Denair High School

3431 Lester Road
Denair, California 95316
2017 Self-Study Report

Visiting Committee

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Gilroy, CA

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Denair Unified School District

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Denair High School

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Preface

The genesis and production of the *2017 WASC Self-Study Report* was a unique, bold and efficacious project.

Owing its development to many stakeholders at Denair High School over thirteen months, the self-study was created in two phases that, at the time, were not necessarily conceived as being companion parts of an overall process. Nonetheless, the first phase set the stage that organically gave rise to the school's 2017 self-study.

The background for phase one began unwittingly in 2012 when Denair Unified School District shockingly plunged into a financial crisis. In the prior school year, DHS completed its 2011 self-study under faithful conditions that contained a plan for school improvement. However, by 2013, financial distress rapidly altered the operational landscape of the District. Dramatic change was underway.

During this time, DHS faced the distractions of large-scale layoffs, district-wide salary reductions, and drastic programmatic cuts. In 2015, the District successfully navigated into fiscal recovery with a new superintendent who was hired the previous year. This newfound stability notwithstanding, DHS continued to whirl through major changes in personnel, experiencing a turnover of nearly three-fourths of its instructional staff, under five different principals, from 2013 to 2017.

In 2016, the current Director of Secondary Education/Principal was hired at DHS. The school quickly embarked on its own school-wide evaluation and collected sufficient comments, suggestions and commendations to create a new, striking plan of improvement. This plan was steeped in data analysis, professional development and stakeholder involvement. It quickly became the working document for improvements and new initiatives in 2016/17.

DHS soon initiated the following priorities: professional development, stakeholder involvement and culture planning. The need for districtwide data and the pursuit of college and career readiness became competing priorities, along with the building of lifelong relationships and a consistent behavior hierarchy into the school's culture. At this same time, the District adopted *The Thoughtful Classroom - Teacher Effectiveness Framework* as its teacher evaluation instrument. This holistic, multi-dimensional tool serves to strengthen instruction through data analysis, common instructional language, reflection and coaching.

During February 2017, the hiring of teachers became a new priority. Nine certificated staff members and five classified members were hired by July 2017. The hiring of new personnel helped to pave the way for the school to begin earnest work on the aforementioned plan that now included: data analysis, instructional strategies and culture. The result of this collective work is that the school has now implemented AVID, Response to Intervention, four College Technical Education pathways in partnership with the local community college, Northwestern Evaluation Assessment program (MAP/NWEA), mandatory sports PE for all Junior Varsity and Varsity athletes, and Agriculture Supervised Agricultural Experience Program 7-12 (SAE).

To see that this plan was successful, a variety of stakeholder teams were created in previous school year (extending into the current school year) with the purpose of ensuring all initiatives and best practices are embedded across the school. All teams operate in formal fashion and are delivered an agenda prior to the meeting, which focuses on WICOR (Writing Inquiry Collaboration Organization Reading) strategies and student priorities, while being rooted in grit (fortitude) and student relationships. Follow up then occurs with minutes and a sign in sheet.

It is important to note that the Denair High School community is rich in tradition and culture. As such, the leadership teams spend focused time on continuing and deepening that culture through a variety of activities such as: playoff tailgate parties, Truck and Tractor Pull, Sports Boosters Dinner and Auction, Paint the Parking Lot, Homecoming Parade, Sober Grad night, band performances, Pancake Breakfast, Spirit Rallies, Powderpuff, lunch time activities, college tours, drama productions, and the annual homecoming parade. Enriching culture in this way is viewed as a lynchpin between purpose and action in the successful advancement of the school.

The 2017 WASC self-study (phase two) is a logical extension and continuance of the work described above. It is important to note that the time spent on the "WASC portion" of the self-study might appear condensed to the casual observer. However, this is not the case when considering the body of work that has occurred over the past year. Ineed, phase one and phase two are interlocked and create a complete self-study.

To fully transition and complete work on the WASC self-study, home groups and leadership meetings were scheduled between August 24 and October 2, 2017. A chairperson was designated for each group to serve as a WASC coordinator and data collector. At the leadership team meetings, data was discussed and assignments were

given. The focus groups met every Thursday, and Home Groups each Monday. Data was analyzed, research was conducted and narratives were written.

In the focus group meetings, the chairperson collected narrative statements and data from group members, and led discussions about criteria/prompts for the various focus groups. Each of these meetings were scheduled for 60 minutes every Monday and Thursday.

Focus group composition included: certificated staff, parents, administrators, students and classified staff. Teachers were divided among the focus groups to ensure that membership had diversity in departmental representation.

Throughout the course of the self-study process, time was given in several meetings to focus on some aspect of the self-study. Teams reviewed the progress made on the prior action plan, particularly the progress made over the past year and, then, compared this data against the newly developing action plan. The new action plan contained herein is forged from data analysis, identification of previous errors, collection of evidence, and identification of areas for growth.

The 2017 self-study is now complete, but the work continues. School stakeholders await the visiting team's arrival and welcome the important discussions and feedback that lie ahead -- all in the ongoing pursuit of improving, enhancing and advancing our school.

CHAPTER I

PROGRESS REPORT

Chapter I: Progress Report

Significant Developments

Since the time of the last full self study in March of 2011, Denair High School has experienced significant personnel turnover including, one interim superintendent, one full time superintendent, Five administrators and many teachers. Additionally, improvements and enhancements have occurred throughout the school, within the curriculum, instructional strategies, student success, parental engagement and school wide beautification.

In 2016, Denair High School recognized its inception of a turnaround phase, culturally, academically and socially. This recognition launched the work of a culture team and culture planning with a focus in 4 areas, school-wide culture and climate, attendance, parent and family engagement, and academic culture also directly aligned with the critical and focal areas during the 2014 WASC visit.   A culture team was created, plans were written, and monthly meetings were held.

Increasing academic engagement through instructional strategies in order to increase students proficiency on all assessments has been systematic and ongoing since August of 2016. Training began in August on the foundational suite of the series of 4 instructional strategies; Do-Now's/Exit Tickets, Think-Pair-Share, Cold Call and Focused Instruction. An education consultant from CT3 Education trained the district on Do-Now's and Exit Tickets. Training continued on a monthly basis at Denair High School. Do-Now's and Exit Tickets are a common thread in classrooms across the campus.

Denair High School has significantly increased the positive culture and climate. Students report they are happy to come to school, office referrals/suspensions/expulsions have significantly decreased and work force/college acceptance has increased. In 2017, AVID was implemented on campus for all 9th graders. This provides an opportunity for students to be successful in high school and post-secondary school through tutorials, organization, higher order reading skills, and rigor.

Increasing the readiness of students for post-secondary education or career is an ongoing goal. In 2017, 42 of 76 graduates were accepted to college. In 2017 district wide Response To Intervention was implemented and driven by NWEA. NWEA is a

universal online based assessment tool that measures academic ability amongst like peers across the nation. These tools allow data to drive instruction while providing multiple layers of intervention both academically and behaviorally for students.

Other enhancements and modifications of significant impact:
- The math department has transitioned from the traditional Algebra, Geometry, Algebra 2 to the integrated approach of Math I,II, and III. Pearson curriculum was adopted and a blended learning model is being implemented in each classroom.
- Five Chromebook carts have been purchased to provide instruction through a blended learning model in Spanish, Math, English and Agriculture.
- Special Education services have been transitioned through push in /pull out model. All students in Resource and Speech receive their support through the push in model in the general education classroom. Students in Special Day Class will receive English and Math in the SDC classroom with the remainder of their instruction received through general education mainstreaming where a paraprofessional supports. We have added 2.0 FTE to the paraprofessional Special Education staff
- Advanced Placement English Language, Spanish Literature, Spanish Language and Statistics have been added to the course offerings.
- 9th-12th grade students are permitted to apply for the Multilingual Seal of Proficiency through Stanislaus County Office of Education.
- The agriculture department has increased a staff member by 0.67 making a department of 2.67 employees with 161 FFA members.
- Four CTE pathways as a 2+2 articulation in partnership with Modesto Junior College have been added; Criminal Justice, Agriculture Mechanics, Agriculture Plant and Crop Science and Agriculture Animal Science.
- Success Cards are part of the school wide culture plan. Students can earn a Succes Card when caught being good by a staff member. Cards are drawn once a month by grade level at rallies and students earn fun prizes. Prizes include, gift cards, iPads, Bose headphones, wireless speakers, etc.
- Tailgate parties are provided for the entire student body if an athletic team makes playoffs. This event includes an hour of games, BBQ, music, competitions, etc.
- The Sports Boosters has been reinstated with huge success. In 2016 they raised over $40,000 for athletic teams and continue to support all 25 fielded teams.
- The Ag Boosters began an annual Truck and Tractor Pull fundraiser held on Veterans Day weekend. In 2016 in cleared over $30,000. The funding goes directly to FFA members for animal projects, leadership opportunities and field days.

- The football field scoreboard was replaced by the Denair Lions Club.

