

DURHAM UNIFIED SCHOOL DISTRICT



DURHAM HIGH SCHOOL

ACS WASC SPECIAL PROGRESS VISIT REPORT

**9455 Putney Drive
Durham, CA 95938**

<http://dhs.durhamunified.org>

Durham Unified School District

April 1st, 2019

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

District Administration

Lloyd Webb, Superintendent of Schools
Ron Sherrod, Business Manager*
Marilyn Bertolucci, Director of Special Education

Board of Trustees

Lance Smith, President Ed McLaughlin, Clerk
Alex DuBose, Trustee Kathy Horn, Trustee
Matt Thorpe, Trustee

Site Council

Kim Thorpe, Parent & Community Member
Mike Button, Parent & Local Business Owner
Maddox Schweitzer, Student
Gabe Owen, Student
Stacey Blake, Certificated Staff (SPED, Yearbook)
Amy Arendt, Certificated Staff (Spanish)
Colleen Coutts, College/Career Counselor
Dina Spaggiari, Counselor
Robbin Pedrett, Site Principal
Leslie Lopez, Principal's Secretary/Bookkeeper

Main Office

Robbin Pedrett, Principal
Dina Spaggiari, Counselor
Colleen Coutts, College Readiness Block Grant Coordinator
Leslie Lopez, Principal's Secretary/Bookkeeper
Becki Mathiesen, Attendance Secretary/Registrar
Brian Czechowski, Campus Supervisor
Amy HilQuist, Athletic Director

*Mr. Sherrod resigned his position on February 15th, 2019. His replacement has yet to be hired.

Teachers & Departments

Emily Abshier: Mathematics
 Amy Arendt: Foreign Language
 Dave Atkinson: Science
 Bryan Bear: Mathematics
 Becky Bill: Science
 Wes Bill: Welding & Manufacturing
 Stacey Blake: Yearbook & Study Skills
 Suzanne Contreras: Foreign Language
 Michelle Eaton: Social Science
 Lisa Farrage-Johnson: ELD
 Megan Farley: Special Education

Amber Hoffeld: Agriculture
 Anna Johnson: Social Science
 Erin Lizardo: Art
 Jean Murphy-Atkins: PE & Health
 Chris Perkins: Mathematics (0.2 FTE Push-In)
 Mark Pisenti: English
 Matt Plummer: Music
 Nancy Riley: Special Education
 Matt Sakai: PE & Study Skills
 Dina Spaggiari: Counselor
 Nick Wilson: English

WASC 2018-19 Special Progress Visit Focus Groups

Team 1: Leadership (Goals 1 & 6)

- Robbin Pedrett - Principal
- Becky Bill - Science
- Mark Pisenti - English
- Bryan Bear - Math
- Jean Atkins - PE & Health
- Anna Johnson - Social Science
- Nancy Riley - Special Education
- Lloyd Webb - Superintendent

Team 2: Data (Goal 5)

- Dave Atkinson - Science
- Tracey Strick - District Accountability
- Michelle Eaton - Social Science
- Colleen Coutts - College & Careers
- Anna Johnson - Social Science
- Mark Pisenti - English
- Dina Spaggiari - Counselor

Team 3: Professional Development (Goal 3)

- Suzanne Contreras - Foreign Language
- Nick Wilson - English
- Leslie Lopez - Front Office
- Amy Arendt - Foreign Language
- Amber Hoffeld - Agriculture
- Matt Plummer - Music

Team 4: Climate, Support, Discipline & Attendance (Goal 2)

- Megan Farley - Special Education
- Nancy Riley - Special Education
- Dina Spaggiari - Counselor
- Jean Atkins - PE & Health
- Stacey Blake - Special Education
- Christy Bates - Special Education (BCOE)
- Marilyn Bertolucci - Special Education Director
- Brian Czechowski - Campus Security
- Karen Giles - Special Education (BCOE)
- Matt Sakai - PE
- Carmina Vital - Psychologist
- Shelly White - Special Education
- Nick Wilson - English

Team 5: Technology (Goal 4)

- Emily Abshier - Mathematics
- Dave Atkinson - Science
- Matt Plummer - Music
- Anna Johnson - Social Science
- Wes Bill - Manufacturing & Welding
- Lora Fox - Intermediate Principal
- Erin Lizardo - Art
- Alicia Walters - Librarian
- Ron Sherrod - Business Manager

CONTENTS

<i>Chapter</i>	<i>Page</i>
I: Student/Community Profile Data	5
II: Significant Changes and Developments	17
III: Ongoing School Improvement	20
IV: Progress on Critical Areas for Follow-up and Schoolwide Action Plan	22
V: Schoolwide Action Plan Refinements	26
Schoolwide Action Plan	27
Appendix (A - J)	44

WASC Co-Coordinators

Mark Pisenti, Dave Atkinson

WASC Visiting Team

Mrs. Susan E. Wiese (Chair): Director, Special Services (retired)

Mrs. Colleen Taylor: Teacher, Big Valley High School

I: Student/Community Profile Data

General Description

Durham High School began in one wing of the Durham Grammar School in 1921 and graduated its first class of three students in June of 1922. Durham's first high school was completed in the fall of 1924 and was replaced in 1968 by the current facility. Durham High School is located in the rich farm lands of the Sacramento Valley, in Butte County, in the unincorporated town of Durham, California. It was built on a site comprised of fifty-five acres and is unique in that the district office, high school, intermediate school and elementary school all share the same site.

The student population at Durham High School reflects a predominantly middle class community, ranging from lower to upper middle class, and contains some third and fourth generation families. Durham can be described as a rural and agricultural community with the primary crops being almonds, walnuts, and rice. An increasing number of families commute to jobs in the nearby communities of Chico and Oroville. There are three significant subgroups represented on the DHS campus: socio-economically disadvantaged, white, and Hispanic.

Durham High School takes full advantage of its small size. The modest levels of enrollment insure that teachers are familiar with every student. This close-knit campus community allows relationships between faculty and students that significant enough to quickly determine changes in academics or behavior and make meaningful strides to help, be that through conversation or more substantial interventions. There is a genuine concern among the staff for our entire student body. In general, students follow the lead of the staff and help each other.

Durham High provides a variety of options for students, though our size limits that to some degree. Despite that challenge, we still offer rigorous, meaningful programs in Music, Manufacturing, Welding, Agriculture and Art. It's small enough that a majority of our students are able to participate in school athletics. We have challenging college-level and college-preparatory courses of study. Our Special Education Program is staffed with highly trained and dedicated teachers, administrators, and support personnel that genuinely care about their students, and regularly go to great lengths to help them achieve meaningful successes. Our general education teachers work closely with our Special Education department to support students with special needs. Durham High School maintains a positive, supportive and challenging environment for students and is eager to grow and develop to further meet the needs of our ever changing population.

Mission Statement

The Durham High School Mission Statement was developed as part of the 2008 WASC process. It was revisited prior to the 2011 Midterm Visit, and again in 2012. Periodically, the staff re-visits the mission statement to determine if it is still reflective of the school. Currently, the staff feels that this effectively conveys the values and goals of our site. The site has decided to do an in-depth analysis and possible revision with the staff in preparation for our 2021 WASC visit.

TO PREPARE STUDENTS FOR INDEPENDENT, RESPONSIBLE, SUCCESSFUL LIVES AFTER HIGH SCHOOL....
To foster self-worth, a love for lifelong learning, and a commitment to global responsibility for all students, we at Durham High School will provide an environment and experiences that will encourage them such individual to achieve full potential in these areas: physical health, emotional maturity and well-being, academic preparation, intellectual development, social responsibility and ethical values.

Graduation Goals

In the Fall of 2012, the staff reviewed the current Expected Schoolwide Learning Results and, by consensus, decided to rename them "Graduation Goals." Changes were made to the content as well to ensure that they are firmly grounded in the overall mission of the school. It is for this reason the Graduation Goals are displayed in every room.

1. Students will demonstrate social and ethical responsibility. We expect our students to:
 - Possess the skills to be productive in post-secondary endeavors
 - Recognize and accept individual and cultural uniqueness through respect for themselves and others
 - Contribute to solutions of community and worldwide issues

2. Students will show the ability to communicate in a variety of ways, and should be able to:
 - Analyze, interpret and disseminate information effectively
 - Understand and convey information in written, oral, visual or artistic form
 - Work individually and cooperatively towards effective solutions

3. Students will possess a strong foundation in academic knowledge and technical skills, and will:
 - Enroll in rigorous, relevant courses
 - Demonstrate proficiency of State standards
 - Utilize current and appropriate technology effectively for a variety of purposes

4. Students will demonstrate skills necessary for real life situations and lifelong development, and will:
 - Set and achieve personal, academic, physical health, time management and career goals
 - Use technology to access, select and apply information appropriate to individual needs
 - Develop problem solving and critical thinking skills

Parent/Community Organizations

Durham High School is supported by several community/staff organizations.

- The Site Council is tasked with developing and implementing the Single Plan for Student Achievement (SPSA). Included in this group are members of the administration, staff, student body, parents, and community members.
- The Parent/Teacher/Student (PTS) organization meets monthly to discuss ways of supporting students and teachers. They conduct fundraising activities throughout the school year to fund their philanthropic activities. In the 2013/14 school year PTS sponsored Arrive/Alive, a driving program encouraging high school age students to practice safe driving habits. The total cost of this program was borne by the Parent/Teacher/School (PTS) organization using donations from local businesses and residents.
- DHS Music Boosters supports the music programs at the intermediate school and high school.
- DHS Athletic Boosters is a substantial contributor to sports at DHS. . This support ranges from subsidizing the cost of a sport to assisting coaches with administrative tasks Their annual fund-raising effort is the Almond Blossom Run which is a 5K/10K run which usually nets about \$20,000 for school projects or sports.
- The Durham Coliseum Foundation, not directly affiliated with Durham High School, created and executed a plan to remodel the football/track/soccer stadium. The first phases of the project were completed in the Fall of 2017, and new seating/bleachers will be completed by December 2020.
- Agriculture and Career/Technical advisory committees meet regularly to discuss curriculum, sustainability of programs, access to resources, and desired student outcomes. Members of this committee come from local businesses and community groups, as well as representatives from Butte College and CSU, Chico.
- The LCAP Parent Advisory Committee helps to coordinate the process of soliciting community input to help identify areas of need for the district in formulating the LCAP plan.

School/Business Relationships

Representatives from local businesses serve on the Regional Occupational Program (ROP) and Future Farmers of America (FFA) Advisory Boards in both Metals Manufacturing and Agriculture. Our area businesses provide work-based learning opportunities for both programs. These businesses support DHS through donations of money or materials as well act as insight on industry standards to help guide curriculum.

Curricular Programs

Durham High School has curricular offerings that meet the general education needs of the student population. However, certain gaps exist, particularly elective support sections. Previous efforts to increase sections are usually unsuccessful due to limited available funds. Attrition of staff over the last couple of years has increased the difficulty to provide extra core or elective courses. Despite that, course offerings are CSU/UC approved and are academically aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). All students have the opportunity to enroll in a college preparation course of study, or a course of study designed to give career-technical skills. Major elective offerings include: music, art, career-tech, and agriculture. Durham High School has entered into a partnership with Butte College in dual credit or articulation opportunities in Agriculture, Manufacturing and Welding and as well as with Southern Oregon University in the areas of English, Math, Science, and Social Science.

Credit Recovery & Independent Study

The district currently offers no opportunities for credit recovery. The independent study and summer school programs have been eliminated due to budgetary constraints and declining enrollment.

Student Activities and Athletics DHS offers a variety of diverse student clubs to best meet the interest and needs of the student body. Currently, our clubs include: the Harry Potter Club, Outdoors Wilderness Lovers Society (OWLS) Club, Chess Club, CSF (California Scholarship Federation), FFA (Future Farmers of America), FOR (Friends of Rachel), Skills USA, ASB/Student Government, Interact, Big Sis Little Sis, Girls' Block, and Boys' Block D.

Durham High currently sanctions 13 varsity sports. On average, 168 athletes participate in sports during each school year. 39 percent of our athletes participate in two or more sports. While DHS is proud of this longtime athletic success, both teachers and coaches acknowledge that academics are the first priority. Communication between our site athletic director and our site staff and administration is open and frequent. Coaches are supportive of plans in place to monitor student success and attendance. High expectations are maintained for student-athlete conduct to ensure our teams are appropriate representatives of the values and expectations at DHS.

Graduation Requirements

Durham Unified School District requires 230 earned units for graduation from Durham High School. Of those, 150 credits comprise required courses, and 70 units come from elective courses. Additional requirements for graduation include five credits in both Health Education and Career Explorations. Starting with the graduating class of 2020 an additional year of science is required. The elective requirement was reduced from 70 to 60 units, so the total units required for graduation will remain at 230. Listed in Figure 1 are graduation requirements by content area, semester credits, and the number of years it takes to complete in each of the content areas.

Figure 1: Graduation Requirements

Content Area	Semester Credits	Years
English Language Arts	40	4
Mathematics	30	3
Life Science	10	1
Physical Science	10	1
Science Elective*	10	1
Foreign Language, Fine or Applied Art	10	1
World History	10	1
US History	10	1
Civics	5	½
Economics	5	½
Physical Education	20	2
Health	5	½
Career Choices	5	½
Electives	70	7

*Required, starting with the graduating class of 2020.

Certificated Staffing (All numbers include our counselor)

There are currently 21 teachers and one counselor on staff. This figure includes staff shared with the intermediate school. Except for the newest two additions to our staff, in the areas of Art and Spanish, every teacher has met federal HQT standards. Five possess Masters’ degrees. No teachers are working outside of their credential, or intended credential, areas. Our counselor also possesses a master’s degree.

The average tenure at DHS for certificated staff is 11.5 years. 4 members of our teaching staff are Durham High School Alumni and have returned as teachers. The longevity of teacher employment has allowed a successful mix of the school traditions of past while also adding fresh and innovative instructors and their attributes. Currently, 82% of DHS teachers’ ethnicity is white.

DHS has a full-time academic counselor who regularly meets with students to design four-year plans to ensure they meet all requirements for graduation and personalized post-secondary plans. In addition to the academic counselor, our Career Readiness Block Grant coordinator, who is on site 25 hours per week, meets with students and parents to support post-secondary applications, scholarships, career opportunities, and is responsible for organizing our biennial Career Fair.

