CPM; Some will use outside projects.	Homework assignments are selected from the textbook by the teacher. Some supplemental homework is used.
Integrated Mathematics 3 P	Common Core Standards are taught	Class assignments from mostly taken from text. Some supplemental materials may be used for assignments for some teacher		Investigative projects in CPM; Some will use outside projects.	Homework assignments are selected from the textbook by the teacher. Some supplemental homework is used.
Accelerated IM3 P					
Precalculus P	Common Core Standards are taught				Homework assignments are selected from the textbook by the teacher. Some supplemental homework is used.
Calculus A/B AP	Common Core Standards are taught				Homework assignments are selected from the textbook by the teacher. Some supplemental homework is used.

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc.)		(Cooperative learning, Lecture, Workshop, PBL, etc.)	(Relational and Instructional Strategies)		
Formative and diagnostic assessment to measure student learning needs to adapt instruction -embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark	Shared experiences in grading may include timeliness of feedback , wide types of measures , and may only be one type of feedback provided to students. Graded tasks may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning	When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.	Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts	Any shared engagement strategies used to establish community and deepen student-teacher relationships . This may include instructional strategies that allow student interactions (collaboration)	All textbooks and supplement texts that are shared. This may include specific resources relevant to each content area	Any other found alignment that may not fit under current categories
Integrated Mathematics 1 P – Cont.	Some unit assessments are shared; final exam is a collaborative effort to design; multiple versions may be created. We have aligned common weighting of the main grade category (tests) for each class.		Direct Instruction, small group instruction; some CPM strategies are utilized	Team Building Activities	CPM	
Integrated Mathematics 2 P – Cont.	Some unit assessments are shared; final exam is a collaborate effort to design; multiple versions may be created. We have aligned common weighting of the main grade		Direct Instruction, small group instruction; some CPM strategies are utilized	Team Building	CPM	

	category (tests) for each class.					
Integrated Mathematics 3 P – Cont.	Some unit assessments are shared; final exam is a collaborate effort to design; multiple versions may be created. We have aligned common weighting of the main grade category (tests) for each class.		Direct Instruction, small group instruction; some CPM strategies are utilized	Team Building	CPM	
Accelerated IM3 P – Cont.	We have aligned common weighting of the main grade category (tests) for each class.				CPM & Trigonometry	
Precalculus P – Cont.	Collaborative Final constructed and utilized We have aligned common weighting of the main grade category (tests) for each class.		Direct Instruction; Small Group work; Student participate in board work	Team Building	HOLT Precalculus: A graphing approach	
Calculus A/B AP – Cont.	We have aligned common weighting of the main grade category (tests) for each class.		Direct Instruction; Small Group work	Team Building	Thomas Calculus Early Tanscendentals	

Physical Education, Davis Senior High School

DSHS Course	Content	Class Assignments	Learning Practice	Activities Projects	Homework
(multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained iniquity . It may include student choice, reflection, real world application, and results in a product to be graded	Homework alignment may include purpose, task, or presentation of assignments. Typically graded to use as a metric of learning, but may be assigned as practice without grading
Physical Education	Both teachers teach same units/activities/sport and collaborate before each new unit begins, to ensure consistency. Emphasis on dual sports + individual sports, + outdoor lifelong activities. and overall enjoyment of physical activity that can be enjoyed beyond the classroom setting	Weekly schedule/agenda is the same for all teachers, except varies each day. Each teacher does two days of Cardio; two days of weight lifting; three days of activity; and one day of Free choice activity	Teachers use demonstration and volunteers to demonstrate key concept or visual performance of each sport. Included in each unit, will be at least one day of 'practice' for a specific activity. Both teachers will give feedback to students during this time.	Students have the same opportunity to do make up work listed on school loop. Make up opportunities often include some sort of written, outside of class work. In addition, students are evaluated on the same daily class expectations: present, dressed out, participating, behavior, sportsmanship	Teachers do not assigns work done at home unless a student is choosing a make-up work assignment.

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc.)		(Cooperative learning, Lecture, Workshop, PBL, etc.)	(Relational and Instructional Strategies)		
<p>Formative and diagnostic assessment to measure student learning needs to adapt instruction; embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark</p>	<p>Shared experiences in grading may include timeliness of feedback, wide types of measures, and may only be one type of feedback provided to students. Graded task may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning</p>	<p>When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.</p>	<p>Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts</p>	<p>Any shared engagement strategies used to establish community and deepen student-teacher relationships. This may include instructional strategies that allow student interactions (collaboration)</p>	<p>All shared textbooks, novels and supplement texts. May include specific resources relevant to each content area</p>	<p>Any other found alignment that may not fit under current categories</p>

Physical Education – Cont.