Schoolwide Critical Areas for Follow-Up
Since the last self study:
The principal of five years' duration left at the end of the 2008-2009 school year. As a budget reduction measure, his position in 2009-2010 was filled for one year by a former principal who also served as assistant superintendent. (The superintendent also served as principal of the Middle School in 2009-2010.) The current principal was advanced from vice-principal to principal in 2010-2011. (The vice-principal position added in October 2006 was eliminated in 2010-2011 due to budget reductions.) A second counselor (0.8FTE) employed in 2007 was eliminated in 2009-2010 also due to budget reductions. The same principal completed a duration from 2010-2013. A new principal was added to the high school for the years of 2013-2015, followed by a different principal in 2015/2016 (who left mid year and was replaced by 2 additional principals) up to the current principal who was hired of July of 2016.

Data through SY 2014-2015
As state targets and performance levels on the California Standards Tests (CST) have risen and then been terminated, the proficiency levels at Denair High School students have not risen commensurately. CST scores may indicate that there is not sufficient congruence between the actual concepts and skills taught and the academic content standards tested. The following Issues may have affected student achievement, the school year was reduced, more than 4.5 teachers were eliminated, parallel classed in English, Language Arts, Algebra and AVID were eliminated. Students with needs are currently supported through CAHSEE English, Language Arts and Algebra classes, English-Language Development, and Sheltered English classes. Plans are to reinstate parallel classes.

Data from 2015-2017
The state of California no longer administers the CST and CAHSEE, therefore DHS does not offer support classes for these testing areas. Current staff includes 15 FTE's, 2 0.67 FTE's, 1 0.1 FTE and 4 para professionals. It has increased programming offering through CTE pathways in both Agriculture and Criminal Science Investigations. The CAASPP assessment was given in 2013/2014 to date to 10th grade in life science. The CAASPP was administered to 11th grade in English Language Arts and Mathematics in 2014-2015 to date.
All of these classes plus CTE pathways in Agriculture and Criminal Science Investigations have been re-instated. An increase in AP classes have been reinstated and additional employees were

The schoolwide critical areas for follow up as defined by the visiting committee in 2011 included:

- Critical Area 1--More emphasis on attaining proficiency/advanced level on California Standards Tests
- Critical Area 2--Heightened student awareness of the importance of reaching proficiency/advanced levels on California State Standards
  - Continue emphasis on standards based lesson planning where the learning is driven by objectives and instructional strategies.
  - Data driven instruction-NWEA, RtI, AVID, Instructional Strategies
- Critical Area 3--Additional parent involvement in the teaching/learning process including non-English speaking parents
  - DELAC
  - DLI
  - Seal of Multi Proficiency
- Critical Area 4--Establishment of parent portal on web site (pending availability of funds)
  - Classroom Clickables on website
  - Power School
- Critical Area 5--Best practices showcased, shared and institutionalized
  - Key learning goals for each class written on the board and linked to state standards are taking place in every classroom
  - Higher order thinking skills incorporated into lessons through instructional strategy pool, WICOR and metacognition sentence stems
  - College going culture (no failure culture), increase number of students completing A- G requirements so that all students have the option to attend a 4 year college-yes.
    - All remedial or essentials classes were eliminated during the day. If a student fails a general education, high school graduation requirement or A-G, they must take it on their own through summer school, Turlock Adult School or an online option.
    - Class of 2020 and after are required to take 3 years of math, 9th grade AVID and an intervention if applicable.
    - Onine courses are offered through Cyber High, Edmentum, BYU and Higher Vista Learning
    - Blended learning model is required in math, English, Spanish and Agriculture.

Ongoing Follow-up Process

Through the multiple years of administrative and staff turnover along with financial distress and decreased enrollment, data has been lost to point to action plan success. The thinking around one cohesive action plan was driven by ESLR's and student achievement. The thinking around each task was to ensure every one was of equal importance and married to one another. Each task would be successful if every task was completed and implemented with high fidelity. Tasks were color coded, green (continuation of task), yellow (attention needed to be given), and purple (non-existence and immediate attention).

Action Plan Item #1:

The action plan component to increase the number of students at proficient and advanced levels on the CST's has transitioned to increase the amount of students meeting standards on the CAASPP. Test scores have increased slightly school wide which is a direct reflection of focused instructional strategies that are directly aligned with the Common Core State Standards. Do-Now's and Exit Tickets are a required instructional strategy across campus along with Cornell Notes.

The action plan component for strategic lesson plans are now driven by data, calculated by NWEA as a ready to learn level. NWEA in conjunction with Khan Academy drive our newly instituted RtI intervention classrooms.

The action plan to provide parallel classes to increase the CAHSEE results has been eliminated. Response to Intervention classes have been instated as a means to close skill gaps and allow for greater success in A-G classes, AP and CASSPP. This directly aligns to the DHS mission.

The action plan component for 9th grade science requirements have been met. Additionally, the class of 2020 and beyond are required to take 3 years of math.

Action Plan Item #2:

The action plan component for ROP, Agri-business Academy a vocational education classes has increased. Our partner, Modesto Junior College has a contract for 2+2 articulation agreement with a CTE (Career and Technical Education) pathway in the areas of Agricultural Animal Science, Agricultural Plant/Crop Science, Agricultural Mechanics and Criminal Science Investigations. Student can essentially graduate from Denair High School with up to 15 college credits.

The action plan component of A-G status for additional classes has been approved:

CTE courses offered on site:
Ag Animal Science
Ag Introduction to Plant Science
Ag Floral Design I
Ag Floral Design 2
Ag Environmental Horticulture
Ag Leadership
Ag Welding Introduction
Ag Welding Advanced

Criminal Law
Administration of Justice
Patrol Procedures

A-G courses offered on site:
World History
US History
English 9
English 10
PreAP English 10
English 11
English 12
AP Literature
AP Language
Integrated Math 1
Integrated Math 2
Integrated Math 3
AP Statistics
Trig/Pre-Calculus
Ag Biology
Biology
Anatomy/Physiology
Chemistry
Physics
Spanish 1
Spanish 2
Spanish 3
AP Spanish Language
AP Spanish Literature

Art 1
Art Design
AP Studio Art
Band
Ag Floral Design 1
Economics/Civics
Ag Earth Science

A-G courses offered through Edmentum:
French 1
California Audio/Video Production
California Marketing, Advertising, and Sales
California Principles of Engineering and Technology
Environmental Science

Archived A-G courses:
AP US History
World History Honors
Biology Honors
Drama
Journalism

Action Plan Item #3:
The action plan for researching ways in which similar schools have increased student performance levels has been altered to researching best schools across the country. This is where instructional strategies, data driven instruction, AVID and focused leadership teams have been instituted.

The action plan component for technology has been incorporated across the school. Professional Development on Google Classrooms and 5 in 10 take place across the district. Additionally, Powerschool, SEIS and Gradebook training takes place 2-3 times a year.

The action plan component for providing orientation for new teachers began in 2016/2017 and is thriving. New teacher arrive on campus one day prior to returning teachers for a full day of professional development differentiated for the site they teach at.

Action Item #4:

The action plan component for parent survey has not been conducted.

The action plan for a parent portal on the website has been incorporated. Parents/families have access to the classroom clickables and the PowerSchool app. This offers our daily bulletin, student absences, student grade and assignments. The Remind app is also utilized per teacher and coach.

Critical Areas Not Currently in the Action Plan

It is crucial that Denair High School sustains continuity in all areas of the comprehensive high school setting while continuing to press on growth and expansion of programs. It is imperative to eliminate the elevated staff and administrative turn over while stabilizing the site budget.

Despite the large number of new staff members the school needs to find even more opportunities for student to become and remain highly engaged in their learning while still harboring that true high school experience! Students and their parents/families need to continue to reach out for additional support beyond what is currently offered through a time of change and focus on "gritty values".

Professional development, collaboration and ongoing systematic approaches to the fusion of the ESLR's and Common Core State Standards with instruction and every aspect of learning at the a=site are needed. The community at large needs support and assistance to understand, design, implement, evaluate, and improve instructional programs based on the standards.

The largest need identified is that of closing student skill gap and allowing students to be functional readers at DHS. The process of data driven instruction, research based instructional strategies, AVID and RtI are focused to assist with these deficiencies.

CHAPTER II

Student/Community Profile and Supporting Data and Findings

Chapter II

Student/Community Profile-Data and Findings

1. General Background and History

Community

Denair High School is the single comprehensive high school serving 262 students in grades 9-12 in the Denair Unified School District. Sitting on approximately 79 acres, the school is located in the southeast corner of the district on the corner of Lester Road and Monte Vista Avenue. The town of Denair has a population of 4,404 as of the census in 2010 up from 3,446 in 2000. The racial makeup of Denair was 3,425 (77.8%) White, 25 (0.6%) African American, 55 (1.2%) Native American, 42 (1.0%) Asian, 4 (0.1%) Pacific Islander, 699 (15.9%) from other races, and 154 (3.5%) from two or more races. Hispanic or Latino of any race were 1,423 persons (32.3%). The town is comprised of a farming and ranching community, small business owners and residential neighborhoods. The current unified school district is made up of one elementary charter school serving Pre K-5th, one middle school serving 6th-8th grade, one high school serving 9th-12th grade and one independent and home charter school serving grade K-12th grade.