Figure 2: Number of Staff – Certificated FTE

	2014/15	2015/16	2016/17	2017/18	2018/19
Career-Technical Education	2.20	2.20	1.80	1.60	1.60
Counseling	1.00	1.00	1.00	1.00	1.00
English	2.80	2.60	2.40	2.20	2.20
ELD	0.20	0.20	0.20	0.20	0.20
Foreign Language	1.20	1.20	1.20	1.20	1.20
Independent Study	0.60	0.40	0.80	0.00	0.00
Mathematics	2.20	2.20	2.20	2.20	2.40
P.E./Health/Careers	1.40	1.40	1.40	1.40	1.40
Science	1.80	1.80	1.80	1.80	2.00
Social Science	1.80	1.80	1.80	1.80	1.80
Special Education	1.80	1.80	1.80	1.80	1.80
Study Skills (GE)	0.00	0.00	0.00	0.00	0.20
Visual & Performing Arts*	0.80	0.80	1.00	1.00	1.00

*Includes Band, Art & Yearbook classes

Figure3: Certificated Staff Experience

Years	In District	In Education
1-5	9	5
6-10	1	3
11-15	3	2
16-20	4	1
20+	5	11

Figure 4: Certificated Staff Education

BA Only	2
BA + 30	13
MA	5
MA + 30	1
Doctorate	0
Associates	1

**Figure 5: Certificated Staff Ethnicity/
Gender**

Ethnicity/Race	Female	Male
American Indian	0	1
Asian	1	2
Hispanic	0	0
Pacific Islander	0	0
White	13	5

Classified Staffing

Figure 6: Number of Staff – Classified FTE

	2014/15	2015/16	2016/17	2017/18	2018/19
Bilingual Family Lias.	0.00	0.00	0.00	0.20	0.40
Campus Sup/Act Dir	0.70	0.70	0.70	0.70	.75
Career Center	0.50	0.50	0.50	0.63	.63
Custodial	2.00	2.00	2.00	2.00	2.00
Food Service	1.57	1.57	1.57	1.57	1.43
Library Tech	0.63	0.63	0.63	0.63	0.63
Maintenance	0.67	0.67	0.67	0.67	0.67
Office	2.00	2.00	2.00	2.00	2.00
SPED Paraeducator	1.31	1.31	1.31	1.31	1.38

Figure 7: Classified Staff Ethnicity/Gender

Ethnicity/Race	Female	Male
American Indian	0	0
Asian	0	0
Hispanic	2	2
Pacific Islander	0	1
White	8	2

There is a total of 15 classified staff working in support of certificated teachers. Some classified personnel are shared with other school sites in the district.

Qualified Substitute Teachers

The Butte County Office of Education and DUSD provide a list of qualified substitute teachers. Each substitute must go through the BCOE hiring process to appear on the list of subs provided to our certificated staff. Using Frontline Education System (formerly Aesop) system, teachers arrange for subs and may request particular or preferred substitutes.

OVERALL STUDENT ENROLLMENT

Figure 8: Durham High School Enrollment

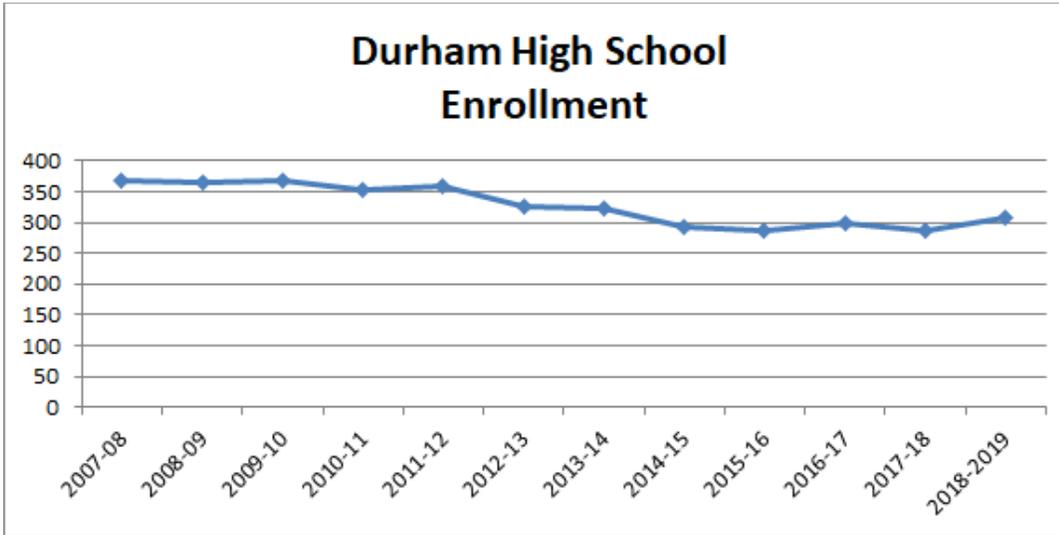
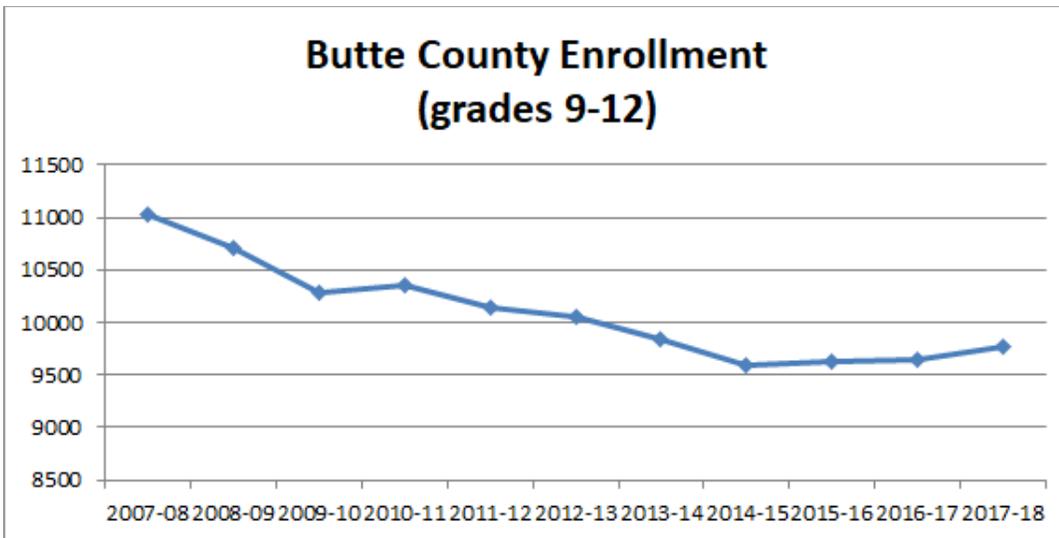


Figure 9: High School Student Enrollment in Butte County



Note: Butte County enrollment data was unavailable for the 2018-19 school year.

Figure 10: Gender Breakdown by Grade Level (2018-19)

Grade	Female	Male	Total
9	40 (47%)	45 (53%)	85
10	34 (44%)	44 (56%)	78
11	33 (45%)	41 (55%)	74
12	29 (40%)	43 (60%)	72
9-12	136 (44%)	173 (56%)	309

Figure 11: Enrollment by Ethnicity/Race (by percentage)

Race/Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/2019
American Indian or Alaska Native	1.4%	1.7%	2.0%	1.0%	1.9%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.0%	2.1%	2.7%	3.1%	4.2%
Hispanic or Latino	21.4%	19.2%	19.0%	21.7%	23.0%
Black or African American	1.0%	1.0%	0.7%	1.0%	1.0%
White (Non-Hispanic)	74.8%	76.0%	75.3%	73.1%	69.6%
Not Reported	0.3%	0.0%	0.3%	0.0%	0.0%

The predominant racial group among the DHS student population is white (69.6%). Our population of American Indian/Alaskan Native, Hispanic/Latino and Black/African American students have slightly changed since the 2014-15 self study. Since then, the population of students who identify with two or more races has increased marginally.

Figure 12: Enrollment by English Language Acquisition Status, by percentage

Year	Total	EO	IFEP	EL	RFEP
2018-19	309	87.1%	0.6%	3.6%	8.7%
2017-18	286	86.4%	0.7%	3.8%	9.1%
2016-17	300	86.3%	0.7%	4.0%	9.0%
2015-16	287	85.4%	0.3%	4.5%	9.8%
2014-15	294	83.7%	1.0%	4.1%	11.2%

EO: English Only

IFEP: Initial Fluent English Proficient

EL: English Learner

RFEP: Reclassified Fluent English Proficient

As a response to the increase in English Language Learners subgroup in our school, the programs employed to assist them have expanded. In the 2017-18 school year, the district added a 0.5 FTE bilingual family liaison to our classified staff. This position was increased to 1.0 FTE district-wide for 2018-19. This liaison serves throughout district, assigned to our site approximately 40% of his total time.

Figure 13: Socioeconomic Data

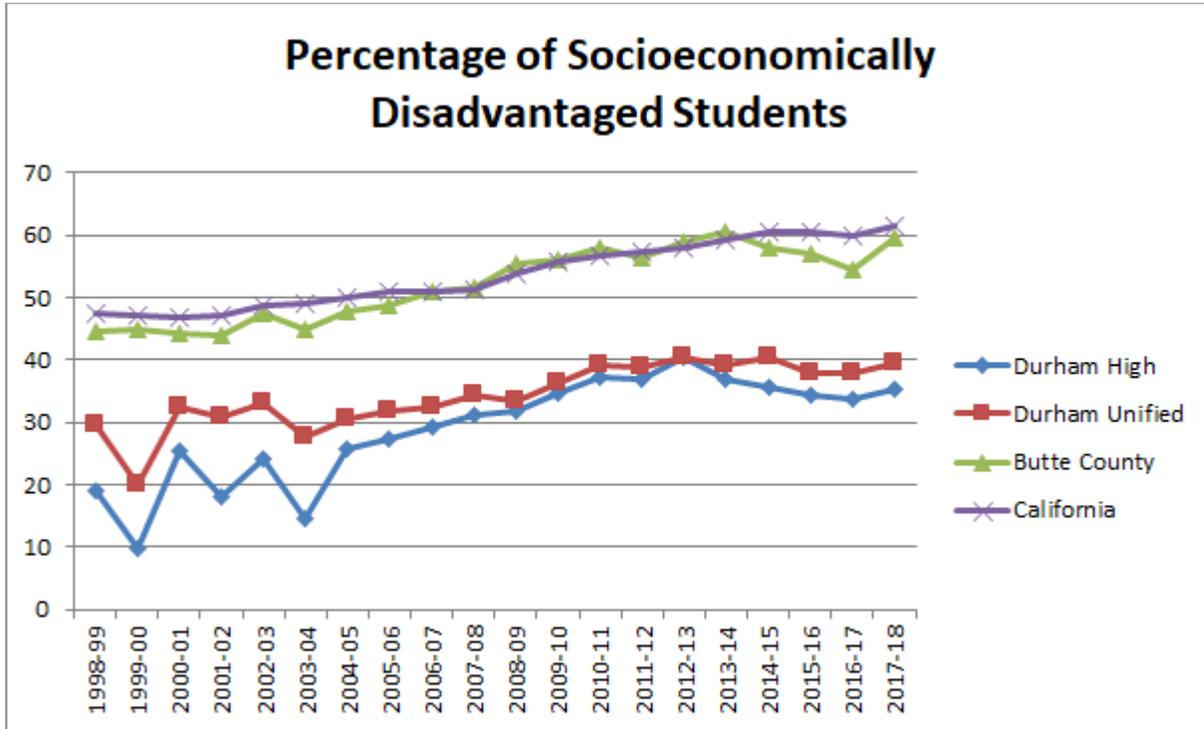


Figure 14: Parent Education Level (As of 2018 CBEDS)

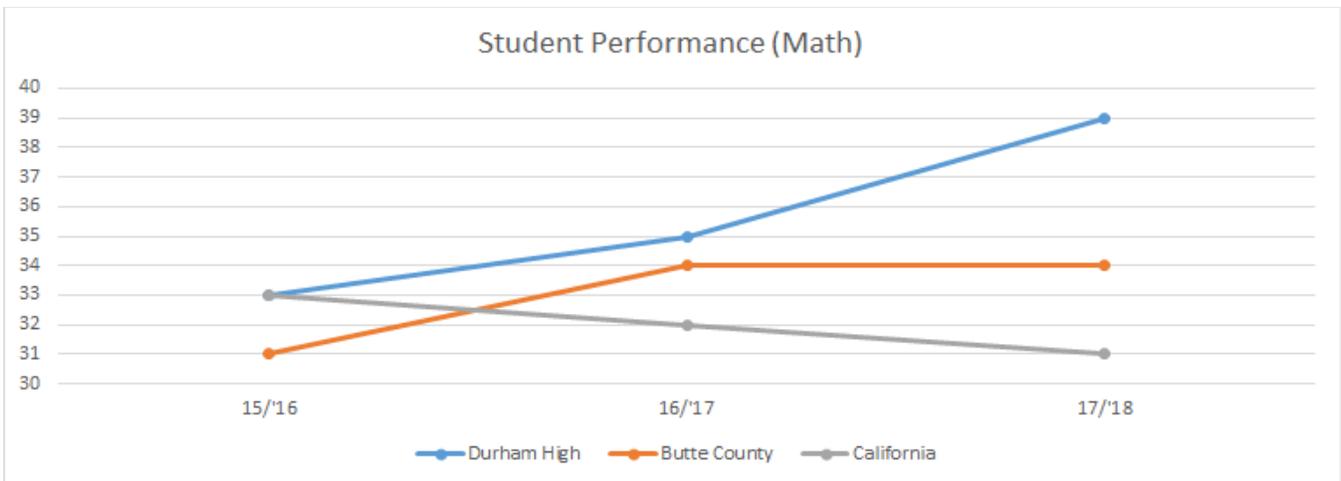
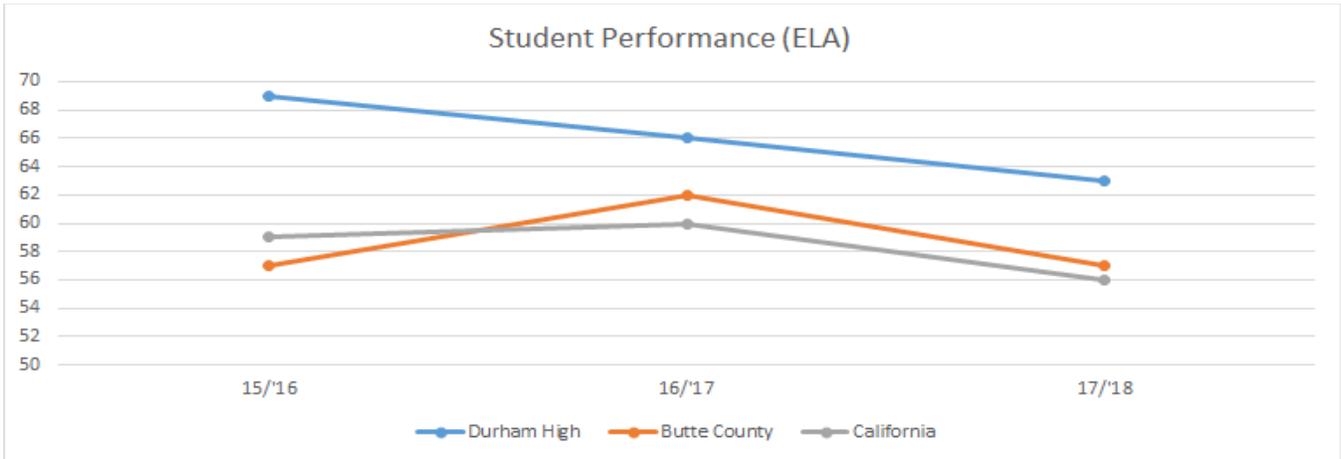
Education level	Number of Parents	% of Parents	% of CA Residents	% of US Residents
Graduate Degree or Higher	59	19%	9.8%	9.4%
College Graduate	96	31%	18.2%	17.1%
Some College or Associate’s Degree	102	33%	23.5%	22.3%
High School Graduate	31	10%	19.0%	27.8%
Not a High School Graduate	20	7%	21.8%	16.1%
Decline to State	1	<1%		
Total	309	100%		

This data shows that our community consists of a relatively large number of highly educated people, when compared to the state and nation wide averages. About half of our parents and guardians are college graduates and more than one third of those possess graduate degrees or higher. 83% of our parents and guardians have some college education.