Student evaluations occur in the weight room, and on the timed mile run. Evaluations compare previous student achievement. In addition, progress over time is measured. Teachers also evaluate students within the classroom, during an activity by asking questions and checking for understanding for various rules in games, etc. This course does not utilize formal written exams.

Teachers update weekly points in school loop. Grades reflect an accumulated total of points for the week + cardio points. Points accumulate to earn a total number of points for the week.

PE classes are equivalent and receive very similar experience.

PE uses several different types of learning strategies: verbal instruction + student and/or teacher demonstration for every skill and activity. Verbal and written instructions on white board.

We (teachers) both interact very closely with our students, and are often making very specific modifications quite frequently, which requires us to engage one on one with our students very often. We (teachers) also have the unique and special opportunity to be outside of the traditional classroom setting, which allows us to be able to more freely engage in conversations and make connections with our students. We engage all students and make some sort of connection, with every student, every day.

no text

Science Department, Davis Senior High School

DSHS Course	Content	Class Assignments	Learning Practice	Activities/Projects	Homework
(Multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Out of class)
Classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Within assigned homework, alignment may include purpose, task, or presentation of assignments. May be graded or assigned as practice without grading
AP Biology	Exact same course for all teachers based on College Board curriculum	Labs, case studies, activities are identical in all classes	Master Biology (online resource) is utilized for student practice, tutorials, and practice test questions	Labs, case studies, activities are identical in all classes	Mastering Biology and lab write-ups same in all classes
Zoology/Botany	Same course topics for all teachers. We keep the same pacing so that labs can be set up more efficiently.	Day-to-day work, labs, projects are the same for all teachers	All teachers use oral lab quizzes and mid-topic quizzes to assess student learning	All the same projects: insect collection, vertebrate website/presentation, campus plant ID project	Same study packets used
Honors Physics	Both teachers cover the same physics concepts in the class, similar student learning objectives for the end of the year, and cover the content at a similar pace.	Both classes have many similar labs	Most labs are done in both classes and have comparable procedures, both classes have students work together to solve complex critical thinking problems in the same conceptual areas.	Labs; many practice problems; and simulations are either the same between the two classes or at least a comparable experience is presented.	Both classes present homework that, while requiring a degree of information recall, focuses on problem solving or demonstration of critical thinking and conceptual understanding.

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc)		(Cooperative learning, Lecture, Workshop, PBL, etc)	(Relational and Instructional Strategies)		
Formative and diagnostic assessment measures student learning needs to adapt instruction ; embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark	Shared experiences in grading may include timeliness of feedback , wide types of measures , and may only be one type of feedback provided to students. Graded tasks may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning	When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.	Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts	Any shared engagement strategies used to establish community and deepen student-teacher relationships . This may include instructional strategies that allow student interactions (collaboration)	All shared textbooks, novels and supplement texts that are shared; specific resources relevant to each content area	Any other found alignment that may not fit under current categories
<u>AP Biology P – Cont.</u> Tests are made with questions drawn from the same test bank	Identical percentages used	Equivalent rigor (as evidenced by equal outcome on class GPA averages and AP Test scores)	Lecture, lab, discussion, case studies, diagramming strategies used are the same		Campbell Biology AP Ed.	
<u>Zoology/Botany P – Cont.</u> Equivalent tests given, same major lab practical given, as well as the projects assessed together	equivalent	same	utilized the same PBL and authentic assessment strategies (see projects and lab practical)		PH Biology text	
<u>Honors Physics – Cont.</u> The courses share a number of assessment questions, and those that differ present comparable challenges to students. Students informally present problem solving and critical thinking skills in class both individually and in groups.		Both classes have similar objectives for student mastery of the content, problem solving ability, and conceptual understanding.	Both classes feature group white boarding, labs, demonstrations, videos, and simulations.			