Approximately 19 percent of the student body does not matriculate from within the school district. These students reside on interdistrict transfers from the surrounding communities of Turlock, Delhi, Hughson, Waterford, Modesto, Ceres and Atwater. Roughly eight percent of the student body is bussed to and from school daily, including students from our feeder school, Denair Middle School. The great majority of students either walk or take private transportation to and from school.

Current enrollment for school year 2017/18 at Denair High School is 262 students. The ethnicity of the student body includes: 51% Caucasian, 48% Hispanic/Latino, and 1% other ethnic groups including African American, American Indian and Pacific Islander. This is comparable to the demographic data reported during the last Self Study visit in 2011; 53% Caucasian, 45% Hispanic and 2% other ethnic groups including American Indian, Asian, Pacific Islander and African American.

Demographic developments that are significant include socioeconomically disadvantaged students who comprise over 64% of our population as well as second language learners make up a bit over over 13% of the population.
The town of Denair is a part of Stanislaus County, which is located in the central valley of California.

The central valley is the largest producer of agricultural commodities in the country. The largest portion of Denair is predominantly rural and agricultural.

The Census reported that 4,404 people (100% of the population) lived in households, 0 (0%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized. There were 1,451 households, out of which 611 (42.1%) had children under the age of 18 living in them, 913 (62.9%) were opposite-sex married couples living together, 168 (11.6%) had a female householder with no husband present, 86 (5.9%) had a male householder with no wife present. There were 71 (4.9%) unmarried opposite-sex partnerships, and 10 (0.7%) same-sex married couples or partnerships. 221 households (15.2%) were made up of individuals and 113 (7.8%) had someone living alone who was 65 years of age or older. The average household size was 3.04. There were 1,167 families (80.4% of all households); the average family size was 3.38. The population was spread out with 1,233 people (28.0%) under the age of 18, 407 people (9.2%) aged 18 to 24, 1,186 people (26.9%) aged 25 to 44, 1,098 people (24.9%) aged 45 to 64, and 480 people (10.9%) who were 65 years of age or older. The median age was 34.8 years. For every 100 females there were 96.8 males. For every 100 females age 18 and over, there were 94.3 males. There were 1,523 housing units at an average density of 768.7 per square mile (296.8/km²), of which 1,128 (77.7%) were owner-occupied, and 323 (22.3%) were occupied by renters. The homeowner vacancy rate was 2.1%; the rental vacancy rate was 5.2%. 3,275 people (74.4% of the population) lived in owner-occupied housing units and 1,129 people (25.6%) lived in rental housing units.

Denair High School prepares students for the workforce, community colleges and universities. We have a CTE and 2+2 articulation partnership with Modesto Junior College(MJC) in Criminal Science, Agricultural Mechanics, Agriculture Animal Science and Agriculture Plant Science. Our students on the A-G pathway's have options to take AP courses, online college courses and additional coursework throughout their instructional day. We have partnerships with military services, local business for internship opportunities and apprenticeships.

Each course at the high school is taught with the end in mind. All students receive curriculum aligned with the K-8 SBE approval to ensure seamless transition. All lessons are Common Core State Standards and Next Generation Science Standards aligned and directly follow the course outlines and syllabi. All AP courses are UCOP approved and all CTE courses are MJC approved.

Currently we are implementing the 4-step No Nonsense Nurturer Model, AVID, NWEA, Response to Intervention (RTI) and mandatory sports PE for all athletes. These models/programs aid in data driven instruction, focal groupings for intervention, increase in competitive equity score and college, career and vocational readiness.

The Mission statement and ESLRs were just refined. You will see of evidence in each classrooms of each artifact.

2. Parent/community organizations

The city of Denair and the surrounding districts that send their children to Denair are involved in multiple events and activities the school/district offers. Parents and community members are often one and the same. They sit on the Board of Trustees, Ag Boosters Board, Sports Boosters Board, and Sober Grad Board. Community members assist with tailgate events, rooters' buses, local ag competitions, band events, and homecoming. Ad hoc committees exist in the areas of textbook adoption, staff hiring, budgeting, facility development, with parents always included in the membership.

School/business relationships:

The high school has a partnership with many local organizations: Denair Lion's Club, the Denair Fire Department, West Steel and Plastics, Denair Lumber, Active Industrial Contracting, Turlock Feed, Silk Screen by Design, Garton Tractor, Connecting Point Church, Modesto Junior College and Denair Ed Foundation. These relationships are strong and long standing within our community. When the need arises, they immediately step up to provide for our students.

Denair Lions Club, the Denair Fire Department and the Education Foundation award graduating seniors scholarships based on specific criteria such as community service and interest in public services. For many years the football team has volunteered at the fire department annual barbecue. Students also participate helping the Lions Club put together food baskets during Thanksgiving and Christmas to be delivered to needy families in our community.

Denair Lions Club is in the process of replacing the football field scoreboard. The Lions Club also conducts vision screenings for our students and have a partnership with a local optometrist (Denair alumni) to provide free glasses to DHS students in need.

3. Local Control Funding Formula - Eight State Priorities

The Local Control Funding Formula (LCFF) lists eight state priority areas that every district must detail how they are addressing through the Local Control Accountability Plan (LCAP). Each of the eight areas is listed below. Each district can use its own indicators for success in addition to those required by the state.

CONDITIONS FOR LEARNING	ENGAGEMENT	PUPIL OUTCOMES
Basic Services	Parent Engagement	Pupil Achievement
Implementation of State Standards	Pupil Engagement	Other Pupil Outcomes
Course Access	School Climate	
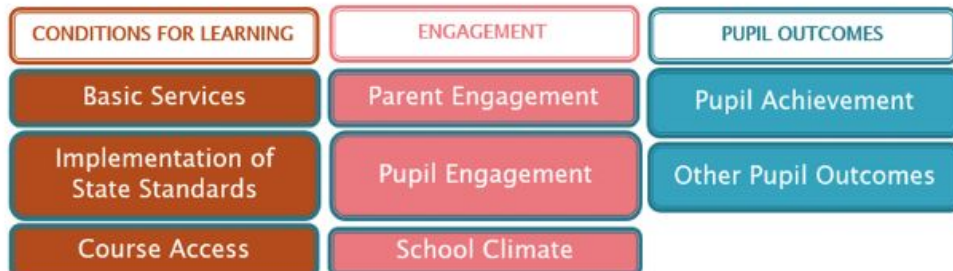
The District has distilled its Local Control Accountability Plan (LCAP) into the Executive Summary below. This summary offers a clear, concise view of three category goals and accompanying priorities that also serve as DUSD's strategic Plan.

Highlights of the current LCAP include the implementation of NWEA Measures of Academic Progress to determine student academic readiness levels; the implementation of Response to Intervention (RTI) to help support students on making progress academically, socially and emotionally; and implementation of Parents for Quality Education (PIQE), which offers classes to educate parents on the importance of being a part of their child's learning experiences in each parents' native language.

Denair Unified School District LCAP Year 1 Executive Summary
Goal 1. Conditions for Learning
All environments are strategically designed and maintained for teaching and for learning so that all stakeholders will perform at optimal levels.
Retain highly qualified staff
Continually improve the qualifications of staff in each position in the District
Fully implement and continually improve K-12 reading/language arts implementation of the State Standards
Fully implement and continually improve K-12 math implementation of the State Standards
All students will have access to standards-aligned instructional materials
Fully implement and continually improve ELD implementation of the State Standards
Continually improve standards-based Science Program
Science adoptions aligned with Next Generation Science Standards
Continually improve standards-based Modern Language Program
Continually improve standards-based Social Science Program
Social Science adoptions aligned with the State Standards
Continually provide functional, safe, and clean classrooms, facilities, and grounds
Modern Language adoptions aligned with the State Standards
Continually improve standards-based Visual and Performing Arts Program
Maintain Equipment Replacement Reserve
Physical Education curriculum aligned with state frameworks
Continually improve standards-based Physical Education Program
Provide new and modernized facilities
Develop and continually improve the District's wellness policy
Goal 2. Pupil Outcomes
Our educational process will be dynamic, multi-dimensional, organized and will inspire, prepare, develop and advance all students to be college and career ready.

Increase Intervention Support for Low Income Students
Develop and continually improve an effective Career Technical Educational Plan
Continually improve Advance Placement program
Intervention and Remedial Support for Foster Youth
Implement and continually improve the process for two-year tracking of reclassification
Goal 3. Engagement
We will provide the best educational service to all stakeholders so that Denair Unified School District will be the premier district in Stanislaus County for all families seeking a small school environment.
Continually improve student involvement
Continually improve family community involvement
Continually improve services that promote self-confidence, integrity, positive decision making, community pride, and responsible citizenry
Continually improve services that promote physical, emotional and mental health
Increase outreach partnerships to provide direct/indirect support to students, staff, and community
Increase ELD support and Increase computer access for English learner parents
Increase access to Social Services
Continually improve smooth transitions
Ongoing communication with Multi-agencies; Ensure smooth transitions for Foster Youth

LCAP Action Plan and Indicators for Success

Listed below is the LCAP Action Plan for 2017/18 that include indicators for success.