Student Achievement Data

The two graphs below show our students’ performance on the SBAC testing in English and Language Arts and Mathematics since the 2015/2016 school year. The values represent the percentages of our students who meet or exceed standards on the given SBAC assessment. Durham’s students are compared with the students enrolled in Butte County and the State of California.

Figures 14 & 15: Overall Student Performance Data



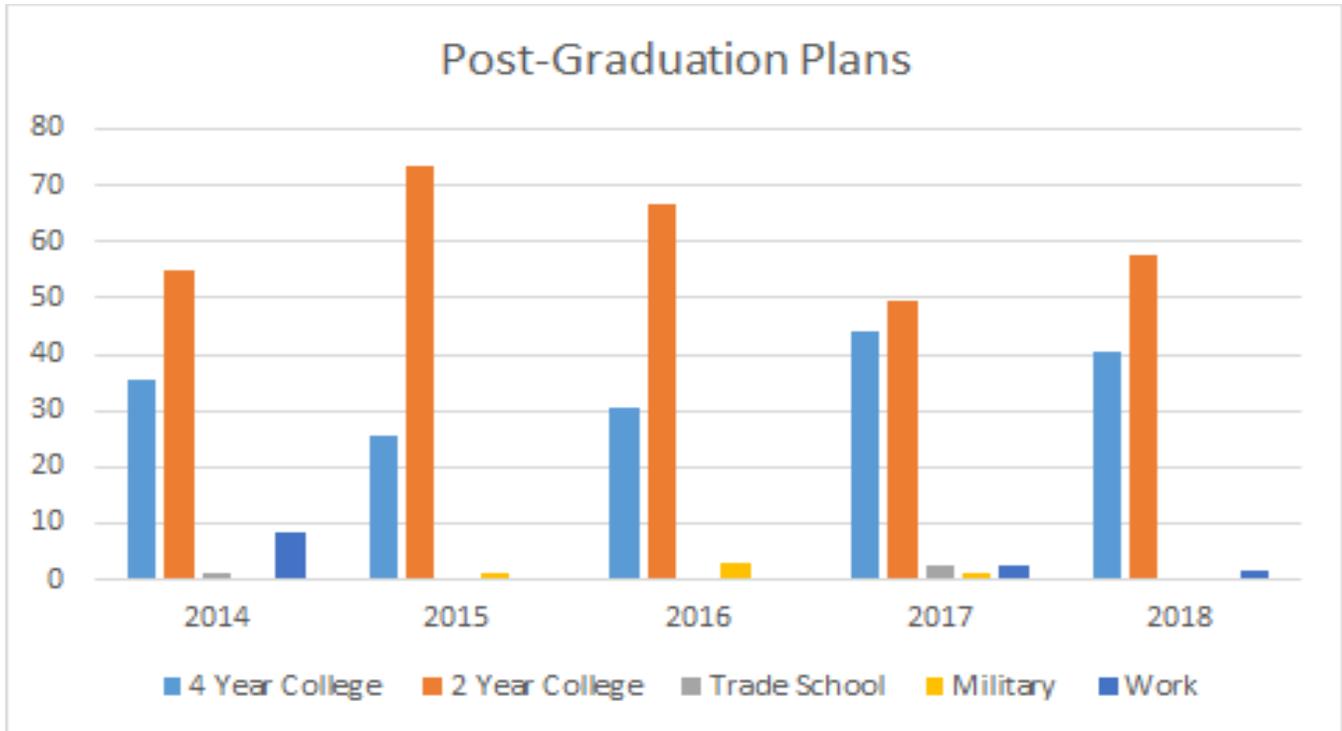
This data shows that, while Durham does have a need for improvement in a number of areas, our students are sustaining a higher average level of achievement on the SBAC than the rest of the county and the rest of the state. It also shows that students have high, but slightly declining, scores in English and that they have low, but increasing, scores in Math. Overall, Durham High School is trending with, or better than, the rest of the county and state. Overall achievement is something that is routinely discussed formally in meetings, and informally as a staff, and as individual departments.

Analysis shows us that a few of our subgroups have significant achievement gaps. Initially observable gaps exist for Hispanic and socio-economically depressed students, though gaps for other subgroups will likely become evident as additional data from the MAP test and other assessments becomes available for analysis. This is also a primary topic of staff discussion at staff meetings, in collaboration time, and in casual conversation. This is widely understood to be the area of most overall importance. The staff spends a great deal of energy talking about and working with kids in our underachieving subgroups. Many of the changes we seek, like additional, and diverse elective offerings, and additional sections of core-area classes will help us to better serve these populations.

Post-Graduation Plans

Our college and career counselor works closely with the graduating seniors. In part, this includes determining what their immediate plans are after high school. The below figure compares the percentages of each class of graduating seniors' declared post-graduation paths. Among other things, this data shows that about 95% of the graduating seniors from the last five graduating classes declared intent to attend a community college or university.

Figure 16: Post Graduation Plans (2014 - 2018)



Source: College & Career Counselor

II: Significant Changes and Developments

District and Site Leadership

In the summer of 2014 Len Foreman, previous DHS principal, was appointed superintendent by the governing board. He served in that capacity until his retirement at the end of the 2016-2017 school year. Mr. Lloyd Webb was hired as superintendent the following year and is currently serving in that capacity. Our principal at the time of the last full visit, Mr. Terry Bennett, resigned in December 2017. Superintendent Webb served as the interim principal concurrent to his responsibilities as superintendent until the end of that school year in June of 2018. Mrs. Robbin Pedrett, was hired as principal for 2018-2019 school year and continues to serve in that capacity. District level changes include the resignation of business manager Ron Sherrod, effective February 15, 2019. Currently, no replacement has been hired. Administrative turnover rates similar to those mentioned above exist at Durham Intermediate School, with 4 different principals in the past 6 years.

The impact of these changes is difficult to quantify, but the frequency of administrative changes results in levels of discontinuity regarding the vision, policies, and in day-to-day operations at a school site. This turnover caused a major component of our Site Action Plan to develop systems to minimize the effects of rapid administrative turnover, which is the historical norm on our site.

Front Office Staff

In the summer of 2018, our long-standing principal's secretary and bookkeeper was switched with the also long-standing secretary of Durham Elementary. The newly instated high school secretary retired about two months into her reassignment. It is currently filled by Leslie Lopez, who has worked since late fall to acclimate herself with the role and its responsibilities. The other secretarial position in our front office (high school secretary and registrar) has seen similar personnel changes over the past two years, specifically 4 new employees over the past 2+ school years, most recently Becki Mathiesen. Therefore, the current office staff, including the principal are all new to the district and their respective positions.

The new front office staff and principal worked diligently to become acquainted with the norms and policies at DHS. All of these jobs are absolutely critical to daily operation, and require extensive knowledge of nearly every aspect of the school and its community, as well as law and education code. Despite their tireless efforts to master new positions, the disruption of the many personnel changes, coupled with the distress of losing a longtime member of the school community did have adverse effects on student and staff morale, in addition to logistical operations early in the year.

The Camp Fire

On November 8, 2018, the most deadly and destructive wildfire in California's history destroyed much of the nearby communities of Paradise, Magalia, Concow, Cherokee, and Honey Run. Schools throughout Butte County were closed from November 9th to December 3rd due to poor air quality, the major disruptions associated with the immediate displacement of nearly 50,000 county residents, and the effective loss of Paradise Unified School District. 8 of our current students and 3 staff members lost their primary residences in the fire, not to mention businesses and secondary dwellings. Several more were evacuated from their homes for more than a week. In the weeks after reopening DHS, we welcomed 11 new students from Paradise and other affected areas. A considerable number of students and staff took in evacuees for extended periods of time. One Paradise school, Ponderosa Elementary, relocated to a temporary residence in modular classrooms installed over winter break adjacent to our football field. This arrangement is scheduled to continue for the remainder of the 2018-2019 school year and, possibly, beyond. While the number of students and staff displaced by the fire was relatively small, the secondary impacts of the fire were felt by a much larger cross-section of our students and staff. Air quality was hazardous for over a week. Students gave up their bedrooms and other personal space to evacuees. A considerable number of families in our school community are still providing living space for evacuees, as there is essentially no available housing in Butte County. Traffic is noticeably worse, so it takes longer to get places.

The impact of this disaster on our county and our campus is significant, although unquantifiable at this juncture. We are currently more than three months removed from the incident and aware that a sizable slice of our school population has undergone a great deal of personal stress and loss. Families who were living at or near the economic margins in Paradise are now homeless elsewhere in Butte County and need to enroll their kids in school somewhere. Durham is preparing to welcome these kids, and aware we will need to make adjustments as those students matriculate. Our school's familial climate, which many cite as its best trait, has fostered support for our existing students and helped welcome and support those new students. Our response to this tragedy elicited feelings of immense pride in our campus community. In the week prior to returning to scheduled classes, DHS staff decided that every teacher would call the homes of all students enrolled in their 1st period classes. These calls allowed teachers to determine if students and families were safe and to determine new student needs. Finally, these calls allowed teachers to welcome students back to school and remind them that classes were resuming on December 3rd. A form was created that allowed teachers to document responses from each student, as a way to identify which students might need additional emotional or material support upon returning to school. After the phone calls, staff re-convened and identified the students that were immediately and dramatically affected and created plans to provide additional support to them and their families.

Changes in Enrollment

Student enrollment has increased slightly over the past five years, with a mean enrollment of 295 with a standard deviation of 8.6. District trends in the lower grades point to an uptick in the population coming to our site. Our feeder school currently has 84 students enrolled in 8th grade. By comparison, the departing 12th grade class has 61 students. This points to an increase of about 7% in our total enrollment, not accounting for the potential of fire-displaced students moving to our district from Paradise and its neighboring areas.

Concerns regarding class size have arisen after budget forecasts by the district staff in February have indicated that no new sections of classes will be available to the high school, despite an increase by more than 20 students. Enrollment in sections of PE and Mathematics classes are already over 36 students, and many other departments have classes of over 30 students.

Program Additions

New programs implemented have offered students diverse choices and improved access to academic and social opportunities.

- Dual-Credit Program with Southern Oregon University
- Dual-Credit through Butte College in the Career Choices class.
- 2-year CTE pathways in both Agriculture and Manufacturing to comply with the CTEIG grant.
- Quarterly School Newspaper (The Trojan Tribune)
- OWLS club (An outdoor club)

In addition, our music director has applied for, and received, a Specialized Secondary Program Grant in Arts, Media, and Entertainment. In this stage, he will begin the task of developing curriculum for a Career-Technical Education pathway focused on recording arts. The timeline is somewhat vague, but this will likely not result in offered courses at DHS for 2 or more years.

Program Reductions

Loss of sections and staff result in larger class sizes and difficulty in creating an effective master schedule. They create morale issues for students, staff, faculty, and administration alike. These problems have been exacerbated by the sharing of staff members with the intermediate school. This forces them to work on two sites, with different administrators, meeting schedules, and PD goals. It restricts creativity and flexibility when creating a master schedule, making it so we must act as a single school, serving grades 7-12. Schedule conflicts for students force them to use Butte College for classes they cannot schedule on the Durham campus or for credit recovery.

Staffing Changes

Since the 2015 full visit, our site has seen a total of 7 departures and retirements in various departments. These teachers have been replaced with new teachers with ranging experience, from first hire status to 10 or more years experience at the time of hire. These faculty changes have caused little disruption, as few positions and departments have experienced repeated vacancies, except for Agriculture, which has seen three different teachers since the last WASC visit in 2015.

Figure 17: Changes in teacher FTE's and enrollment since 2014-15

Teacher FTE's ('14-'15)	Teacher FTE's ('15-'16)	Teacher FTE's ('16-'17)	Teacher FTE's ('17-'18)	Teacher FTE's ('18-'19)	Net Change (2014-2019)
16.2	16.2	16.6	15.0	15.4	-0.8 (-4.9%)
Enrollment ('14-15)	Enrollment ('15-16)	Enrollment ('16-17)	Enrollment ('17-18)	Enrollment ('18-19)	Net Change (2014-2019)
294	287	300	286	309	+15 (+5.1%)

Source: CDE/DataQuest

This data shows that 5% more students are now being served than were in 2014, with about 5% fewer total sections. If enrollment trends from Durham Intermediate School continue to our site next year, our site will be serving 13% more students than in it did in 2014.

Technology and Infrastructure Changes

Since the 2015 visit, there have been drastic technology upgrades to our school and district. Specifically:

- Wireless internet is now accessible nearly everywhere on campus
- Improved internet bandwidth, so multiple classes can use the internet simultaneously.
- Additional computers, tablets, and Chromebooks for student use
- Interactive whiteboards have been installed in two classrooms, and more are in the plan
- Implementation of a technology fundraiser that will continue update access to technology

Approximately \$700,000 in new grant money, mostly designated for Career Technical Education, was awarded in 2016-17. This allowed for upgraded equipment and technology to industry-standards, enhanced and improved our course offerings in CTE, and has the potential to upgrade our facilities. Grant money funded the purchase of two vans and a pickup truck to facilitate CTSO activities, as well as support other co-curricular and extracurricular activities. The school is altering offerings from a collection of individual CTE electives to a more intentional manufacturing and welding pathway with sequential courses in partnership with Butte College as dual credit or articulation opportunities. In addition, our Agriculture Program is also creating viable and sustainable pathways that offer dual credit at Butte College in the Plant and Environmental Horticulture sectors. Additionally, the district put a school bond measure on the ballot for November 2018 which was passed by voters. The purpose of the bond is only for the purpose of upgrading and modernizing facilities, not for educational purposes.