DSHS Course	Content	Class Assignments	Learning Practice	Activities Projects	Homework
(multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Out of class)
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work that designed to build skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any Individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Homework alignment may include purpose, task, or presentation of assignments. May be graded, but may be assigned as practice without grading
ALL SOCIAL SCIENCE	All rooms have the same poster with four big questions that drive our content area			Guest speakers	
Government/AP Government & Politics	*Constitutional Foundations + Federalism *Legislature & Lawmaking *Presidency & Media *Political Behavior *Justice System & Civil Rights/Lib	*Constitutional Scavenger Hunt, Federalism Scavenger Hunt *How a Bill Becomes a Law *Analyze Presidential Decisions, Roles of POTUS	*Notebook/Binder with labeled assignments/notes; Quizlet website	*Voter Registration, Rewrite Bill of Rights in modern context * Electoral College, Bully Pulpit, etc. *Political Ideology quizzes, voter registration * Civil Right Court Case Simulations	*CP=textbook reading & aligned assignment, AP=outlining chapters * Help Wanted POTUS
US History* *some teachers teach thematically so we arrive at topics at different times, but all content is covered in each class	Introductory unit, Progressivism, Imperialism, WWI, 1920s, Great Depression, WWII, Cold War, Vietnam, Civil Rights, Crisis in Confidence	Use of essential questions			
RSJ	Introductory unit, Progressivism, Imperialism, WWI, 1920s, Great Depression, WWII, Cold War, Vietnam, Civil Rights, Crisis in Confidence	Reader, questions that guide units, current event coverage		RSJ research project	CP=textbook reading & aligned assignment
APUSH	Introductory unit, Progressivism, Imperialism, WWI, 1920s, Great Depression, WWII, Cold War, Vietnam, Civil Rights, Crisis in Confidence	DBQs, FRQs, brief responses, historical document analysis (The American Spirit book)			Outlining chapters
World Civilizations *see curriculum guide & course outline	*Rise of Democracy *French Revolution *Other Revolutions *Industrial Revolution *Imperialism *WWI Main	*Magna Carta *Storybook project / ABC's	*All Quiet (Scenes) *Anastasia: Dead or Alive / The Last Tsar	*Press Conference *Mini DBQ *Simon Bolivar DBQ	Prologue, section 5 Chapter 5, Section 5 Chapter 7 (all)

World Civilizations

Causes; Treaty of Versailles *Russian Revolution *Stalin & Totalitarianism *Indian Independence & Gandhi *Global Depression *Spanish Civil War *Genocide *Japanese Aggression; Rape of Nanking *WWII *Appeasement *Nazi Propaganda *Munich Conference *The Holocaust *War in the Pacific *Dropping of the Atomic Bombs *Postwar Europe and Japan *Berlin Airlift *Berlin Wall *The Cold War *Communist China *Korea and Vietnam *Modern World Problems *In addition to the content outlined above, the sophomore World Civilization classes focus on skills that students will need in subsequent Social Studies classes, such as terms quizzes, in class DBQs, essays, oral presentations, historical research and sourcing (research paper), and analysis of current world issues. In the past year, we have developed intervention units for each unit in the World Civilization curriculum for students who have not yet met the minimum proficiency standards for those specific units, but are still within reach of meeting these standards. Teachers work with counselors, administration and parents to identify students in need of intervention support. The intervention units are completed toward the end of the quarter or semester after signing a contract and must complete the work in the Academic Center, under supervision by the end of the semester.

- *TCI Motives for Imperialism
- *Belgian Congo – Legacy of Imperialism
- *White Man’s Burden
- *Photo Analysis
- *Propaganda activity
- *Placard Activity / TCI
- *SHEG Appeasement
- *SHEG Nazi
- *Propaganda/Poster Activity
- *Island-hopping
- *Was it Justified? Discussion or Debate
- *Mapping the Cold War / Timeline
- *Research Paper

- *DBQ
- *Investment Game
- *Urbanization Game
- *DBQ (Causes)
- *Causes Simulation
- *Terms Quizzes
- *Swing Kids or Enemy at the Gates
- *Photo Analysis
- *Schindler’s List or Boy in Striped Pajamas
- *Newsreel clips
- *Video Footage
- *Bridge of Spies

- Chapter 8
- Chapter 9
- Chapter 11 & 12
- Chapter 13
- Chapter 14
- Chapter 15
- Chapter 16
- Chapter 17