LCAP/Action Plan for 2017-18 based on needs assessed in 2016-17		
LCAP Goals/Priorities	*16-17 Baseline Data*	*17-18 Action Plan*
Goal 1A: Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position	1. 95% of staff are highly qualified in their positions 2. 77% of staff were retained from 2015-2016 3. 66% of staff have attended non-mandatory Professional Development	1. Maintain/Increase number of staff highly qualified in their positions 2. Retain at least 3% more staff when compared to 2016-2017 3. Develop key criteria/standards/procedures to tailor employee training
Goal 1B: Students will have full access to ELA, math, ELD, Science, Social Science, Physical Education, World Language, and Visual and performing arts instruction and state standards for each subject will be fully implemented	1. CAASPP ELA: 63% with Level 3+ scores and 14% with Level 1 scores; CAASPP Math: 23% with Level 3+ scores and 42% with Level 1 scores 2. 100% Sufficient Textbooks and Instructional Materials	1. CAASPP: Increase by 5% in Level 3+ scores in each subject area; decrease by 3% in Level 1 scores in each subject area 2. Students will have access to ELA, Math textbooks and curriculum that is 100% aligned with state standards, Survey staff for effectiveness for state aligned social science, and physical education materials

	3. CST: 46% scoring proficient/advanced 4. World Language: 50.3% participation 5. V&P Arts: 4.4% participation and 83.3% students continuing band	which students will have sufficient access to, Develop a science curriculum committee to choose a pilot program that is 100% aligned with state standards 3. CST: Increase by 3% for those students scoring Proficient and Advanced 4. Increase by 5% when comparing the number of students enrolled in World Language to total enrollment, Survey staff for effectiveness for state aligned modern language materials which students will have sufficient access to 5. Increase by 5% in participation of Band instruction, 5% increase in the number of students continuing Band Instruction from the year before
Goal 1C: Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement	1. 97.4% score on School Safety Inspection checklist and Facility Inspection Tool 2. Begin developing master facilities plan 3. 19.2% additional equipment was replaced in 2016-2017	1. Maintain/Increase in rate of safe, clean, sustainable and attractive classrooms 2. Finalize master facilities plan 3. Develop a master equipment plan, maximize state/local funding to purchase new equipment
Goal 1D: Develop and continually improve the District's wellness Policy	Develop a wellness committee and track participation	Maintain/Increase participation in the wellness committee
Goal 2A: Increase Intervention Support for Low Income Students, Remedial Support for Foster Youth students, and a two-year tracking process after English Learners are reclassified	1. 50 students participated in intervention 2. 100% of students reclassified from English Learner in 15-16 are being tracked 3. NWEA: Determine best way to implement in 17-18 4. RTI: Determine best way to implement in 17-18	1. Maintain/Increase number of students participating in Intervention Services 2. Maintain/Increase number of students being tracked after reclassification 3. Implement NWEA and create a baseline of data 4. Implement RTI and create a baseline of data
Goal 2B: Develop and continually improve the process for students to become college and career ready including the Advanced Placement program and a Career Technical Educational Plan	1. 0 students received certifications in CTE programs 2. 15-16 Baseline: 35% of Advanced Placement Tests were passed 3. 100% Participation in EAP	1. Increase by at least 5 students in students earning a CTE certificate 2. Increase by 5% in students passing Advanced Placement Tests 3. Maintain participation of 100% in EAP
Goal 3A: Continually improve student, family, and community involvement	1. Attendance: 94.4% 2. Volunteers: 100 3. 100 parent/community member participants in school events	1. 2% increase in attendance rates 2. 5% increase in parent/family volunteers 3. Increase in participation of Stakeholder Advisory Committee meeting quarterly; 5% increase parent/family attendance to parent conferences, ELAC, DELAC, DAC;

		Increase in student participation of community events
Goal 3B: Continually improve services that promote physical, emotional and mental health while also instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry	1. Suspensions: 10% 2. Expulsions: 3 3. 15-16 Chronic absenteeism: 1% 4. Club participation: 200 students; 100% participation of student council officers participating in annual workshop 5. Athletics: 220 students participating 6. 92% response rate to the CHKS; 60% students feel connected and 72% feel safe 7. Participation in CNP: 59% 8. 100% follow-up on medical/health services for targeted students	1. 5% decrease in suspension days 2. 5% decrease in pupil expulsion rates 3. 5% decrease in chronic absenteeism 4. 3% increase in participation in clubs; Maintain rate of student council officers attending annual workshop 5. 2% increase in participation in athletic programs 6. Increase by 1% in response rate; Increase by 5% the rate of students who feel connected, and Increase by 3% the rate of students who feel safe 7. 5% increase in participation in Child Nutrition Program 8. Maintain/Increase follow-up on medical/health services for targeted students
Goal 3C: Increase outreach partnerships to provide direct/indirect support to students, staff, and community	1. College Readiness Block Grant; increase of 7% in grant funding 2. Connecting Point Church for 5th quarter and Baccalaureate; MJC for 2+2 articulation; San Joaquin Delta College for 2+2 articulation; Key Club; Denair Lions Club; West Steel; Stanislaus State for tutoring	1. 2% increase in government grants; 2% increase in private grants/donations 2. 2% increase in community/booster funding; Increase in participation of Community Business Partnership Program
Goal 3D: Increase or maintain English Learner Development support prior to reclassification	11 Bilingual staff in 2016-17	Increase by 3% ratio of Bilingual staff to ELD students
Goal 3E: Continually improve smooth transitions between grade levels and between different programs or services	1. Drop outs: 0% 2. Graduation: 100% 3. Transition activity participation: 75	1. 5% decrease in drop outs 2. Maintain/ Increase Graduation Rates 3. 95% participation in transition activities 4. Create a process for tracking students post-secondary education and create a baseline of data
Goal 3F: Increase access to Social Services and ongoing communication with Multi-agencies for Foster Youth	No foster youth students were age appropriate for transition activities in 16-17	Maintain/Increase tracking and communication of Foster Youth and Homeless students

4. Survey Data

In the fall of 2017 a survey was given to randomly selected students at DHS. In the survey students were asked various questions regarding school culture, goals, and expectations. The results of the survey are presented in the following table. Some areas of focus for DHS in the future include providing students with the opportunity to explore various career options as well as working towards preparing students to be college and career ready and effective communicators. Students that were surveyed included representation from all grade levels (9th-12th) and including 50% female and 50% male.

Question	Percent of Students Answered Yes	Percent of Students Answered No
1. Critical Thinking and Problem Solving Activities	94%	6%
2. Plan and Set Goals	88%	12%
3. Career Options	56%	44%
4. Personal Responsibility	94%	6%
5. Volunteer for Community	88%	12%
6. Value Traditions	88%	12%
7. Effective Communicator	81%	19%
8. Express Ideas and Opinions	94%	6%
9. Prepared for College/Work Force	81%	19%
10. High Quality Education	88%	12%
11. Every Student Can Learn	94%	6%
12. Supportive Climate/Mission	88%	12%

The Denair Census Designated Place had a population of 4,643 as of July 1,2017.

The primary coordinate points for Denair is located at latitude 37.5257N and longitude -120.7997W in Stanislaus County. The formal boundaries for the Denair Census Designated Place (see map below) encompass a land area of 1.98 sq. miles and a water area of 0 sq. miles. Stanislaus County is in the Pacific time zone (GMT-8). The elevation is 125 feet.

The Denair Census Designated Place (GNIS ID: 248657) has a U1 Census Class Code which indicates a census designated place with an official federally recognized name. It also has a Functional Status Code of "S" which identifies a statistical entity.

California is one of 20 states where Census County Divisions (CCDs) are used for statistical tracking of subdivisions within each county. The Denair Census Designated Place is located with Turlock CCD of Stanislaus County.

Beneath the boundary map are tables with Denair population, income and housing data, five-year growth projections and peer comparisons for key demographic data. The estimates are for July 1, 2017.

Alternate Unofficial Names for Denair: Elmdale, Elmwood Colony.