Contract Negotiations

Protracted labor negotiations, which went through fact-finding and into arbitrations finally concluded in 2017. These had a negative impact on staff morale and overall relations between the staff, the board of trustees, and the district administration at the time. The most recent round of contract negotiations, completed in the Spring of 2018 under new district leadership, were marked by a more collaborative process. This round of negotiations concluded quickly and without issue or significant discord.

III: Ongoing School Improvement

Reviewing Student Achievement Data

In an activity during collaboration time, the principal gives us our school's achievement data in a specific academic area, like mathematics. We received data for each subtopic and each subgroup (grade level, ethnicity, etc). In inter-departmental groups, teachers then reviewed the data to determine successes and places to focus attention. This process of collectively analyzing the data in one content area is helpful because it puts the collective power of the staff to work on identifying any areas of need, finding trends, and constructing solutions. By focusing on only a section of the data, specifically one academic area, with some depth into subgroup achievement, the staff was able to hold targeted discussions and identify solutions.

Monitoring Progress on the Schoolwide Action Plan

The Schoolwide Action Plan (SWAP) is familiar to all DHS staff. It is a collectively constructed document in which all members helped to create and revise it to meet site needs. Small staff teams focused on specific areas in detail, worked out plans and processes, and presented their work to the rest of the staff. Through this collaborative effort, each staff member participated in an in-depth discussion and problem-solving session regarding a specific area of schoolwide concern, and was also briefed discussions of other key areas of concern. This resulted in a deep, faculty-wide understanding of the action plan. As far as moving forward with these goals, our plan is as follows:

- In collaboration time, a specific goal on the SWAP is presented to the staff
- Using the various progress-measuring tools mentioned in the goal, the staff attempts to gauge the progress toward completion
- The goal itself is analyzed to see if it needs to be changed, or removed entirely.

Only one or two goals will be discussed by the staff at a specific meeting. This allows for meaningful, focused discussion on a single topic. Ideally, by rotating from one goal to another, every goal will be reviewed for progress toward completion and potential changes within a each school year, at least. This will be a constant process, whereby the SWAP is a constantly reviewed, making it fluid and relevant to current site concerns.

Site Engagement of School Community

Our Site Council, which is made up of administration, certificated and classified staff, parents, community members, and students met on February 14th to discuss the LCAP, the most current, disaggregated student achievement data, and to review all of the documentation being prepared for the WASC Special Progress Visit. In addition, the aforementioned documentation will be submitted to the district leadership for consideration. Due to the Camp Fire and the turnover in the front office, the School Site Council did not meet in the fall of 2018. The intent is to meet with greater frequency during the spring of 2019 to complete their work with the Single Plan for Student Achievement (SPSA) and review the LCAP goals. The SPSA will be presented to the board of trustees prior to the end of the 2018-2019 school year for approval.

WASC Accreditation History

Durham High School received a six-year accreditation with a two-day mid-cycle visit after its last WASC visit in the spring of 2015. As part of the last Collective Bargaining Agreement (2015/16 - 2017/18), an extra-duty stipend position, the WASC Coordinator, was created. Mark Pisenti and Dave Atkinson are serving in that position as co-coordinators. After the mid-cycle visit in March of 2018, the visiting committee determined that DHS required additional direction and time to completely address the six specific areas in the school's action plan. For this reason, a special progress visit was scheduled for spring of this year for additional review.

Preparation for the Special Visit Progress Report

The staff began reviewing and updating the various components of our SWAP in collaboration after the Camp Fire. Newly established teams were composed of classified and certificated staff and site and district administrators. Each team was tasked with independently refining and fleshing out the goal on their respective portion of the SWAP.

The SWAP was shared electronically with the entire staff to allow groups to directly edit their own specific sections simultaneously. At one point in the collaboration process there were some 10 different staff editors reviewing the document simultaneously.

Having these important SWAP components in place and agreed upon by the staff, the WASC co-coordinators and the principal began the process of drafting the Special Progress Report in time for the committee visit in early April. Data was collected with assistance from the District Special Projects Secretary, College and Career Counselor, and the Superintendent, who had independently prepared a document clearly outlining overall achievement, the performance of key subpopulations, and the gaps that exist.

Many of the groups at work on the specific goals produced additional supplemental documents (flowcharts, paper forms, Google Forms etc) to support of the systems they were designing and trying to implement. Those documents were collected and included with the report for reference in the appendices.

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

In response to WASC Mid-Cycle Visiting Committee Report from March 2018, the staff decided to add and reformat Action Steps to address the critical areas of follow-up identified by the visiting committee. The updated SWAP is included in this report, along with comments on the various action steps involved.

As a major part of the SWAP revision, Durham High staff decided to form teams to address each of the Critical Areas for Follow Up. The teams created will remain intact until each of the Critical Areas are sufficiently addressed and their systems and plans are integral our school's governance. The teams created are as follows: Leadership Team, MTSS/AIT Team, Professional Development Team, Technology Team, and Data Team. Each team developed systems to address the six Critical Areas for Follow Up for this report. These teams were created in the spring of 2018, and every staff member is on at least one of the teams. In early June 2018, a revised SWAP was sent to the Visiting Committee, but it was not fully developed at that time. The groundwork for the revision was started in September 2018, after getting feedback from the visiting committee chair, and has been getting slowly refined as we receive further instructions and requirements. After the disastrous Camp Fire, the teams were given the specific task of fully developing each of the Action Steps, or Goals. The process has been completed over a number of weeks and is reflected in the submitted report. Each Critical Area for Follow Up has been addressed, and the systems we created are now beginning to be implemented. In a couple of key areas, most notably our Academic Intervention Team, policies have already been enacted, with plans in motion and procedures, documentation, and support in place. Students have already been identified by staff and are receiving extra attention through a repeatable, clearly guided process that can be executed by any number of different personnel. The Technology Team has already started to survey staff regarding their technology inventory and assessing staff needs in the area of technology. All teams have put together systems to address each Critical Area for Follow Up with detailed plans, protocols, and timelines for implementation over the next two to three years.

Goal #1: The Durham High School Site Accountability Committee (SAC) will work together to cultivate a sense of commitment and ownership through the development of an open and honest communication process between district leadership, site leadership and staff. DHS SAC will develop and implement an inclusive decision-making and problem-solving system for DHS.

- Addresses 2018 Revised Critical Area for Follow Up #1: *Leadership team and faculty work together to cultivate a sense of commitment and ownership through the development of open and honest communications between district leadership, site leadership and staff and develop and implement decision-making and problem-solving systems for DHS.*
- In the staff meetings in late 2018 and early 2019, the Leadership Team (Team 1) created what is now the protocol for decision making and for the communication of ideas and proposals between the school and the district office. The Site Accountability Committee (SAC) has the role of hearing various issues of concern from anyone or any group on the staff and starting the process of having these concerns heard. The process involves the entire staff in creating solutions and provides a mechanism through which ideas and proposals are communicated to the District when necessary. Throughout this process, the use of current, relevant student achievement and wellness data is incredibly important. In the event that a particular site proposal is rejected by the district, protocols are in place for receiving specific reasons for rejection, making adjustments and re-submitting with acceptable corrections.
- This process has yet to be used. Our Site Accountability Committee (SAC) will be assembled in March, 2019. After that, the system will be in place and can then be used, adjusted and hopefully improved to a point where it functions effectively and remains in place for the long term.

Goal #2: Site Accountability Committee and DHS staff will create a formalized SST structure for the identification, implementation of modifications and tracking of progress for those students recognized to be struggling.

- Addresses 2018 Revised Critical Area for Follow Up #2: *Leadership Team and DHS staff along with counselors create a formalized SST structure for the identification, implementation of modifications and tracking of progress for those students recognized to be struggling. The use of data is necessary to identify academic achievement gaps among the subgroups. Consider the Response to Intervention format to address the struggling students' capacity for success and needs for intervention*
- The Climate, Support, Discipline & Attendance Team created a system to formalize our process for using data and staff input to identify students who struggle, for creating plans to help them, and for tracking the effectiveness of the adjustments and modifications made by the staff
- The first iteration of this process was put into use by the newly-created Academic Intervention Team(AIT) at the beginning of January, 2019. Bi-weekly meetings have been convened, with specific students targeted for assistance. An online referral form was created, along with an online accommodations form, as well as forms to be used during the meeting for efficient recording of information shared
- Data to validate this process does not exist yet. MAP and SBAC data were used in the identification and analysis of focus students, but has not yet been used to gauge effectiveness of our efforts. It will be, when that data becomes available, and when we have students to track.

Goal #3: Administration and Leadership Team and teachers will create a systematic approach to continuous improvement through targeted professional development based on student performance data, technology needs, research, and students' academic, social and emotional needs.

- Addresses 2018 Revised Critical Area for Follow Up #3: *Administration, Leadership Team and teachers create a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research. The approach should include the following components:*
 - *Create a written, multi-year professional development plan that supports student learning, proficiency and mastery of standards and SLOs (DHS graduation goals).*
 - *Create a system that guides access to PD opportunities which directly connect to identified student-learning achievement needs and Action Plan goals and result in increased student-learning outcomes.*
 - *Identify and implement effective instructional strategies that are research-based and used schoolwide. (i.e. a daily lesson delivery method, technology integration, formative assessment, etc.)*
- While professional development has been generally accessible Durham High, the justification for choosing different PD opportunities has been largely anecdotal and not rooted in the analysis of data. Also, little has been historically done to gauge the effectiveness of the PD that has been undertaken by the staff
- In Spring, 2019, the PD team will formally put this plan into effect. Using organized and disaggregated data, the Professional Development team, along with the Data Team and the site administrator, will identify areas of most urgent need and research PD opportunities that address those areas
- Later, as teachers attend professional development and implement new strategies, data will be employed to evaluate the effectiveness of specific PD opportunities undertaken by the staff.
- At this point, the plan has yet to be implemented. The PD team intends to begin the process immediately.

Goal #4: Update and increase teacher and student access to technology, including expanding the Internet and computer lab capabilities. Create systems which will help with the acquisition of new technology, guide technology-related professional development, and help to set aside resources for the upkeep and replacement of older technology.

- Addresses 2015 Identified Critical Area for Follow Up #4: *There is a need to update and increase teacher and student access to technology, including expanding Internet, and computer lab capabilities. Recommendations for the upcoming three years:*
 - *Write a multi-year comprehensive Technology Plan which includes planning for fiscal resources for equipment repair and replacement in the future.*
 - *Develop and implement appropriate professional development plans to advance the varying technology skill-levels of the staff.*
- Since 2014, Durham Unified School District (DUSD) and Butte County Office of Education (BCOE) have worked to take advantage of the E-Rate grants to make telecommunications upgrades more affordable. Since that time, our internet feed has been upgraded twice, once from a 1.5 Mbps to 90 Mbps, and then again up to 1,000 Mbps. This represents a total upgrade in overall district bandwidth of 667%. In addition, during the 2017-2018 school year, upgrades in the on-site wiring and in wireless access have been completed. Our campus is now fully wired, and wireless. There are now no places on campus where internet access is limited.
- There are two newly-upgraded 36-seat computer labs available for drop-in use, and regular use by the yearbook class. There are two mobile Chromebook carts and a laptop cart that are currently being used for Career-Pathways in our CTE department. There are 12 iPads being used in the science department, with plans to increase those numbers as well. In process at this moment are the purchase of 70 more Chromebooks for student use, installing a SmartBoard into a math classroom and a student-use printer. There is an engineering computer lab, including 15 desktops and 5 laptops all equipped with the SolidWorks engineering platform, and connected to an industry-standard 3-D printer
- In the next three years, our plans are to buy new touchscreen Chromebooks for the science and math departments, hopefully achieving a 1:1 ratio of students to Chromebooks. All departments are now making technology significant components of their classes. Having functioning and up-to-date technology equipment allows teachers to take full classes into labs for the purposes of research and creating presentations. Students ultimately benefit from being more familiar with technology and its prudent use
- A technology site committee has been established among the teaching staff for the purpose of acquiring and disseminating relevant, usable technology and technology information for the school site. It is also the responsibility of this team to identify areas of technology needs, and to organize and rank the technology needs of various staff and departments.
- In the fall of 2017, yearly technology fundraisers have been put on by a group of community members. This fundraiser brought in between \$20,000 and \$25,000 each of the last two years.
- The accomplishment of this goal is still ongoing, with new technology coming in and new needs being identified continuously.

Goal #5: The site administration, Leadership Team and faculty are currently developing an effective schoolwide data system to collect, disaggregate (across all areas and subgroups), analyze and apply the findings to drive educational decision-making processes resulting in schoolwide change and increased student achievement.

- Addresses 2018 Revised Critical Area for Follow Up # 5: *The site administration, Leadership Team and faculty develop an effective, schoolwide data system to collect, disaggregate (across all areas and subgroups), analyze and apply the findings to drive educational decision-making processes resulting in schoolwide change and increased student achievement.*
- Data is available to our site, though, historically, it hasn't been used to motivate changes in policy or curriculum. The site data team has created a system whereby different staff, teams, PLCs and departments look to them for relevant, organized data to guide their work.
- NWEA MAP assessment will give us access to much more data than we get from the state alone. The tests can be given to students as many as three times per year, and the results are available within 48 hours of the tests. This resource will give us much more quantifiable data that we can use to help students and inform site-wide decisions. Nearly every other goal in this action plan relies of the use of data. As such, this group's work is most urgent, and has already started in some areas.
- Moving forward, the Data Team has two main objectives:
 - Provide staff with relevant data for help with their own initiatives and policies
 - Expand the amount and types of data that are available to us, that can be organized
- Efforts are underway with the site data team and the district superintendent and business manager to research options for additional data-management products for use district-wide. Budgetary constraints are an initial concern, but there is willingness to work on solutions. The superintendent has also sorted and disaggregated data and identified achievement gaps for various subgroups.

Goal #6: The SAC (Site Accountability Committee) Team will expand and further develop the collaboration processes and schedule toward aligning curriculum, improving instruction, analyzing assessments and increasing student achievement.