Assessment	Grading	Rigor	Instructional Strategies	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc.)		(Cooperative learning, Lecture, Workshop, PBL, etc.)		(Relational and Instructional Strategies)		
Formative and diagnostic assessment to measure student learning needs to adapt and embedded instruction . Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark.	Shared experiences in grading may include timeliness of feedback , wide types of measures , and may only be one type of feedback provided to students. Graded task may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning.	When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.	Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts.	Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure student learn new ideas and concepts.	Any shared engagement strategies used to establish community and deepen student-teacher relationships . This may include instructional strategies that allow student interactions (collaboration)	All shared textbooks, novels and supplement texts . This may include specific resources relevant to each content area.	Any other found alignment that may not fit under current categories.
Government/AP Government & Politics – Cont. Weekly Terms Quizzes, Unit Tests that mimic the AP Test (combo of MC and FRQs), Practice AP Exam (MC/FRQ)	Grading on a Points System		Use of NB/Binder to organize assignments and note-taking	lecture	think-pair-share, free response, weekly current event presentations	out-of-date Textbooks, Federalist papers, Founding Doc (ie. Art of Conf.)	
US History*- Cont. MC, essays, short response questions				PBL- group research & presentations		American Vision textbook	
RSJ – Cont. Three common DBQs, terms quizzes			PBL- research project, student response discussion (poll everywhere, clickers)			American Vision textbook, RSJ reader	

APUSH – Cont.

Terms quizzes, MC
practice tests

PBL- presentations,
President project

**World Civilizations –
Cont.**

*Terms Quizzes
*Unit Tests
*Unit Tests (terms)

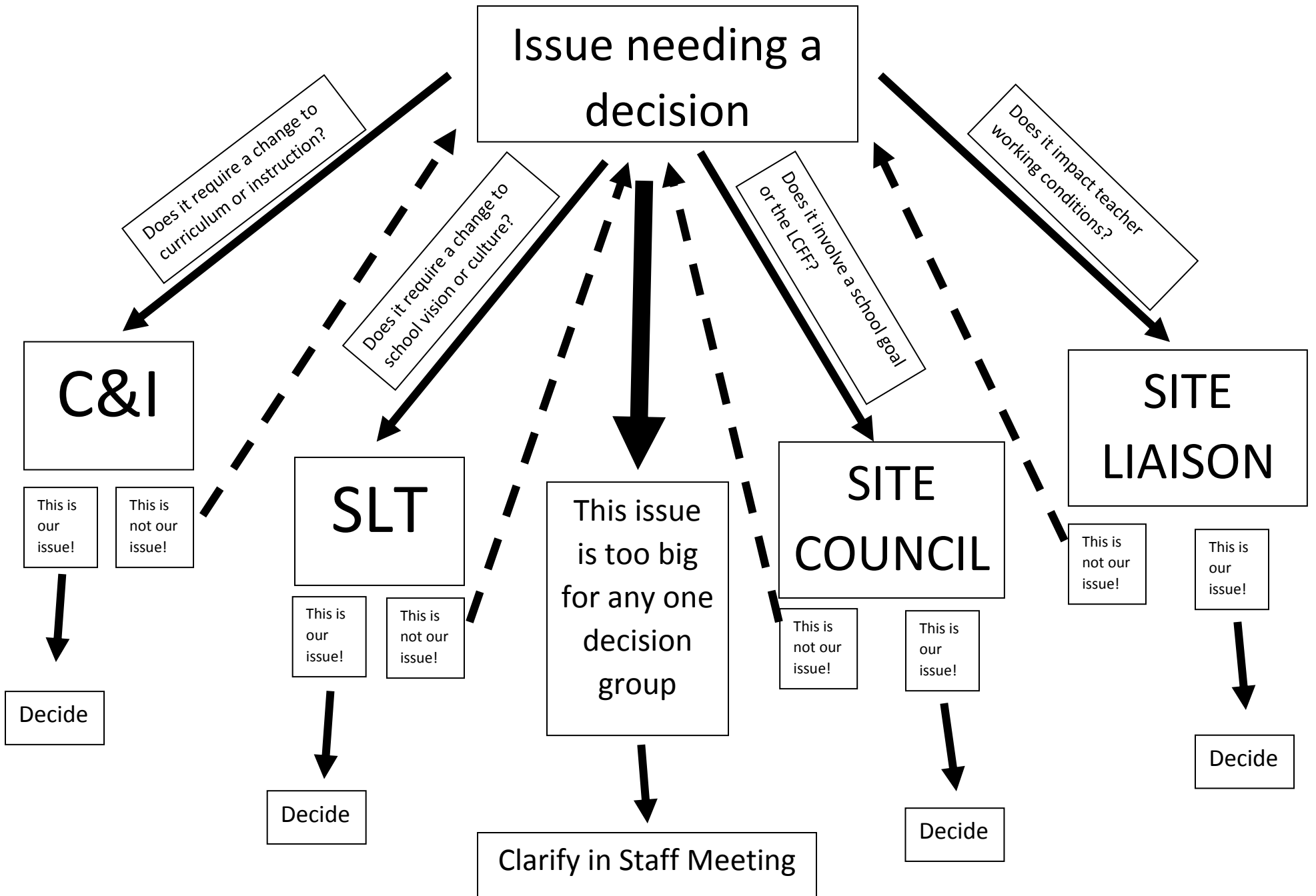
DSHS Course	Content	Class Assignments	Learning Practice	Activities/Projects	Homework
(multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Out of Class)
Expanded definition of categories for classes analyzed across teachers	Content studied might include specific topics included in course and/or essential standards that are identified as an intentional focus	Shared assignments across teachers which are assigned and collected as a metric in student understanding	Student work that builds skill/knowledge through valuable, low-stakes practice that is ungraded. This work develops and cements concept understanding	Any individual or collaborated task that works on a problem or question inclusive of sustained inquiry . It may include student choice, reflection, real world application, and results in a product to be graded	Within assigned homework, alignment may include purpose, task, or presentation of assignments. Typically graded to use as a metric of learning, but may be assigned as practice without grading
Study Transition Skills	executive functioning skills: daily planner, calendar SMART goal setting learning styles career research study/test taking strategies organizational skills self-advocacy interpersonal communication resource access	interest inventories resume writing		Workability program	Learning Styles Inventory, Career Inventory