Denair Unified School District - Boundary Map
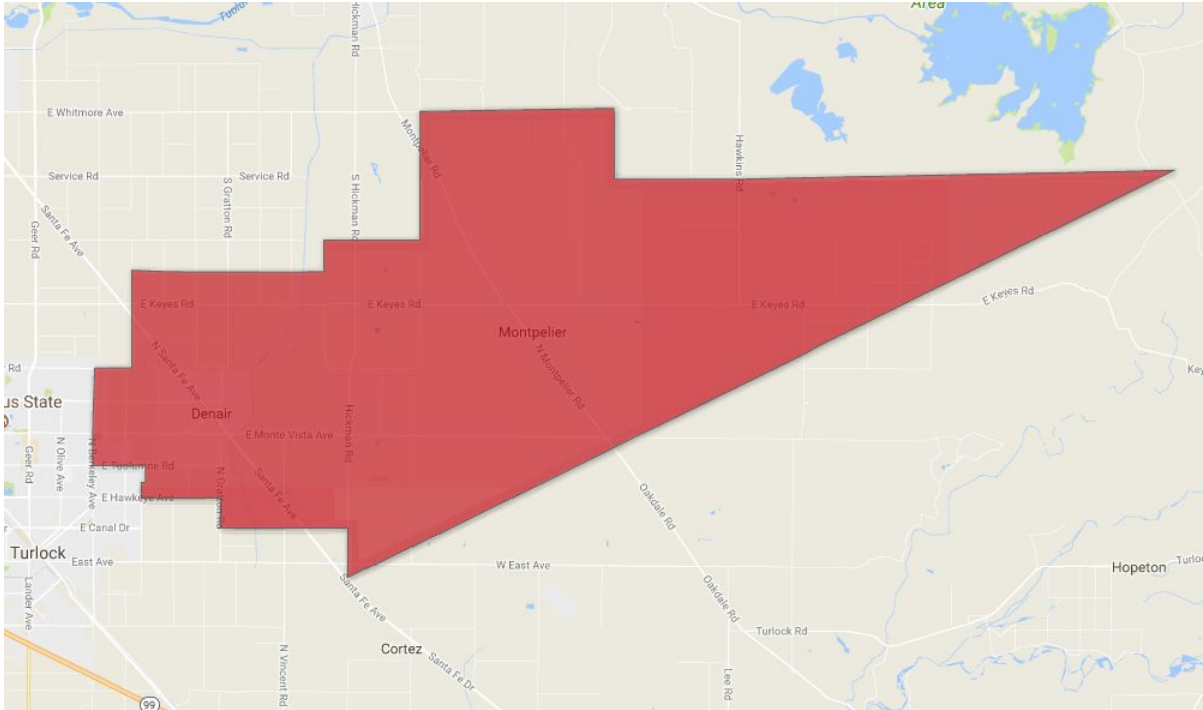
Denair, California Data & Demographics (As of July 1, 2017)			
Population		**Housing**	
Total Population	4,643	Total Housing Units	1,553 (100%)
Daytime Population: Workers	396	Owner Occupied HU	1,213 (78.1%)
Daytime Population: Residents	2,242	Renter Occupied HU	314 (20.2%)
Total Daytime Population (TDP)	2,638	Vacant Housing Units	26 (1.7%)
Ratio TDP/Total Population[1]	0.57	Median Home Value	$377,055
Population in Households	4,643	Average Home Value	$416,440
Population in Families	4,190	**Households**	
Population in Group Qrtrs	0	Total Households	1,527
Population Density[2]	2,344	Average Household Size	3.04
Diversity Index[3]	67	Family Households	1,256
Income		Average Family Size	3
Median Household Income	$75,057		
Average Household Income	$96,021		
Per Capita Income	$31,429		

NOTES
1. If the ratio of the TDP to Total Population is greater than 1, the location gains population during the day when commuting workers are present. If the ration is less than 1, the location is more of a bedroom community where people commute to another place for work.
2. Population Density = Total Population per square mile
3. The Diversity Index is a scale of 0 to 100 that represents the likelihood that two persons, chosen at random from the same area, belong to different race or ethnic groups. If an area's entire population belongs to one race AND one ethnic group, then the area has zero diversity. An area's diversity index increases to 100 when the population is evenly divided in two or more race/ethnic groups.

Growth Rate / Year	2010-2017	2017-2022
Population	0.73%	1.01%
Households	0.71%	1.0%
Families	1.02%	1.0%
Median Household Income		2.6%
Per Capita Income		2.8%

Denair, California - Peer Comparisons by Rank and Percentile		

The table below compares Denair to the other 1,516 incorporated cities, towns and CDPs in California by tank and percentile using July 1, 2017 data. The location Ranked # 1 has the highest value. A location that ranks higher than 75% of its peers would be in the 75th percentile of the peer group.

Variable Description	Rank	Percentile
Total Population	#665	56th
Population Density	#558	63rd
Diversity Index	#700	54th
Median Household Income	#416	73rd
Per Capita Income	#651	57th

Enrollment and Low-Income Indicator

2014-15 Enrollment by Ethnicity and Grade

Denair High School Report (50-71068-5031521)

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
African American	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0
Asian	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Hispanic or Latino	131	0	0	0	0	0	0	0	0	0	0	34	33	31	33	0
Pacific Islander	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
White	169	0	0	0	0	0	0	0	0	0	0	38	43	39	49	0
Two or More Races	7	0	0	0	0	0	0	0	0	0	0	3	3	0	1	0
Total	312	0	0	0	0	0	0	0	0	0	0	77	82	70	83	0

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
Denair High	312	0	0	0	0	0	0	0	0	0	0	77	82	70	83	0
Denair Unified	1,293	91	77	79	79	86	75	94	81	90	0	103	131	126	181	0
Stanislaus County	106,920	8,850	8,156	8,164	8,475	8,276	8,056	8,282	8,046	8,020	2	8,074	8,117	8,024	8,331	47
Statewide	6,235,520	511,985	464,323	469,713	485,624	475,192	472,156	469,413	464,286	467,038	435	495,004	480,753	477,097	496,901	5,600

Enrollment by Ethnicity
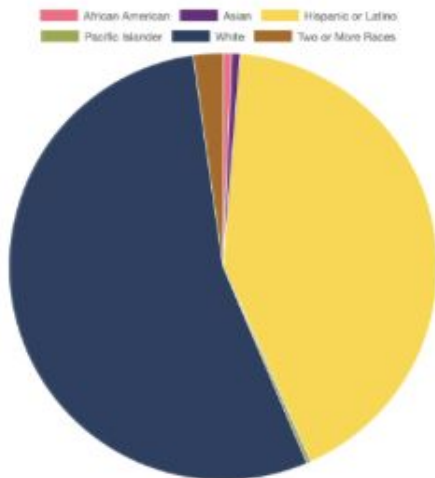
Legend: African American, Asian, Hispanic or Latino, Pacific Islander, White, Two or More Races

+ Enrollment by Ethnicity Chart Data

Enrollment by Grade

Legend: Grade 9, Grade 10, Grade 11, Grade 12

+ Enrollment by Grade Chart Data

11
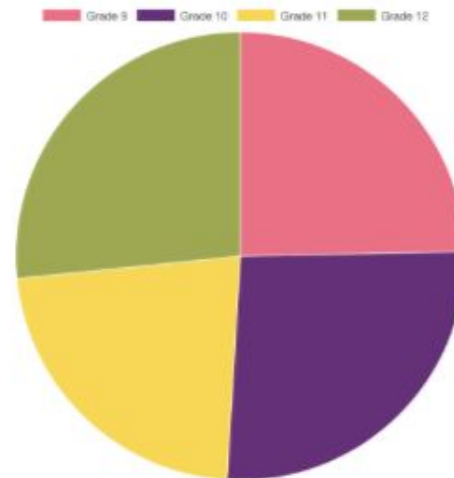
Enrollment and Low-Income Indicator

2015-16 Enrollment by Ethnicity and Grade

Denair High School Report (50-71068-5031521)

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
African American	2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
American Indian or Alaska Native	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Hispanic or Latino	120	0	0	0	0	0	0	0	0	0	0	25	32	32	31	0
Pacific Islander	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
White	140	0	0	0	0	0	0	0	0	0	0	27	38	40	35	0
Two or More Races	5	0	0	0	0	0	0	0	0	0	0	0	2	2	1	0
Total	269	0	0	0	0	0	0	0	0	0	0	54	73	75	67	0

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
Denair High	269	0	0	0	0	0	0	0	0	0	0	54	73	75	67	0
Denair Unified	1,276	114	70	84	77	78	87	84	89	88	0	67	122	157	159	0
Stanislaus County	107,653	9,350	7,694	8,186	8,253	8,552	8,396	8,087	8,331	8,059	1	8,056	8,112	8,133	8,403	40
Statewide	6,226,737	530,531	444,573	463,881	470,157	485,885	476,427	471,467	470,753	465,322	416	487,202	488,004	472,968	492,835	6,316

Enrollment by Ethnicity

African American — American Indian or Alaska Native — Hispanic or Latino — Pacific Islander — White — Two or More Races

+ Enrollment by Ethnicity Chart Data
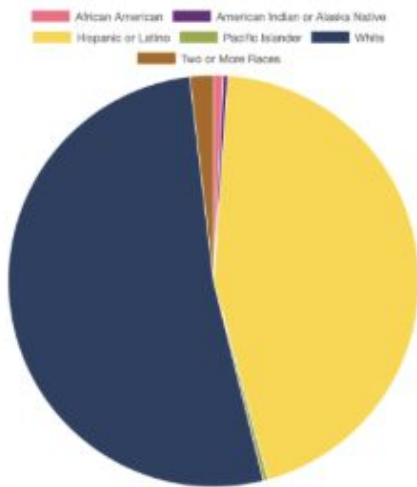
Enrollment by Grade