- Addresses 2018 New Critical Area for Follow Up #6: *The administration, Leadership Team and faculty expand and further develop the collaboration processes and time toward aligning curriculum, improving instruction, analyzing assessments and increasing student achievement. Key components to be addressed include:*
 - *To formalize a structured professional learning community.*
 - *To ensure the focus on all students and their academic growth is embraced, shared and owned by all staff.*
- We will formalize a Professional Learning Community (PLC) structure for use during collaboration. This will include a standardized document for reporting and recording activities and tasks, as well as charting student progress.
- This goal has yet to be implemented; however, professional development pertaining to the effective use of PLCs has been scheduled for March 2019. Following that, the implementation process will begin in earnest.

V: Schoolwide Action Plan Refinements

- The staff has rallied and worked hard on meeting the challenge of putting systems in place to address each of the Critical Areas for Follow Up in the Mid-Cycle Visiting Committee report from March 2018. Shortly after the visit, the staff set up teams to attack each of the Critical Areas. In June 2018, a revised action plan was sent to the visiting committee, but, after consultation with the visiting committee chair, it was clear that refinements were going to be needed in our Action Plan. When school reconvened in the fall, we began looking more earnestly at what needed to be done. We based these needs on feedback from the visiting committee chair and began revising our plan accordingly. With new staff members, the teams were adjusted to include them on one of the teams, so every staff member was involved in the building of the much-needed systems noted in the Mid-Cycle Report. These teams were given the responsibility to put together a system for a single goal (Action Step) and were instructed to formulate its system to fully encompass the recommendations of the Mid-Cycle report. Each Goal needed specificity, clear timelines, and a systematic approach incorporated within the plan. In addition to the Revised School-wide Action Plan, each team was also encouraged to provide a flowchart of the system being implemented.
- The most significant change to the schoolwide action plan will be the component that changes the structure of the Monday collaboration days. This gives a strong format for communication and a structure for change. This also gives all teachers an opportunity for input and feedback and allow Durham to be in a constant school-improvement cycle. The Monday that provides that all committees meet also builds in that opportunity for school district time to solve problems using data and then presenting to whole staff for problem-solving. It also allows for opportunities to request and think of improvement for low-achieving groups and to identify solutions based on data. The struggle is always the “fix,” which is the plan to assist the low-achieving groups without cost. Whether that is a reading program, bilingual paraprofessionals, additional special education paraprofessionals, or differentiation within the classroom, all come at a cost. So the use of up-to-date data is a great improvement and our structure now should help us all see and identify the issues, we have to come to solutions based on an efficient model that we have direct control over.
- Refinements to the School-wide Action Plan are shown in the text and tables below. We have six specific goals to implement, which are based on the Mid-Cycle Visiting Report “Critical Areas for Follow Up” from March 2018.

DURHAM HIGH SCHOOL

SITE ACTION PLAN

FEBRUARY, 2019

Goal #1: The Durham High School Site Accountability Committee (SAC) will work together to cultivate commitment and ownership through the development of an open and honest communication process between district leadership, site leadership, and staff. The DHS SAC will develop and implement an inclusive decision-making and problem-solving system.

Rationale:

- Ongoing and open communication has been lacking and resulted in fragmentation between administration and staff
- Shared decision-making systems have not historically been used and therefore, collaborative creation of district and site educational initiatives has suffered and been the source of frustration
- There is not a process to receive district and school board feedback regarding ongoing initiatives
- Decisions are best made by a group to assure that all voices are heard and decisions have support
- Decisions regarding curriculum and instruction should be made at the teaching/learning level by the professional educators
- Decisions need made utilizing a site based model that allows for effective data-driven conclusions at the intra-site and intra-district level on issues including: curriculum, instruction, policies, and Durham High operations.

Supporting Data:

- There is lack of data-driven professional development and vertical and horizontal articulation
- Currently, there is no site and district communication system to address clarification or change on existing policies
- The district and site have is no concise and clear mission and vision
- All proposals henceforth will require the staff member, department, committee, or any other PLC to justify any proposal with clear data-based analysis to trigger the decision-making and communication among the site, site leadership, and district leadership. These proposals can pertain to curriculum, instruction, site or district policies (attendance, discipline, athletic, etc.), professional development, or any other area of concern regarding the efficient educational operation of Durham High School.

Growth Targets:

- Starting in 2018-2019, the site will implement the decision-making process and system for communication. This process encourages effective and transparent communication among staff, site leadership, and district leadership and holds each level accountable to practice reciprocal communication throughout the decision-making process. In order to implement the communication protocols, Durham High will have the following groups:
 1. PLCs and departments
 2. The following teams have been created to respond to handle our Critical Areas for Follow-Up: Data Team, Academic Intervention Team, Professional Development Team, Technology Team, and Site Accountability Committee (which replaces the previously named Leadership Team).
 3. Two Trojan Teams (composed of the entire staff), divided to promote diverse discussions between department members and the SAC..
 4. Site Accountability Committee (SAC): is composed of eight individuals; three representatives from each Trojan Team, one SPED instructor, and the site principal. Every member of the SAC will serve two years on the committee, with the exception of the principal, who will serve continuously. (In the first year, half of the terms of service will be for only one year in order to stagger the representation and turnover of committee members). The principal's role on the SAC is as follows:
 - Chair the committee meetings
 - Vote on proposals as an individual
 - Schedule task force meetings - all of which shall be done in writing and disseminated to the staff.
- **A complete breakdown and flowchart are included with this report as Appendices A & B which describe, in detail, the communication protocols that were established for Durham High School by this committee.**
- Starting in 2018-2019, and moving forward, the DHS SAC will provide input and help to collaboratively create district and site initiatives to promote necessary changes for Durham High School. All decisions can be initiated by any staff, department, committee, or PLC member, using the flowchart attached in the addendum. There is to be documentation of each step utilized in the flowchart to ensure communication is being properly engaged.
- Starting in 2018-2019 the DHS SAC will be integral in decision-making that guides the site's policies, initiatives, and practices.

Student Learning Outcomes (SLOs) addressed:

- Curriculum founded in academic knowledge and career-technical education skills
- Demonstrate proficiency of state standards

Impact on student learning of academic standards & progress toward SLOs:

- Yearly improvement in overall student achievement, as indicated by multiple data measures
- Narrowing, and ultimate closure, of the achievement gap between subgroups in all SLOs
- Improved student achievement and growth supported by improving of school climate, decision-making and communication to foster commitment and ownership among stakeholders.

<p>Tools for Monitoring Progress:</p> <ul style="list-style-type: none"> ● Site Accountability Committee (SAC) meeting notes/minutes ● Documentation of the process of using the SAC Flow Chart ● Increase in collaboratively-created initiatives site-wide and district-wide ● California State Testing (SBAC) ● ELPAC (Increased RFEP rate) ● Alternative measures for students with disabilities ● Interim benchmark assessments <ul style="list-style-type: none"> ○ Measure of Academic Progress (MAP) ● Student performance on teacher-created assessments ● Reporting document for Professional Learning Communities (PLCs) 	<p>Reporting Progress:</p> <ul style="list-style-type: none"> ● SBAC results ● Results of internal PLC reporting documents ● Other assessments results. <ul style="list-style-type: none"> ○ Short and long-term student growth tracking via MAP results ○ Completion of Study Island units of study ○ Growth in student achievement of A-G requirements ○ Maintain or increase graduation cohort data ● Attendance monitoring ● Student behavior ● Progress in the areas of decision-making and communication within the site and district
--	---

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
● PLC Training	● Principal ● Professional Development Committee	● Trainer on PLC, purposes and use	● Observation, input, feedback	● March/April 2019	● Trojan Teams, Committees, SAC to whole staff
● Effective communication training	● Principal	● Training on building consensus and effectively communicating when you disagree	● Observation, Input, feedback	● March/April 2019	● Trojan Teams, Committees, SAC to whole staff
● Build cohesive teams	● Principal	● Team building activities, professional development training	● Observation, Input, feedback	● March/April 2019	● Trojan Teams, Committees, SAC to whole staff
● Continuation of regular site-level SAC meetings ● Implementation of collaboratively developed initiatives	● Principal ● SAC	● PLC training ● LCAP process overview ● Other PD as identified by leadership teams.	● Site Accountability Committee meeting minutes ● Multiple measures, as noted above	● March 2019 ● Ongoing, annually	● Discussion in staff meetings regarding implementation & new proposals
● Continuation of regular district-wide teacher District Leadership Team meetings	● Superintendent ● Principals ● District teacher leadership team	● PLC training ● Other PD as identified by leadership teams.	● District Leadership Team meeting minutes ● Multiple measures, as noted above.	● Ongoing, annually	● Discussion in admin meetings ● Board meetings

<ul style="list-style-type: none"> Assign a rotating representative to attend Board meetings 	<ul style="list-style-type: none"> SAC Principal 	<ul style="list-style-type: none"> PD in SAC about information time and input at a board meetings 	<ul style="list-style-type: none"> Information to the Board from the high school and return information from the board to the high school 	<ul style="list-style-type: none"> March 2019 - June 2019 Re-establish each year 	<ul style="list-style-type: none"> SACr reports to faculty
<ul style="list-style-type: none"> Devise communication line to and from superintendent 	<ul style="list-style-type: none"> SAC team Superintendent Principal 	<ul style="list-style-type: none"> Communication skills, How to be an effective communicator. 	<ul style="list-style-type: none"> Set regular meetings with Superintendent for communication and feedback 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> SAC reports to faculty or superintendent reports to faculty
<ul style="list-style-type: none"> Assess external communication that is effective Parent Survey 	<ul style="list-style-type: none"> SAC Principal Staff 	<ul style="list-style-type: none"> Survey Monkey 	<ul style="list-style-type: none"> Evaluate survey results 	<ul style="list-style-type: none"> Annually in May 	<ul style="list-style-type: none"> Report to staff, district, and board
<ul style="list-style-type: none"> Assess internal communication <ul style="list-style-type: none"> Informational Professional Emergency 	<ul style="list-style-type: none"> SAC surveys whole staff Principal 	<ul style="list-style-type: none"> Survey Monkey 	<ul style="list-style-type: none"> Evaluate and report results 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Report to whole faculty
<ul style="list-style-type: none"> Assess Trojan Team communication process to SAC 	<ul style="list-style-type: none"> Trojan Team chairs 	<ul style="list-style-type: none"> Summary statements or paraphrase training 	<ul style="list-style-type: none"> Survey Trojan Teams for effectiveness 	<ul style="list-style-type: none"> March/April 2019 	<ul style="list-style-type: none"> Trojan Teams to SAC
<ul style="list-style-type: none"> Decision-making group process 	<ul style="list-style-type: none"> SAC/Trojan teams to devise internal communication on leadership 	<ul style="list-style-type: none"> Building a cohesive environment through active listening and communication 	<ul style="list-style-type: none"> Survey and assess 	<ul style="list-style-type: none"> March/April 2019 	<ul style="list-style-type: none"> Report to whole staff from independent but inclusive Trojan Teams

Goal #2: Site staff and leadership will create a formalized SST structure for the identification, implementation of modifications, and tracking of progress for those students recognized to be struggling.

Rationale:

- Efforts to help struggling students are largely informal and under-documented. Results have not been quantified to ensure effectiveness.
- Available data suggests that achievement gaps exist, and that some students are in need of additional support.

Supporting Data:

- The use of data is necessary to identify academic achievement gaps among the subgroups
- This data is generally lacking at our site, and is directly addressed by Goal #5

Growth Targets:

- Using the Response to Intervention Model, the DHS staff will employ high-quality instruction and universal screening to determine which students are in need of additional educational and behavioral support
- DHS students found to be in need of intervention will be given a variety of targeted interventions and, if necessary, comprehensive evaluation

Student Learning Outcomes (SLO's) addressed:

- Students will possess a strong foundation in academic knowledge and technical skills.
- Students will demonstrate proficiency in state standards.

Impact on student learning of academic standards & progress toward SLO's:

- For students found to be struggling, newly implemented supports will help them achieve our school's graduation goals
- Students receiving these supports will enjoy higher success rates in their classes

Tools for Monitoring Progress:

- Data collection efforts at DHS (see Goal #5) will enable us to determine effectiveness of efforts to assist struggling students.
- DataQuest to monitor growth and student response to interventions.
- Use of a Google Forms document created specifically to track in-meeting discussions about each struggling student (See Appendix)
- Progress on goals as defined in IEPs or 504s

Reporting Progress:

- Results of internal and external assessments
- Counselor, School staff to principal & district administration

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Implement a system to identify and support struggling students A Detailed Flowchart for this process is included, as Appendix C 	<ul style="list-style-type: none"> 2 gen ed teachers 1 support/SPED person Site administration Academic Counselor Referring Teacher 	<ul style="list-style-type: none"> Targeted PD for assisting struggling students MTSS training Academic Intervention Team (AIT) Referral form is included, as Appendix D 	<ul style="list-style-type: none"> Internal data collection efforts State testing data Teacher Referral Form AIT Info Sheet SST Google Forms MAP assessments Grades Attendance Current supports Prior interventions Behavior 	<ul style="list-style-type: none"> Fall, 2018 Ongoing 2 week turn around for SST meeting 6 weeks for post meeting follow up on student progress 	<ul style="list-style-type: none"> Review of data and progress at staff & department meetings SST will track student progress and follow up
<ul style="list-style-type: none"> Support the school site in implementing this support strategy 	<ul style="list-style-type: none"> District administration 	<ul style="list-style-type: none"> Targeted PD for assisting struggling students MTSS training Student achievement and wellness data SST Accommodation form is included, as Appendix E AIT meeting notes form is included, as Appendix F 	<ul style="list-style-type: none"> Internal data collection efforts State testing data MAP assessments Grades Attendance Current supports Prior interventions Behavior SST recommendations 	<ul style="list-style-type: none"> Starting in Fall, 2018 Ongoing 	<ul style="list-style-type: none"> Review of progress at principals' meetings & board meetings Overall school progress
<ul style="list-style-type: none"> Identify tiered levels of support currently offered, as well as areas of need for the future 	<ul style="list-style-type: none"> Site staff Administration 	<ul style="list-style-type: none"> Identify resources Professional development Evaluate current staffing levels and needs Identify needed sections for intervention 	<ul style="list-style-type: none"> Evaluate if student needs are met through previously identified tools (see above) 	<ul style="list-style-type: none"> 2019-2020 school year 	<ul style="list-style-type: none"> SST referral rate and appropriate interventions applied as well as identified as needed
<ul style="list-style-type: none"> Add intervention courses to meet remedial needs 	<ul style="list-style-type: none"> District administration School board 	<ul style="list-style-type: none"> Additional staff hirings and class offerings 	<ul style="list-style-type: none"> See evaluations listed above 	<ul style="list-style-type: none"> 2020-2021 school year 	<ul style="list-style-type: none"> Student graduation and course completion rates
<ul style="list-style-type: none"> Reinstate alternative graduate programs/ graduation requirements/ diploma pathways 	<ul style="list-style-type: none"> District administration School board 	<ul style="list-style-type: none"> Staff certifications Professional development District supported programs 	<ul style="list-style-type: none"> Graduation rates Enrollment Attendance 	<ul style="list-style-type: none"> 2021-2022 school year 	<ul style="list-style-type: none"> Student graduation and course completion rates

Goal #3: Administration and site Professional Development Team will create a systematic approach to continuous improvement through targeted professional development based on student performance data, technology needs, research, and students’ academic and social-emotional needs.