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc)		(Cooperative learning, Lecture, Workshop, PBL, etc)	(Relational and Instructional Strategies)		
Formative and diagnostic assessment to measure student learning needs to adapt instruction ; embedded in instruction. Summative assessment measures student learning at the end of a unit of instruction by comparing it against some standard or benchmark	Shared experiences in grading may include timeliness of feedback , wide types of measures , and may only be one type of feedback provided to students. Graded task may not be inclusive of all student practice, so that student have an opportunity to fail as they work toward learning	When considering shared rigor consider any like expectations for conceptual understanding, procedural skill & fluency and application. Record any consistency among teachers in the same course.	Shared strategies during classroom instruction by all teachers. These are approaches to teaching to ensure students learn new ideas and concepts	Any shared engagement strategies used to establish community and deepen student-teacher relationships . This may include instructional strategies that allow student interactions (collaboration)	All shared textbooks, novels and supplement texts . Includes specific resources relevant to each content area	Any other found alignment that may not fit under current categories
Study/Trans Skills – Cont. Final Exam at end of Semester	Points come from: goals planner/calendar academic action plans				The Career Box	

DSHS Course	Content	Class Assignments	Learning Practice	Activities/ Projects	Homework
(Multiple teachers)	(Topics/Standards)	(Tasks in class)	(Ungraded work)	(In and out of class)	(Out of Class)
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BEG (1-2) Spanish, Chinese, Japanese, French				*Games/Board games *Travel brochures *Family Tree *Skits/Rest; clothing	*Workbook Practice *Presentation Practice
INTER (3-4) Spanish, Chinese, Japanese, French				*City Guidebook *Menu *Environment *Travel brochures *Individual famous people *Art *Write a song *Board game	*Workbook Practice *Presentation Practice *Creating Videos *Letter Writing
ADV (5-6) Spanish, Chinese, Japanese, French				*Biography *Debates *History presentations *Literature analysis	

Assessment	Grading	Rigor	Instructional Strategies	Student Engagement Strategies	Texts & Supplemental Resources	Other found similarities
(Formative and Summative)	(% of tests, grade weighting, starting point, etc)		(Cooperative learning, Lecture, Workshop, PBL, etc)	(Relational and Instructional Strategies)		
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BEG (1-2) Spanish, Chinese, Japanese, French – Cont.	Rubrics: ACTFL **Everyone in the department is familiar with the ACTFL (American Council on Teaching Foreign Languages) Rubrics and we have access to them **Some have adjusted the rubrics to their specific language or teaching style in order to emphasize specific skills **Some teachers at the AP level use the rubrics provided by College Board		Pair/Group Tasks		*Authentic material *Teacher-made activity sheets	*Classroom decorations (map, displays of students' work)