Grade 9 — Grade 10 — Grade 11 — Grade 12
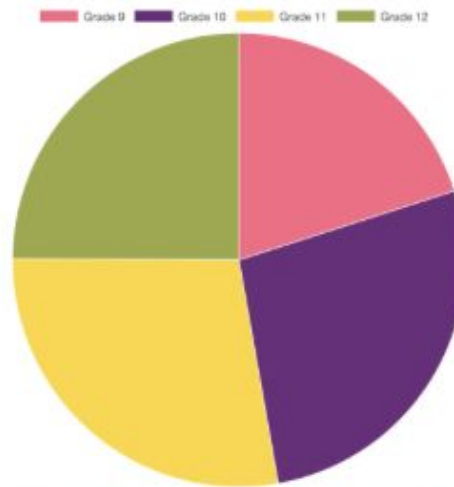
+ Enrollment by Grade Chart Data

2016-2017 Enrollment by Ethnicity and Grade

Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
African American	4	0	0	0	0	0	0	0	0	0	0	2	1	0	1	0
American Indian or Alaska Native	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Hispanic or Latino	126	0	0	0	0	0	0	0	0	0	0	35	27	33	31	0
Pacific Islander	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
White	136	0	0	0	0	0	0	0	0	0	0	30	30	36	40	0
Two or More Races	7	0	0	0	0	0	0	0	0	0	0	2	1	2	2	0
Not Reported	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Total	**276**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**69**	**60**	**72**	**75**	**0**

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
Denair High	276	0	0	0	0	0	0	0	0	0	0	69	60	72	75	0
Denair Unified	1,309	119	103	80	87	82	78	88	93	99	0	80	88	139	173	0
Stanislaus County	109,513	9,333	8,150	7,952	8,318	8,469	8,727	8,573	8,290	8,458	1	8,199	8,160	8,095	8,698	90
Statewide	6,228,235	535,379	456,002	445,553	465,165	471,141	487,493	475,809	473,574	472,340	377	487,548	486,085	481,521	484,169	6,079

Enrollment by Ethnicity
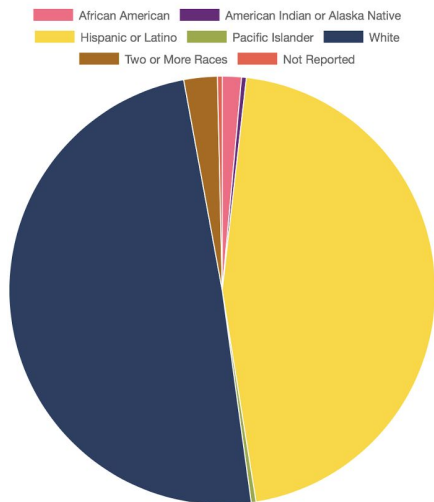
Legend: African American, American Indian or Alaska Native, Hispanic or Latino, Pacific Islander, White, Two or More Races, Not Reported

+ Enrollment by Ethnicity Chart Data

Enrollment by Grade

Legend: Grade 9, Grade 10, Grade 11, Grade 12

+ Enrollment by Grade Chart Data

13
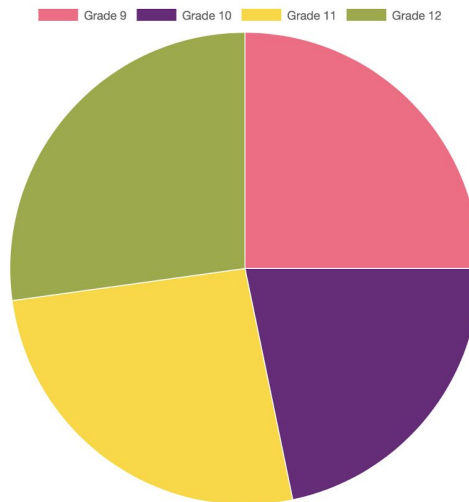
Analysis of Enrollment by Ethnicity and Grade:

The ethnic composition at DHS has remained steady during the past several years. CBEDS data for 2016/17 show that White and Hispanic-Latino account for 95% of the student population. These two groups are split almost evenly at 49% and 46%, respectively. Other ethnicities account for 5% of the student population and include, African American and American Indian-Alaska Native. Enrollment in each of the four grade levels is divided nearly evenly (60 to 75 pupils each) and ethnic distribution in each grade level is consistent with the overall school profile.

Interdistrict Attendance Agreements for Denair High School (Incoming):

School Year	9th	10th	11th	12th	Total Number of Agreements
2014-2015	13	14	11	11	49
2015-2016	8	5	11	7	31
2016-2017	17	10	13	11	51

*DHS net data for 2016/17: 188 transfers out; 51 transfers in.

School Year	9th	10th	11th	12th	Total Number of Agreements
2014-2015	45	34	54	33	166
2015-2016	42	40	26	35	143
2016-2017	56	40	51	41	188

Analysis of Interdistrict Transfers:

In 2016/17, a total of 188 resident DUSD students attended a high school other than DHS. Conversely, 51 nonresident students attended DHS on interdistrict transfers. The net result was an outgo of 137 students. The great majority of these outgoing students attend Turlock High School, located two miles away in the immediate neighboring district of Turlock Unified. Outgoing interdistrict transfers can be attributed to several factors that include (in order of frequency): Allen Bill; continue current placement; education/program(s) not offered; allow student to remain with graduating class; allow student to attend school with sibling(s).

Language Proficiency Numbers for: English Learners (EL), Fluent English Proficient (FEP), Redesignated FEP (R-FEP) and English Only

Language Proficiency Numbers

Year	English Learners	FEP	R-FEP	English Only
2014-2015	29	2	69	212
2015-2016	29	1	64	175
2016-2017	23	0	80	173

Enrollment by Subgroup

2014 -2015

Subgroup	9th	10th	11th	12th	Enrollment
English Learners	8	8	7	6	29
Foster Youth	-	-	-	-	0
Homeless Youth	-	-	-	-	0
Migrant Education	2	1	1	2	6
Students with Disabilities	-	10	9	6	25
Socioeconomically Disadvantaged	44	40	36	39	160
All Students					312

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	52	1	8	16	0	77
10	54	0	8	20	0	82
11	48	1	7	14	0	70
12	58	0	6	19	0	83

2015-2016

Subgroup	9th	10th	11th	12th	Enrollment
English Learners	5	8	8	8	29
Foster Youth	-	-	-	-	0
Homeless Youth	-	-	-	-	0
Migrant Education	1	2	-	1	4
Students with Disabilities	4	6	10	9	29
Socioeconomically Disadvantaged	33	40	37	35	150
All Students					269

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	34	0	5	15	0	54
10	48	0	8	17	0	73
11	49	0	8	18	0	75
12	44	1	6	14	0	67

2016-2017

Subgroup	9th	10th	11th	12th	Enrollment
English Learners	6	7	7	3	23
Foster Youth	-	-	-	-	0
Homeless Youth	-	-	-	-	0
Migrant Education	1	2	2	-	5
Students with Disabilities	7	5	6	11	29
Socioeconomically Disadvantaged	48	40	38	44	170
All Students					276

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
09	38	0	6	25	0	69
10	39	0	7	14	0	60
11	47	0	7	18	0	72
12	49	0	3	23	0	75

2014-2015

Socioeconomically Disadvantaged by Ethnic Designation by Grade				
Subgroup	9th	10th	11th	12th
Hispanic or Latino of Any Race	27	24	23	26
American Indian/Alaska Native, Not Hispanic	-	1	-	-
Pacific Islander, Not Hispanic	2	-	-	-
African American, Not Hispanic	-	-	-	-
White, Not Hispanic	13	14	13	13
Two or More Races, Not Hispanic	2	1	-	-
Total Students by Grade	**44**	**40**	**36**	**39**
Total Students				

2015-2016

Socioeconomically Disadvantaged by Ethnic Designation by Grade				
Subgroup	9th	10th	11th	12th
Hispanic or Latino of Any Race	19	24	25	24
American Indian/Alaska Native, Not Hispanic	1	-	-	-
Pacific Islander, Not Hispanic	-	-	-	-
African American, Not Hispanic	-	-	-	-
White, Not Hispanic	13	15	10	11
Two or More Races, Not Hispanic	-	1	2	-
Total Students by Grade	**33**	**40**	**37**	**35**
Total Students				

2016-2017

Socioeconomically Disadvantaged by Ethnic Designation by Grade				
Subgroup	9th	10th	11th	12th
Hispanic or Latino of Any Race	30	22	26	26
American Indian/Alaska Native, Not Hispanic	-	-	-	-
Pacific Islander, Not Hispanic	-	-	1	-
African American, Not Hispanic	2	-	-	-
White, Not Hispanic	15	17	10	17
Two or More Races, Not Hispanic	1	1	1	1
Total Students by Grade	**48**	**40**	**38**	**44**

Analysis of Enrollment by Subgroup:

Primary language other than English:

Spanish is the dominant language other than English spoken in the households of DHS students; school communication goes out to families accordingly.

Programs at large:

DHS offers a great many services and programs to its students. In addition to graduation and college entrance requirements (a-g coursework), the school provides a comprehensive Ag/FFA program, career technical education courses, and visual and performing arts. DHS does not offer GATE, but does offer challenging coursework and activities for GATE students and others through its AP program.