Rationale:

- Professional development opportunities for teachers at Durham High are available, though not targeted, designated, or prioritized
- Data should be used to advise, and later, evaluate the effectiveness of professional development opportunities

Supporting Data:

- The overall lack of data (addressed in Goal #5), supports creating this goal.
- MAP and SBAC data will inform the direction of our PD efforts
- Student wellness surveys and staff referrals of students will guide choices in social/emotional categories of PD.

Growth Targets:

- A multi-year professional development plan that supports student proficiency and mastery of standards and SLOs will be developed
- Data from various sources will be used to identify the areas of most urgent need
 - Professional development opportunities will be selected based on these areas of need
- Effectiveness of professional development will undergo a post-evaluation making use of available student achievement and wellness data.

Student Learning Outcomes (SLO’s) addressed:

- Students demonstrate a strong foundation in academic knowledge and technical skills
- Students exhibit skills necessary for real-life situations and lifelong development

Impact on student learning of academic standards & progress toward SLO’s:

- Targeted PD should result in the identification and implementation of effective schoolwide instructional strategies that are research-based
- This should positively impact on our entire student population, regardless of subgroup, and should be proven by evaluating multiple measures to evaluate student achievement

Tools for Monitoring Progress:

- Data
 - Academic (SBAC, MAP, Department Assessments, PSAT/SAT, AP Tests)
 - AIT data/referrals
 - Mental health and well-being (Healthy Kid Survey, Monthly Wellness Survey, AIT data/referrals)
 - Technology (results from tech census & survey)
- Data should guide our PD decisions, but should also give us feedback about the effectiveness and impact of past PD on students

Reporting Progress:

- Site Professional Development Team will report to the staff in two ways
 - Identifying most urgent areas of student needs, both as individuals and as subgroups, and the kinds of PD that will address them
 - Using student data to evaluate the effectiveness of the PD that staff has already undertaken
- Teachers attending PD will report back at staff and department meetings

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Identify areas of most urgent need for professional development 	<ul style="list-style-type: none"> Site Data Team Site PD Team Faculty and administration 	<ul style="list-style-type: none"> Internal data collection system to identify areas of need. 	<ul style="list-style-type: none"> Existence of a set of PD priorities, as created by the persons involved 	<ul style="list-style-type: none"> May 2019 	<ul style="list-style-type: none"> PD Team to principal
<ul style="list-style-type: none"> Establish a budget for PD that addresses students' needs 	<ul style="list-style-type: none"> Site Data Team Site PD Team Site Administration District Office Personnel 	<ul style="list-style-type: none"> Budget provided by the district 	<ul style="list-style-type: none"> Existence of a prioritized budget for PD 	<ul style="list-style-type: none"> Fall 2019 	<ul style="list-style-type: none"> District Office Personnel to principal
<ul style="list-style-type: none"> Select PD opportunities that address areas of need 	<ul style="list-style-type: none"> All school staff Site administration Site PD Team 	<ul style="list-style-type: none"> Student Achievement Data Student Wellness Data Funds for <ul style="list-style-type: none"> Staff-provided training Conferences Workshops District training 	<ul style="list-style-type: none"> Is targeted PD being undertaken by staff? Document frequency of peer to peer professional development The degree to which PD sharing is utilized and implemented in other classes 	<ul style="list-style-type: none"> Fall 2019 	<ul style="list-style-type: none"> Staff to principal
<ul style="list-style-type: none"> Support school staff in identification of areas of need 	<ul style="list-style-type: none"> PD Team Data Team District Special Projects Secretary 	<ul style="list-style-type: none"> Internal data management system 	<ul style="list-style-type: none"> Are the areas of focus for PD being refined as data is analyzed, and other needs found? 	<ul style="list-style-type: none"> June 2020 Ongoing 	<ul style="list-style-type: none"> PD Team & Data team to special projects secretary & [principal]
<ul style="list-style-type: none"> Implement and share strategies/ knowledge gained from PD 	<ul style="list-style-type: none"> Teachers Certified staff Administrators 	<ul style="list-style-type: none"> Conference materials Tutorials PLC's 	<ul style="list-style-type: none"> Test scores Surveys Teacher and student feedback 	<ul style="list-style-type: none"> Spring 2020 Ongoing 	<ul style="list-style-type: none"> Teachers to teachers Teachers to administrator
<ul style="list-style-type: none"> Collect data and compare to initial data in targeted areas 	<ul style="list-style-type: none"> Teachers Students 	<ul style="list-style-type: none"> Assessments Surveys 	<ul style="list-style-type: none"> Results of surveys and assessments 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Teachers to teachers Teachers to administrator
<ul style="list-style-type: none"> Collaboratively identify effective schoolwide instructional strategies 	<ul style="list-style-type: none"> SAC Entire staff Principal 	<ul style="list-style-type: none"> Identify research and professional development that will be relevant to implement as practice school-wide 	<ul style="list-style-type: none"> Frequent teacher feedback regarding progress toward instructional goals 	<ul style="list-style-type: none"> Starting Spring, 2019 Ongoing, quarterly 	<ul style="list-style-type: none"> Principal reporting to the staff.

Goal #4: Update and increase teacher and student access to technology, including expanding the Internet and computer lab capabilities. Create systems which support the acquisition of new technology, guide technology-related professional development, and help to set aside resources for the upkeep and replacement of outdated technology.

Rationale:

- While access to technology across our district has improved dramatically over the past few years, technology is always updating and hardware depreciating,, and constant attention is vital
- Currently, access to professional development supporting the use of new technology is not firmly established or widely used

Supporting Data:

- Few teachers have had formal training regarding employing technology in their classrooms
- Available technology by itself has a limited impact if teachers are not informed on effective ways to use it

Growth Targets:

- A formalized and comprehensive technology plan will be created, including: fiscal plans for equipment repair and replacement
- In the next year, the entire staff will engage in some training or other PDt focused on the effective use of technology in the classroom by both teachers and students

Student Learning Outcomes (SLO's) addressed:

- Students will show the ability to utilize technology to communicate, complete assignments and engage with curriculum
- Students will effectively utilize current and appropriate technology for a variety of purposes

Impact on student learning of academic standards & progress toward SLO's:

- This should apply across academic and career-technical disciplines, as technological literacy is applicable in all areas
- Student achievement will improve in all areas and across all subgroups

Tools for Monitoring Progress:

- Annual Technology Survey (**See Appendix G**)
- Meeting minutes indicating time allotted for technology-sharing by staff
- [Annual Sitewide Technology Inventory \(Appendix H\)](#)
- Technology Plan (**See Flowchart, Appendix I**)

Reporting Progress:

- Members of the site Technology Team to entire staff
- Members of the site Technology Team to site and district administration
- Results of student and parent technology survey responses

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Refine/update Technology Plan 	<ul style="list-style-type: none"> Site Technology Team Site admin Parent fundraising representative 	<ul style="list-style-type: none"> Annual Technology Survey to determine needs and priorities across the site Allocating time during collaborative meetings to discuss and share emerging technology its uses Maintain a sitewide technology inventory including information on repair or replacement of outdated equipment 	<ul style="list-style-type: none"> Increased proper use of the Technology Plan Successive increase in available technology as recorded in the annual technology inventory A turnover of older machines and equipment for newer, as is appropriate. 	<ul style="list-style-type: none"> Annual Technology Inventory in Q1 each year (first to be completed Spring 2019) Annual Technology Survey in Q2 each year (begun 2017) Tech Plan updated each year in Q4 	<ul style="list-style-type: none"> Site Tech Team to entire staff Site Tech Team to district and site admin
<ul style="list-style-type: none"> Submit estimates to district regarding maintenance and upgrades to existing technology 	<ul style="list-style-type: none"> Site Technology team Parent fundraising rep District office/business manager 	<ul style="list-style-type: none"> Budget provided by district Tech survey provides data on needs 	<ul style="list-style-type: none"> Existence of prioritized budget for technology Extending the list of needs to a multi-year cycle 	<ul style="list-style-type: none"> Requested from DO in Jan 2019 Requesting annually Fundraiser amount reported in Q2 of each year 	<ul style="list-style-type: none"> Budget from District Office to site principal Funds reported from Fundraising Team to Tech Team Request from Tech Team to DO
<ul style="list-style-type: none"> Provide PD as needed to support effective technology use in classroom by teachers and students 	<ul style="list-style-type: none"> Faculty Site PD Team Site Tech Team Site admin 	<ul style="list-style-type: none"> PD related to the use of technology: CUE Conferences BCOE Tech Trainings & information 	<ul style="list-style-type: none"> The Annual Technology Survey will provide a report of what new technology has been introduced into classrooms, what technology teachers would like to utilize, and if PD/training is needed to utilize new technology. 	<ul style="list-style-type: none"> Spring, 2019 Ongoing 	<ul style="list-style-type: none"> Site Tech & PD Teams to staff, district & Community

Goal #5: The site administration, SAC, and faculty are currently developing an effective schoolwide data system to collect, disaggregate (across all areas and subgroups), analyze, and apply the findings to drive educational decision-making processes to ensure schoolwide change and increased student achievement.

Rationale:

- A systematic approach and policy for data collection and analysis has been non-existent at Durham High School
- Decisions regarding class size, offerings, placements, and funding should be made by an informed staff and administration based on a variety of collected data

Supporting Data:

- Currently, SBAC & MAP scores highlight achievement gaps
 - Policies put into effect must be founded in data and information
- Overall lack of data and systems to analyze and disaggregate it prevents faculty from making substantive changes and tracking the effectiveness of those changes
- The most important supporting data for this goal is absence of concrete data. Many of the teacher-generated policies and supports, especially those to help students who struggle, are supported by anecdotal and qualitative data, rather than concrete data collected and evaluated by staff and administration. The following are some new categories of desired data and a means to make data we already have more accessible for decision-making:
 - Attendance & discipline (State-reportable info first, but more localized, specific info later as the SIS allows)
 - Teacher Referrals for Student Support- Monitoring of student-support teacher referrals to track the effectiveness of implemented supports and individual and subgroup progress (AIT referrals)
 - SAT & PSAT scores
 - New features from the College Board detailing students' projected readiness for AP & Dual Enrollment courses
 - Student grades
 - Generate an Honor Roll and Principal's Honor Roll
 - Healthy Kids Survey, teacher-generated GoogleClassroom questionnaires
 - Focus being social/emotional well-being of students, culture, and schoolwide climate

Growth Targets:

- Systematic plan including specific data and roles of those involved, to provide instructors with the information necessary to make meaningful decisions regarding student placement and performance growth, course offerings, and funding
- Implementation of an information sharing policy and tools to support students found to be struggling (facilitating the achievement of Goal #2)

Student Learning Outcomes (SLO's) addressed:

- Empower instructors through access to information that will maximize their ability to help all students to meet, or progress toward, all Student Learning Outcomes in a meaningful manner

Impact on student learning of academic standards & progress toward SLO's:

- Student achievement should improve across subject areas, as the increase in data should inform targeted reforms and new program implementations

Tools for Monitoring Progress:

- SBAC scores as accessed from DataQuest
- Internally collected data
 - Locally generated assessments
 - MAP Test scores
 - Attendance data
 - Data related to struggling students and intervention efforts

Reporting Progress:

- Site Data Team to entire staff
- Site Data team to district & site admin
- District and site admin to school board

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Implement a site-wide data management system 	<ul style="list-style-type: none"> ● Site Data Team ● Site principal ● Superintendent ● District CFO ● District Leadership Team 	<ul style="list-style-type: none"> ● Data management software (Illuminate, or expanded features in the programs we already have like Powerschool and the Measure of Academic Progress) ● Research into replacement of Powerschool with a more fully-functioned product 	<ul style="list-style-type: none"> ● Acquisition & deployment of a product 	<ul style="list-style-type: none"> ● August, 2019 	<ul style="list-style-type: none"> ● District leadership to site
<ul style="list-style-type: none"> ● Establish a system wherein data is disaggregated and delivered to the teachers and the site and district admin ● A flowchart of this process is attached as Appendix J 	<ul style="list-style-type: none"> ● Site Data Team ● Principal ● District Special Projects Secretary 	<ul style="list-style-type: none"> ● Training in the use of whatever software or services we select ● Time for Site Data team to take in data 	<ul style="list-style-type: none"> ● Release of meaningful data to stakeholders will be an indicator ● Other site teams will have current data to use to make informed decisions in their specific areas of concern (PD, Technology, Student Support, etc.) 	<ul style="list-style-type: none"> ● June, 2019 	<ul style="list-style-type: none"> ● Data Team to school & district Staff
<ul style="list-style-type: none"> ● Host a schoolwide discussion regarding the types of data necessary to collect and use for our growth 	<ul style="list-style-type: none"> ● High school teaching, support & administrative staff 	<ul style="list-style-type: none"> ● Time to have meetings ● PD focused on the meaningful use of data 	<ul style="list-style-type: none"> ● Existence of a formalized plan that is generally agreed upon by the whole staff ● Continued release of data 	<ul style="list-style-type: none"> ● December, 2018 ● Largely completed as of February, 2019 	<ul style="list-style-type: none"> ● Data Team to district and site administration

<ul style="list-style-type: none"> • Construct and employ a polling system to acquire information from graduates regarding college and career-readiness 	<ul style="list-style-type: none"> • Career and school counselor, and office staff • Senior class advisor 	<ul style="list-style-type: none"> • Time to have meetings and review results • Time to develop a Google Form with information easily answered by graduates and easily disaggregated by the staff 	<ul style="list-style-type: none"> • Steadily improving feedback from graduates regarding college and career-readiness 	<ul style="list-style-type: none"> • Create survey by June, 2019 • Collect graduating students' email addresses 	<ul style="list-style-type: none"> • College and career Counselor • WASC coordinator
--	---	---	---	---	--

Goal #6: The SAC (Site Accountability Committee) will expand and further develop the collaboration processes and schedule to promote aligning curriculum, improving instruction, analyzing assessments, and increasing student achievement.