	**The rubrics are most often used for speaking assignments and presentations					
INTER (3-4) Spanish, Chinese, Japanese, French – Cont.	Rubrics: ACTFL **See notes in Beg 1-2		Pair/Group Tasks		*Authentic material *Teacher-made activity sheets	*Classroom decorations (map, displays of students' work)
ADV (5-6) Spanish, Chinese, Japanese, French – Cont.	Rubrics: ACTFL **See notes in Beg 1-2		*Socratic Seminar Pair/Group Tasks		*Authentic material *Teacher-made activity sheets	*Classroom decorations (map, student displays)



**Davis Senior High School
Academic Center
End of the Year Report
2017-2018**

**Elodia Alvarez, Program Supervisor
Performance Overview**

2017-2018

Total Students Tutored for General Subjects:	1046
Total EL Students Tutored:	90
Total RFEP Students Tutored:	184
Total Mainstream Students Tutored:	772

Number of Students Tutored under EL Program:	90
Total EL Students	97
% of EL Students Tutored	93%
Number of Tutoring Sessions for Students under the EL Program (NOT including RFEP):	3263
Number of Tutoring Sessions for Students under the EL Program (including RFEP):	7988

*5 students only came to meet with their respective tutor, no extra sessions.

Total Tutoring Sessions (including After School):	15849
Total Students Tutored (including After School):	1046

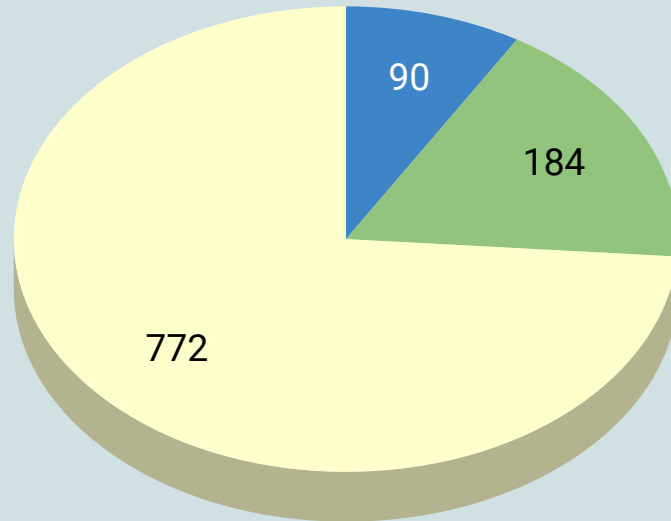
Number of Tutoring Sessions After School:	4028
Number of Students Tutored After School:	411

Number of Tutoring Sessions by Peer Tutors:	2495
Number of Students Tutored by Peer Tutors:	265

Code for Reading Reports

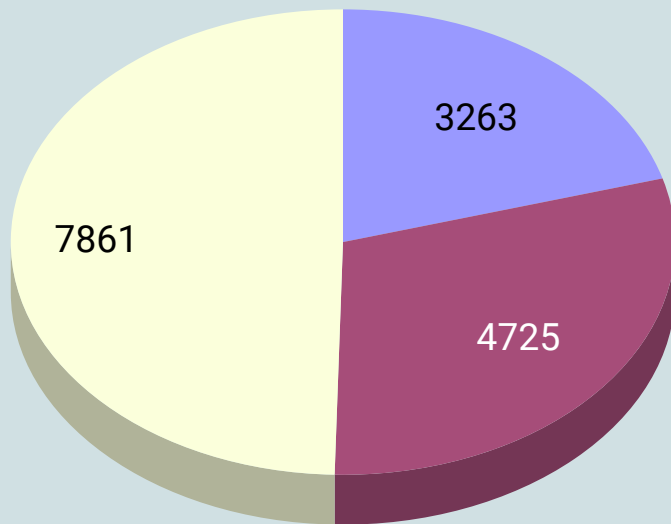
EL: English Learner Student RFEP: Reclassified Fluent English Proficient ME: Migrant Education Student AS: Afterschool

**Davis Senior High School
Academic Center--Type of Students Helped
2017-2018**



● EL ● RFEF ● Mainstream

**Davis Senior High School
Academic Center--Number of Sessions
2017-2018**



● EL ● RFEP ● Mainstream