Special needs and other programs:

Special needs students comprise 11% of the DHS population and are served by qualified practitioners in a program that addresses its students in multiple ways. Push-in and pull-out programs are strategically placed and connect to the total school to best assist students.

EL students constitute 8% of the school population and are provided with a program/curriculum (English 3D) that effectively moves students along the continuum of language development. The number of English learners has shown a slight decrease the past three years from 29 students in 2014/15 to 23 students in 2016/17. It is encouraging to note that the number of students who are are designated as R-FEP have increased from 69 in 2014/15 to 80 in 2016/17.

Migrant students make up 2% of the student body and are fully assimilated into the school. Migrant families receive support and assistance from a Support Services Liaison employed through the Merced COE Migrant Education Region III program.

Socioeconomically disadvantaged students constitute 62% of the school population. Hispanic-Latino make up the largest segment of this population (61%), followed by White (35%) and other groups identified as African American and Pacific Islander non-Hispanic (4%). While the school does not receive Title I funds, it does serve this population through its strategic programs and small school environment. Food service programs, home-to-school

transportation, library and computer lab access, AVID, and RTI are ways that keep this population strongly linked to and supported by the school.

Enrollment in Educational Options

Denair High 2011-2012

Description	Number of Participating K-8	K-8 Participating Students as a % of Total K-8 Students	Number of Participating 9-12 Students	9-12 Participating Students as a % of Total 9-12 Students
Alt Schls Prog of Choice	0	0.00%	0	0.00%
Magnet	0	0.00%	0	0.00%
Smaller Learning Communities	0	0.00%	0	0.00%
Thematic Schools	0	0.00%	0	0.00%
Total (unduplicated)	0	0.00%	0	0.00%
Independent Study: Taking one or more classes	0	0.00%	0	0.00%
Independent Study: Taking 50% or more	0	0.00%	0	0.00%
Online Education: Taking one or more classes	0	0.00%In	0	0.00%
Online Education: Taking 50% or more	0	0.00%	0	0.00%
Total Modes (unduplicated)	0	0.00%	0	0.00%

Enrollment in Educational Options

Denair High 2012-2013

Description	# of Participating K-8	K-8 Participating Students as a % of Total K-8 Students	Number of Participating 9-12 Students	9-12 Participating Students as a % of Total 9-12 Students
Alt Schls Prog of Choice	0	0.00%	0	0.00%
Magnet	0	0.00%	0	0.00%
Smaller Learning Communities	0	0.00%	0	0.00%
Thematic Schools	0	0.00%	0	0.00%
Total (unduplicated)	0	0.00%	0	0.00%
Independent Study: Taking one or more classes	0	0.00%	0	0.00%

Independent Study: Taking 50% or more	0	0.00%	0	0.00%
Online Education: Taking one or more classes	0	0.00%	45	13.16%
Online Education: Taking 50% or more	0	0.00%	0	0.00%
Total Modes (unduplicated)	0	0.00%	45	13.16%

Enrollment in Educational Options

Denair High 2013-2014

Description	# of Participating K-8	K-8 Participating Students as a % of Total K-8 Students	Number of Participating 9-12 Students	9-12 Participating Students as a % of Total 9-12 Students
Alt Schools & Programs of Choice*	0	0.00%	0	0.00%
Magnet Schools or Programs	0	0.00%	0	0.00%
Total (unduplicated)	0	0.00%	0	0.00%
Independent Study: Taking one or more classes	0	0.00%	0	0.00%
Independent Study: Taking 50% or more	0	0.00%	0	0.00%
Online Education: Taking one or more classes	0	0.00%	44	12.79%
Online Education: Taking 50% or more	0	0.00%	0	0.00%
Total Modes (unduplicated)	0	0.00%	44	12.79%

Analysis of Educational Options:

According to this data, Denair High School has had students participate in online courses since the 2012-2013 school year. In the 2012-2013 school year 45 students (13.16%) participated in online courses. In the 2013-2014 school year 44 students (12.79%) participated in online courses. Students at Denair High School can take one or more but not more than 50% of their coursework online. It is a goal for Denair High School to continue to offer online courses for our students.

Attendance:

2014-15: 292.11 ADA, 93.63%

2015-16: 259.08 ADA, 96.31%

2016-17: 258.62 ADA, 94.04%

Attendance Trends by Grade Level:
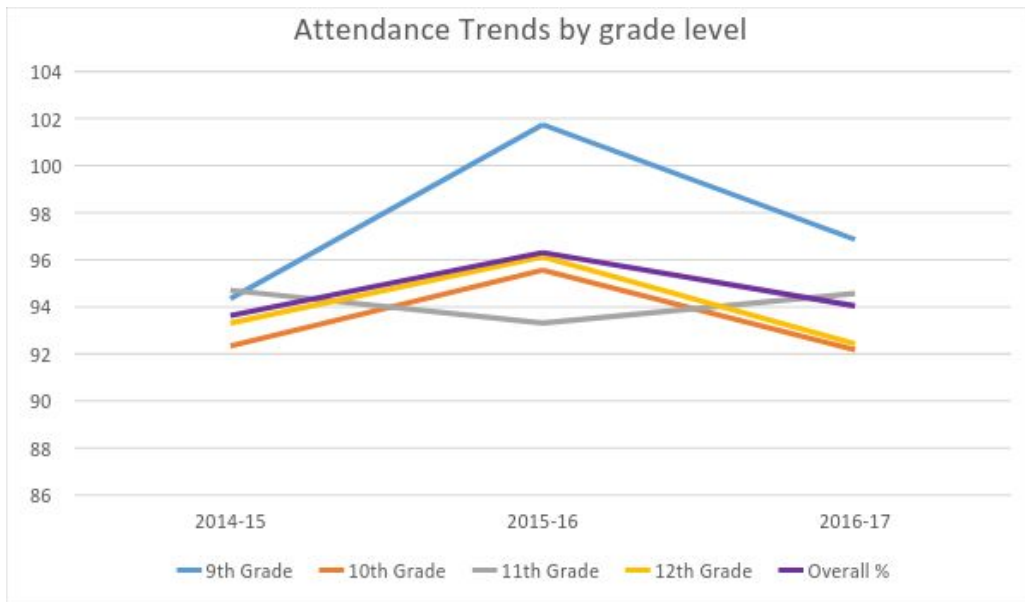
Yearly Attendance Percentages by Grade Level/Graduating Classes						
School Year	Enrollment	9th (2018)	10th (2017)	11th (2016)	12th (2015)	Overall %
2014-15	312	94.35	92.34	94.17	93.31	93.63ex
2015-16	269	101.74	95.56	93.31	96.12	96.31
2016-17	275	96.86	92.18	94.57	92.42	94.04

*2015-16, 9th Grade: Enrollment increased after the enrollment had already been reported to the state, so our attendance resulted in a higher percentage.

Analysis of Attendance:

Although annual attendance rates are 6 to 7 percent above state and local averages across all grade spans, overall attendance percentages fluctuate by 2 percent or more from year to year. Each grade level (graduating class) shows its own attendance profile over time and can be compared for purposes of analysis. For example, the graduating class of 2017 reveals consistently lower attendance (-2%) when compared to other classes. Monitoring and addressing attendance from multiple perspectives can be beneficial for purposes of targeting and improving attendance.

Truancy Report

Denair High 2014-2015

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Denair High	5031521	312	328	51	15.55%
Report Total					

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
District Total	5071068	1,031	1,179	193	16.37%
County Total + Denair Charter	5071068	1293	1509	353	23.39%

Truancy Report

Denair High 2015-2016

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Denair High	5031521	269	270	2	0.74%
Report Total					

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
District Total	5071068	1,001	1,016	31	3.05%
County Total + Denair Charter	5071068	1,275	1,332	203	15.24%

Truancy Report

Denair High 2016-2017

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Denair High	5031521	275	268	56	20.90%
Report Total					

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
District Total	5071068	1,077	1,061	77	7.26%
County Total + Denair Charter	5071068	1,310	1,3612	205	15.06%

Analysis of Truancy Report:

Truancy percentages fluctuate greatly from year to year and show a 5% increase from 2014/15 to 2016/17. While overall attendance percentages are above state and local averages, individual student truancy is cause for concern and requires attention.

Discipline Profile:

Year	Suspensions					Expulsions	
	Students Suspended	Suspensions	In House Suspensions	Total Suspensions	Increase/ Decrease	Expulsions	Increase/ Decrease
2015-16	18	21	0	21	-	3	-
2016-17	25	19	11	30	30%	4	25%

Suspensions and Expulsions by Ethnicity			
Year	Students Suspended*	White, Not Hispanic	Hispanic
2015-16	18 (3)	8	10
2016-17	25 (4)	18	7

*Column shows number of students referred for expulsion in parenthesis.

Analysis of Student Discipline:

The reasons for suspension can vary from year to year and by grade level. The incidents of greatest frequency from 2015 to 2017 were for violations of disruption and defiance. Less frequent violations include: fighting/physical injury, theft, and harassment/bullying. Expulsions are infrequent and address only the most serious of disciplinary matters. Referrals for expulsion included the following violations: possession or use of drugs/alcohol, battery, and terrorist threats.