Rationale:

- Data can help identify areas for improvement
- Weekly collaboration time allows for schoolwide improvement if implemented correctly
- The SAC and the PLCs can guide the use of this time to ensure effective and data driven use

Supporting Data:

- Attendance data
- MAP and SBAC scores
- GPA/grades
- AIT Data/referrals
- Healthy Kids Survey
- Student and parent surveys

Growth Targets:

- 3 of every 4 hours of monthly collaboration time will be used to drive alignment of curriculum, vertical articulation, improve instruction, analyze assessments, or otherwise increase student achievement based on data analysis.
- 1 of every 4 hours of monthly collaboration time will be left flexible, to be used as specific needs arise

Student Learning Outcomes (SLO's) addressed:

- Students will show the ability to communicate in a variety of ways
- Students will demonstrate a strong foundation in academic knowledge and technical skills
- Students will exhibit skills necessary for real-life situations and lifelong development

Impact on student learning of academic standards & progress toward SLO's:

- Student achievement should improve in all subject areas and subgroups

Tools for Monitoring Progress:

- SBAC scores as accessed from DataQuest
- Internally collected data
 - Locally generated assessments
 - MAP test scores
 - Data related to efforts undertaken during collaboration time
 - Attendance
- GPA/grades
- Healthy Kid Surveys
- AIT Data/referrals
- Student and parent surveys

Reporting Progress:

- Individual teachers to Trojan Teams to SAC
- Standardized collaboration and PLC reporting documents
- SBAC results
- Annual district-wide report of student performance.
- Internally collected data

Tasks	Responsible Persons Involved	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> ● Formulate a PLC structure for the site 	<ul style="list-style-type: none"> ● Principal ● SAC 	<ul style="list-style-type: none"> ● PD related to the implementation and efficient use of PLCs ● Release time for SAC, and for extended planning on-site 	<ul style="list-style-type: none"> ● Existence of a codified structure that can be put in place 	<ul style="list-style-type: none"> ● March, 2019 	<ul style="list-style-type: none"> ● SAC to staff
<ul style="list-style-type: none"> ● Examine data to determine areas of focus for PLC 	<ul style="list-style-type: none"> ● Data Committee ● Departments ● SAC 	<ul style="list-style-type: none"> ● Supporting Data (Attendance, SBAC, MAP, GPA/grades, SST referrals, Healthy Kids Survey, student and parent surveys, achievement gaps for special populations, AIT referrals) 	<ul style="list-style-type: none"> ● Development of collaboration schedule for 2019-2020 school year 	<ul style="list-style-type: none"> ● May, 2019 	<ul style="list-style-type: none"> ● SAC to staff
<ul style="list-style-type: none"> ● Teachers and staff begin the implementation of the PLC structure to address the focus areas 	<ul style="list-style-type: none"> ● Principal ● Teaching staff ● PLC Committees ● SAC 	<ul style="list-style-type: none"> ● PD related to the implementation of the PLC's focus topics and efficient use of the PLC process 	<ul style="list-style-type: none"> ● Occurrence of PLC meetings during collaboration time and the production of plans to address the focus areas 	<ul style="list-style-type: none"> ● August, 2019 	<ul style="list-style-type: none"> ● PLC to Trojan Teams to SAC
<ul style="list-style-type: none"> ● Use the PLC structure to evaluate the effectiveness of both PD and Collaboration time 	<ul style="list-style-type: none"> ● Principal ● PLC ● SAC 	<ul style="list-style-type: none"> ● Continued training on PLCs ● Student Achievement Data 	<ul style="list-style-type: none"> ● Data should indicate positive results if endeavors are working and negative if things need more refining 	<ul style="list-style-type: none"> ● April, 2020 ● Ongoing 	<ul style="list-style-type: none"> ● PLC Committees to Trojan Teams to SAC

<ul style="list-style-type: none"> • Examine data to determine areas of focus for PLC's 	<ul style="list-style-type: none"> • Data committee • Departments 	<ul style="list-style-type: none"> • Supporting data (Attendance, SBAC, MAP, GPA/Grades, SST and AIT Referrals, Healthy Kids Survey, student and parent surveys, • Achievement gaps for special populations 	<ul style="list-style-type: none"> • Development of collaboration schedule for 2020-2021 school year 	<ul style="list-style-type: none"> • May, 2020 	<ul style="list-style-type: none"> • SAC to Staff
<ul style="list-style-type: none"> • Teachers and staff begin the implementation of the PLC process to address the focus areas 	<ul style="list-style-type: none"> • Principal • Teaching staff • PLC 	<ul style="list-style-type: none"> • PD related to the implementation of the PLC's focus topics and efficient use of the PLC process. 	<ul style="list-style-type: none"> • Occurrence of PLC meetings during collaboration time 	<ul style="list-style-type: none"> • August, 2020 	<ul style="list-style-type: none"> • PLC to Trojan Teams to SAC
<ul style="list-style-type: none"> • Use PLC structure to evaluate the effectiveness of both PD and Collaboration time 	<ul style="list-style-type: none"> • Principal • Teaching Staff • Administrative and support staff • SAC Team 	<ul style="list-style-type: none"> • Continued training on PLCs. 	<ul style="list-style-type: none"> • Data returns should indicate positive results if endeavors are working and negative if things need more refining 	<ul style="list-style-type: none"> • April, 2021 • Ongoing 	<ul style="list-style-type: none"> • PLC to Trojan Teams to SAC
<ul style="list-style-type: none"> • Examine data to determine areas of focus for PLC's 	<ul style="list-style-type: none"> • Data Committee • Departments 	<ul style="list-style-type: none"> • Supporting data (Attendance, SBAC, MAP, GPA/Grades, SST Referrals, Healthy Kids Survey, student and parent surveys, Achievement Gaps for Special Populations 	<ul style="list-style-type: none"> • Development of collaboration schedule for 2021-2022 school year 	<ul style="list-style-type: none"> • May, 2021 	<ul style="list-style-type: none"> • SAC to staff
<ul style="list-style-type: none"> • Teachers and staff begin implementation of the PLC process to address the focus areas 	<ul style="list-style-type: none"> • Principal • Teaching staff • PLC 	<ul style="list-style-type: none"> • PD related to the implementation of the PLC's focus topics and efficient use of the PLC process 	<ul style="list-style-type: none"> • Occurrence of PLC meetings during collaboration time 	<ul style="list-style-type: none"> • August, 2021 	<ul style="list-style-type: none"> • PLC to Trojan Teams to SAC

DURHAM HIGH SCHOOL

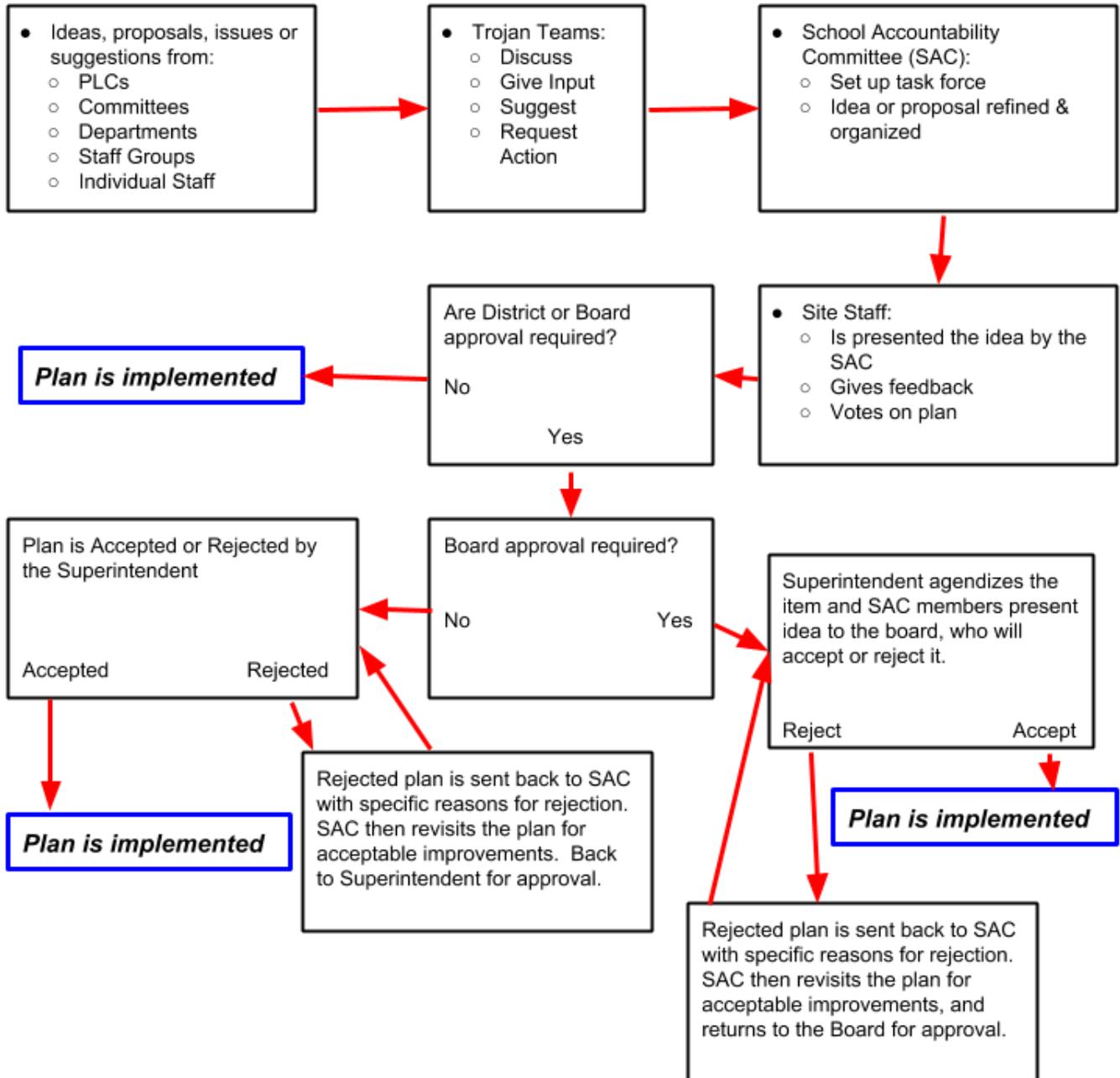
SITE ACTION PLAN APPENDIX

Appendix A:
Site Accountability Committee
Communication Protocols

The following is a step-by-step breakdown of the communication protocols for Durham High School (a flow chart is included in this appendix for reference):

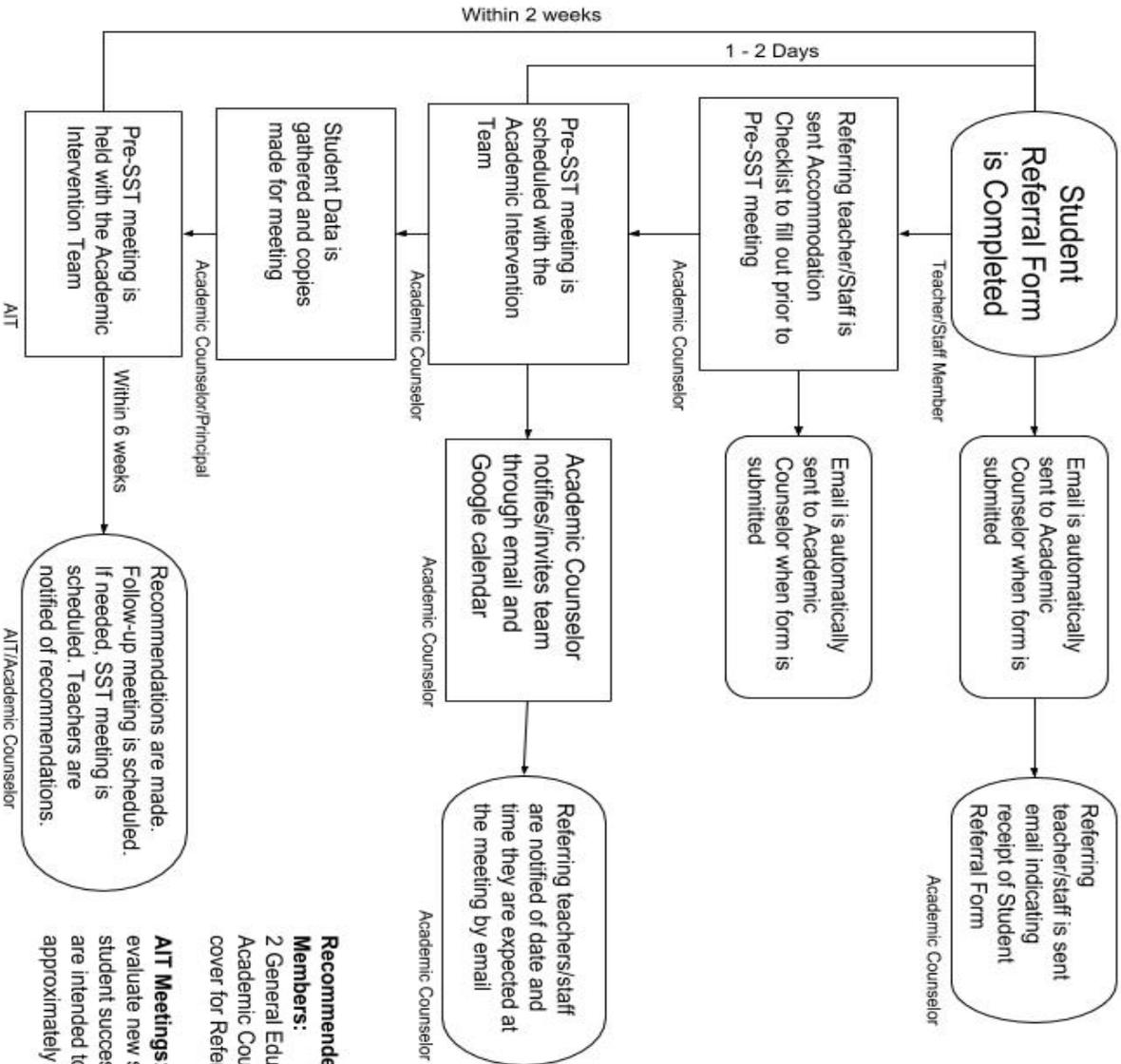
1. Any individual staff member, department, committee, or PLC may submit a proposal, idea, or suggestion for consideration to the two Trojan Teams for review; however, *it is required that the submitted proposal utilize requisite and supporting data to justify the idea or proposal*. This data can be from any type of data available: Attendance, discipline, MAP and/or SBAC scores, GPA/Grades, AIT referrals/data, curriculum additions or changes, SST/IEP information, surveys, PLC information, student classroom performance, ACES, or any other data that supports triggering action by the Site Accountability Committee (SAC). If the proposal has merit and needs addressing, it will be presented to the SAC with the supporting data.
2. The proposal will be presented (both written and orally) to the SAC team for consideration. If the SAC feels as though the proposal has merit, any member of SAC can initiate a task force vote; if the SAC votes to go forward with the proposal by majority vote, a task force will be convened. The task force will be chaired by the SAC member who calls for a vote to go forward. The task force will have discussion in an open meeting in which anyone may attend. A consensus must be reached within the task force in order for the proposal to proceed to the next step, which is having the whole staff review and vote on the proposal.
3. Once the whole staff is presented with the proposal, staff members may offer suggestions and/or feedback. Once the proposal has been vetted by the whole staff, a vote is taken, and the proposal is sent to any necessary further steps, provided that the staff votes to move forward with the proposal with a majority vote plus two staff members.
4. If the proposal does not require district or board approval, the proposal will be implemented ASAP.
5. If the proposal does require district or board approval, it is forwarded to the superintendent for review. The superintendent has the right to decide the legal or substantive merits of the proposal and to determine if it needs to go to the school board for consideration. If the superintendent decides there is no board approval required, he or she has the decision to accept or reject the proposal. If the proposal is accepted, the superintendent must communicate the acceptance of the plan in writing to the SAC to allow for timely implementation. If the superintendent rejects the proposal, it is his or her responsibility to inform the SAC in writing with specific reasons for rejection. The proposal task force will then reconvene to review the superintendent's reasons for rejection in order to address the superintendent's concerns and re-submit a revised proposal to the superintendent using steps b, c, d, e, and f above.
6. If the superintendent determines that school board approval is required, it is his or her responsibility to agendaize the proposal so the task force can present the proposal in both written form and a presentation to the board. If the board votes to accept the proposal, it is the board's responsibility to communicate the acceptance of the proposal. If the board rejects the proposal, it is the board's responsibility to inform the SAC in writing with specific reasons for rejection. The proposal task force will then reconvene to review the board's reasons for rejection in order to address the board's concerns and re-submit a revised proposal to the superintendent using steps b, c, d, e, and f above.

Appendix B:
School Accountability Committee (SAC)
Decision Making Flowchart



Appendix C:
Academic Intervention Team
Referral Process

Initial Student Referral - Academic Intervention Team (AIT) Procedure



Recommended Academic Intervention Team (AIT)

Members:

2 General Education Teacher, 1 support/SPED staff, 1 Academic Counselor, 1 Administrator/Principal, 1 Rover to cover for Referring Teachers, Referring Teachers/Staff.

AIT Meetings: Meetings held at least twice a month to evaluate new student referrals, provide recommendations for student success, and follow-up on student progress. Meetings are intended to be quick and productive, spending approximately 20 minutes per student.

Appendix D:
Academic Intervention Team
Student Referral Form

Student Referral

* Required

Student Name *

Your answer

Teacher Name *

Your answer

Reason for Referral *

- Social/Emotional
- Discipline
- Attendance
- Academics
- Medical
- Student self-identified as needing academic help
- Other: _____

Have you been concerned over a period of time or has there been a single event to cause concern? *

- Over a period of time
- A single event

Do you have any additional concerns or further information that you would like to share?

Your answer

SUBMIT

Appendix E:
Academic Intervention Team
SST Accommodations Form

SST Accommodations Form

Click all accommodations that have been attempted

* Required

Student Name *

Your answer

Referring Teacher/Staff *

Your answer

Instruction

- Use peer/individual tutoring
- Use pairs or small group work
- Provide copy of class notes
- Provide enlarged copies of handouts
- Incorporate technology
- Use overhead and other visuals in oral presentations
- Provide copy of projected material
- Teach specific study skills
- Allow variety of student responses
- Accept computer-processed or typed assignments
- Provide written and verbal directions with visuals when possible
- Highlight key points within written/text materials
- Use immediate feedback
- Encourage student to repeat directions orally
- Use peer/individual tutoring
- Use pairs or small group work
- Provide copy of class notes
- Provide enlarged copies of handouts
- Incorporate technology
- Use overhead and other visuals in oral presentations
- Provide copy of projected material
- Teach specific study skills
- Allow variety of student responses
- Accept computer-processed or typed assignments
- Provide written and verbal directions with visuals when possible
- Highlight key points within written/text materials
- Use immediate feedback
- Encourage student to repeat directions orally

Materials

- Presented models or examples of end product
- Large print copy
- Materials in native language
- Visual aids
- Highlighters
- Recorder
- Graphic organizers
- Presented models or examples of end product
- Large print copy
- Materials in native language
- Visual aids
- Highlighters
- Recorder
- Graphic organizers

Behavior

- Use private signals for reminders
- Assign preferential seating
- Monitor during transitions
- Hold confidential conferences
- Develop behavior contract
- Provide a behavior improvement plan
- Use private signals for reminders
- Assign preferential seating
- Monitor during transitions
- Hold confidential conferences
- Develop behavior contract
- Provide a behavior improvement plan

Homework/Assignments

- Display examples/models
- Provide written and verbal directions
- Break assignment into smaller segments
- Allow oral responses
- Allow extra credit
- Display examples/models
- Provide written and verbal directions
- Break assignment into smaller segments
- Allow oral responses
- Allow extra credit

Testing

- Provide study questions
- Use notes during tests
- Consider effort as part of grade
- Allow use of technology for note taking
- Change test location
- Provide monitored test breaks
- Provide study questions
- Use notes during tests
- Consider effort as part of grade
- Allow use of technology for note taking
- Change test location
- Provide monitored test breaks

Reading

- Use audiobooks
- Provide larger print
- Use small-group instruction
- Use paired reading
- Present vocabulary visually
- Exempt from reading in front of class
- Use audiobooks
- Provide larger print
- Use small-group instruction
- Use paired reading
- Present vocabulary visually
- Exempt from reading in front of class

Math

- Provide vocabulary cards
- Use math charts
- Use calculators
- Use graphics or illustrations
- Use tactile numbers and signs
- Provide vocabulary cards
- Use math charts
- Use calculators
- Use graphics or illustrations
- Use tactile numbers and signs

Science/Social Studies

- Provide content outlines
- Allow tape recorders
- Highlight instructions on lab sheets
- Use recorded text books
- Use video support
- Substitute projects
- Use a note taker
- Provide content outlines
- Allow tape recorders

- Highlight instructions on lab sheets
- Use recorded text books
- Use video support
- Substitute projects
- Use a note taker

Writing/Written Expression

- Use a word processor for notetaking
- Allow lecture to be recorded
- Provide additional time
- Do not penalize for spelling errors
- Allow extra time for written assignments
- Use visual instruction aids
- Use a word processor for notetaking
- Allow lecture to be recorded
- Provide additional time
- Do not penalize for spelling errors
- Allow extra time for written assignments
- Use visual instruction aids

Classroom Environment

- Reduce unnecessary visual stimuli/clutter
- Seat student in low traffic area
- Stand near student when instructions are given
- Post daily routine in writing in a visible location
- Allow the student frequent breaks if needed
- Include opportunities for physical activity
- Keep extra supply of pencils, pens, and paper
- Have a pre-arranged cue for the student to leave room
- Use a checklist to check off completed tasks
- Use earplugs/headphones to minimize noise
- Allow student to transition ahead of the class
- Reduce unnecessary visual stimuli/clutter
- Seat student in low traffic area
- Stand near student when instructions are given
- Post daily routine in writing in a visible location
- Allow the student frequent breaks if needed
- Include opportunities for physical activity
- Keep extra supply of pencils, pens, and paper
- Have a pre-arranged cue for the student to leave room
- Use a checklist to check off completed tasks
- Use earplugs/headphones to minimize noise
- Allow student to transition ahead of the class

Other accommodations not listed above

Your answer

Appendix F:
Academic Intervention Team
Team Meeting Summary

Attached: Student Referral Teacher checklist MAP scores SBAC scores ELPAC scores Historical Grades
Current Grades Attendance

Durham High School
Academic Intervention Team Meeting Summary

Meeting Date: _____ Pre-SST 1st SST 2nd SST 3rd SST

Student Name: _____

I. Area of Concern: Check all that apply

Social/Emotional Discipline Attendance Academics Medical Student/Self Identified
 Other

II. Primary Language:

III. Living Arrangements:

IV. Attendance: Current: Absences _____ Tardies _____
Historical: Absences _____ Tardies _____

V. Current Programs/Services: Check all that apply

Foster Youth Homeless ELL Speech 504 Counseling SpEd Other _____

VI. Outside Agencies:

VII. Prior Programs/Services or Assessments: (e.g., SpEd, 504, Speech)

Intervention/Support/ Accomodation	Time Frame	Goal	Outcome
	From to		

VIII. Current Interventions, Supports, and Accommodations: Check all that apply

Study Skills ELD Counseling Speech Other _____ *See attached Teacher Checklist

Additional Interventions/Supports/Accommodations:

Tier I: _____

Tier II: _____

Tier III: _____

IX. Most Current Assessment Data: See attached assessment results

	MAP	SBAC	ELPAC		
ELA					
Reading					
Math					

X. Behavior:

XI. Action Plan:

Intervention/ Accommodation	Start Date	Person Responsible	Expected Outcome	Review Date
1.				
2.				
3.				
4.				
5.				
6.				

Team Members Present:

Title:	Name:
1. General Education Teacher	
2. General Education Teacher	
3. Referring Teacher	
4. Support Staff	
5. Academic Counselor	
6. Principal	
7.	
8.	

Follow-up Meeting Date (schedule within 6 weeks): _____

Appendix G:
Technology Team
Annual Technology Survey

Annual Technology Survey

Name

Your answer

Personal technology needs for the next year:

Your answer

Department technology needs for the next year:

Your answer

School-wide technology needs for the next year:

Your answer

What technology have you used in the last year?

Your answer

Would you need training in order to better use current tech or introduce new tech?

Your answer

What is your 5 year plan for technology in our school?

Your answer

What is your 10 year plan for technology in our school?

Your answer

Appendix H:
Technology Team
Annual Technology Inventory

Annual Technology Inventory

Please fill out one form per type of technology you use, including a separate form for carts. If it is used by multiple personnel, only one person needs to fill out the form, so please communicate. Only technology that is serviced and purchased by the school needs to be included, so don't include technology from grants or contracts, like the office copiers.

* Required

Location or Department *

Your answer

Brand (Dell, Apple, etc) *

Your answer

Type (Tablet, Desktop, Laptop, Calculator, etc) *

Your answer

Model, if known (TI-84, Chromebook, ifp7550, etc)

Your answer

Quantity *

Your answer

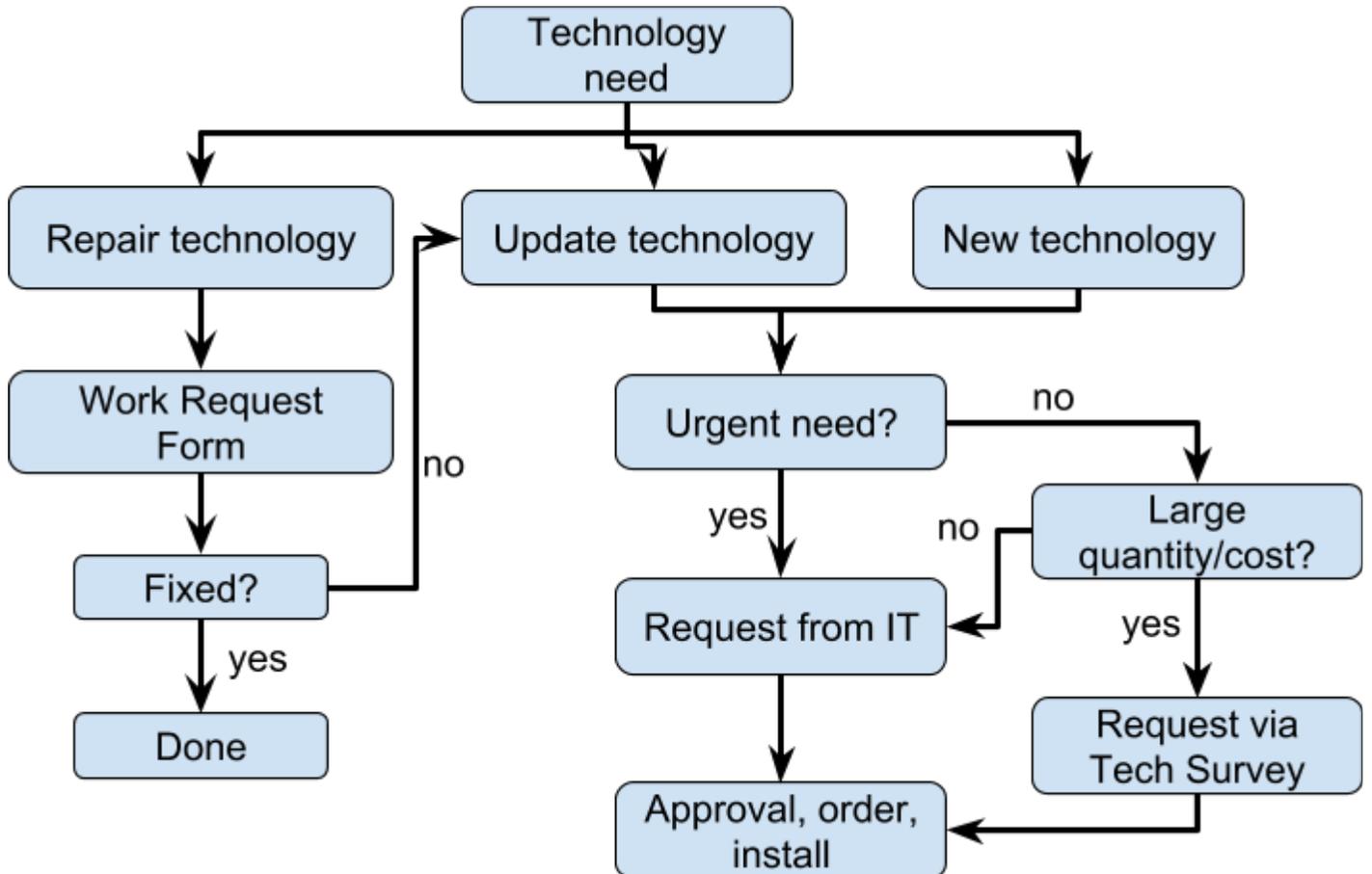
Year of purchase, exact or estimate (Leave blank if unknown)

Your answer

Comments (optional)

Your answer

Appendix I
Technology Team
Technology Plan Flowchart
(for the acquisition of technology)



Appendix J:
Data Team
Data Flowchart