DataQuest

Full-time Equivalent (FTE) of Classified Staff 2016-17

Description	Female American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Male American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
FTE Paraprofessional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.81	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	1.00	0.00	1.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	1.69	0.00	2.41	0.50	4.60	0.00	0.00	0.00	0.00	0.00	0.00	0.19	0.00	0.19	4.79
School Totals	0.00	0.00	0.00	0.00	2.69	0.00	3.41	1.31	7.41	0.00	0.00	0.00	0.00	0.00	0.00	0.19	0.00	0.19	7.60
District Totals	0.25	0.50	0.00	0.00	14.29	0.00	23.01	3.81	41.86	0.00	0.00	0.94	0.00	4.97	0.00	7.10	0.00	13.01	54.87
County Totals	40.13	71.44	20.46	18.37	1,273.35	63.94	1,920.46	97.37	3,505.52	13.19	28.40	19.44	6.13	469.67	37.02	583.83	28.17	1,185.85	4,691.37
Statewide Totals	1,422.11	7,405.69	955.39	3,445.18	71,668.15	12,416.51	72,983.03	4,830.97	175,127.03	601.69	4,098.29	613.48	2,282.73	32,685.03	8,596.32	25,028.58	2,272.87	76,179.99	251,306.02

DataQuest

Full-time Equivalent (FTE) of Classified Staff 2015-16

	Female									Male									
Description	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
FTE Paraprofessional	0.00	0.00	0.00	0.00	0.00	0.00	1.47	0.50	1.97	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.97
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	1.00	0.00	1.75	0.00	2.75	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.75
FTE Other Classified Staff	0.38	0.00	0.00	0.00	0.00	0.00	2.00	0.38	2.76	0.00	0.00	0.00	0.00	0.00	0.00	0.19	0.00	0.19	2.95
	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
School Totals	0.38	0.00	0.00	0.00	1.00	0.00	5.22	0.88	7.48	0.00.0	0.00	0.00	0.00	0.00	0.00	0.19	0.00	0.19	7.67
	.									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
District Totals	1.38	0.00	0.00	0.00	4.81	0.00	23.88	4.07	34.14	0.69	0.00	0.94	0.00	1.60	0.00	7.54	2.00	12.77	46.91
	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
County Totals	39.14	63.39	16.17	15.85	1183.23	62.00	1916.43	57.38	3353.59	7.88	24.17	16.19	4.26	419.37	31.28	538.66	16.87	1058.68	4412.27
	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
Statewide Totals	1,356.74	7,291.87	903.2	3,264.03	68,394.01	12,367.05	73,968.16	3,941.74	171,486.80	566.95	3,667.32	551.98	2,152.47	30,460.10	8,046.33	24,583.57	1,637.49	71,666.21	243,153.01

DataQuest

Full-time Equivalent (FTE) of Classified Staff 2014-15

	Female									Male									
Description	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
FTE Paraprofessional	0.00	0.00	0.00	0.00	0.00	0.00	0.81	0.00	0.81	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.81
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	1.00	0.00	2.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.50	0.00	1.69	0.00	2.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.19

	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
School Totals	0.00	0.00	0.00	0.00	1.50	0.00	4.50	0.00	6.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00

	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
District Totals	0.38	0.00	0.00	0.00	8.85	0.25	22.86	0.63	32.97	0.28	0.00	0.47	0.00	3.00	0.00	6.88	1.00	11.63	44.60

	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
County Totals	46.86	65.66	21.11	15.33	1,097.75	57.90	2,013.89	35.62	3,354.12	13.87	27.94	15.48	3.38	417.32	33.80	646.85	13.44	1,172.08	4,526.20

	Female									Male									
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
Statewide Totals	1,267.76	6,504.44	878.33	2,911.10	63,209.78	11,862.41	72,309.43	3,399.74	162,342.99	493.14	3,763.76	566.44	2,054.90	28,754.55	8,013.43	24,280.08	1,617.86	69,544.16	231,887.15

DataQuest

Full-time Equivalent (FTE) of Classified Staff 2013-14

Description	Female									Male									Grand Total
	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	American Indian or Alaska Native not Hispanic	Asian not Hispanic	Pacific Islander not Hispanic	Filipino not Hispanic	Hispanic or Latina of any Race	African American not Hispanic	White not Hispanic	Two or More Races not Hispanic	Total	Grand Total
FTE Paraprofessional	0.00	0.00	0.00	0.00	1.00	0.00	2.00	0.00	3.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.50	0.00	3.32	0.00	3.82	0.00	0.00	0.00	0.00	0.44	0.00	0.00	0.00	0.44	4.26
School Totals	0.00	0.00	0.00	0.00	1.50	0.00	5.32	0.00	6.82	0.00	0.00	0.00	0.00	0.44	0.00	0.00	0.00	0.44	7.26
District Totals	0.51	0.00	0.00	0.00	8.44	0.00	24.17	0.88	35.00	0.28	0.00	0.47	0.00	1.44	0.00	6.88	2.00	11.07	46.07
County Totals	48.20	54.39	23.28	13.25	946.77	58.37	1,920.39	39.57	3,094.22	8.65	27.01	15.98	4.25	354.11	30.05	616.19	8.00	1,064.24	4,158.46
Statewide Totals	1,168.27	6,314.85	786.35	2,784.25	58,711.09	11,226.18	69,572.24	2,692.71	153,255.94	464.85	3,203.64	480.24	1,790.43	26,228.05	7,354.08	22,735.00	1,186.56	63,442.85	216,698.79

Certificated Staff

Year	# of Certificated Staff *Reported as individuals not FTE to CDE	Hispanic	Asian Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic
2012-13	22	5	1	15	1
2013-14	23	2	2	17	2
2014-15	21	3	2	15	1
2015-16	13	2	1	9	1
2016-17	13	4	1	7	1

Analysis of Personnel

From 2012 to 2017, Classified staff increased from 6 FTE to 7.6 FTE after initial downsizing in earlier years. During this same timespan, Certificated staff dropped from a high of 23 employees to a current low of 13. Fluctuations in staffing relates directly to downsizing and recovery during the District's financial crisis that began in 2012.

Dropouts by Ethnic Designation by Grade

2015-16 DENAIR HIGH

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	0	1	0	1	120	0.8%
American Indian/Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	1	0
Pacific Islander, Not Hispanic	0	0	0	0	0	0	0	0	1	0
African American, Not Hispanic	0	0	0	0	0	0	0	0	2	0
White, Not Hispanic	0	0	0	0	0	0	0	0	140	0
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	5	0

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	0	0	0	1	0	1	269	0.4%
District Total	0	1	0	0	5	11	0	16	505	3.2%
County Total	22	17	30	56	121	952	0	1,159	32,744	3.5%
Statewide Total	1,506	1,155	6,952	5,345	8,057	29,906	286	50,546	1,947,325	2.6%

Dropouts by Ethnic Designation by Grade

2014-15 Denair High

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	0	4	0	4	131	3.1%
Asian, Not Hispanic	0	0	0	0	0	0	0	0	2	0
Pacific Islander, Not Hispanic	0	0	0	0	0	0	0	0	1	0
African American, Not Hispanic	0	0	0	0	0	0	0	0	2	0
White, Not Hispanic	0	0	0	0	0	0	0	0	169	0
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	7	0

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	0	0	0	4	0	4	312	1.3%
District Total	0	1	0	2	5	11	0	18	541	3.3%
County Total	29	20	37	51	124	592	1	805	32,593	2.5%
Statewide Total	1,659	1,284	6,165	5,720	8,705	32,978	236	53,804	1,955,355	2.8%

Dropouts by Ethnic Designation by Grade

2013-14 Denair High

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	0	4	0	4	152	2.6%
American Indian/Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	2	0
African American, Not Hispanic	0	0	0	0	0	0	0	0	2	0
White, Not Hispanic	0	0	0	0	0	0	0	0	180	0
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	8	0

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	0	0	0	4	0	4	344	1.2%
District Total	1	0	1	1	9	16	0	27	578	4.7%
County Total	15	13	30	81	174	760	1	1,046	32,398	3.2%
Statewide Total	1,671	1,282	5,917	6,485	10,710	38,292	196	61,600	1,957,917	3.1%

Dropouts by Ethnic Designation by Grade

2012-13 Denair High

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	0	0	0	0	153	0
American Indian/Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	1	0
Filipino, Not Hispanic	0	0	0	0	0	0	0	0	1	0
White, Not Hispanic	0	0	0	0	0	0	0	0	181	0
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	6	0

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	0	0	0	0	0	0	342	0
District Total	2	4	6	6	19	18	0	49	624	7.9%
County Total	54	52	76	100	254	719	0	1,149	32,505	3.5%
Statewide Total	3,397	3,062	9,362	10,237	14,993	42,606	318	77,516	1,970,030	3.9%

Dropouts by Ethnic Designation by Grade

2011-12 DENAIR HIGH

Ethnic Category	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
Hispanic or Latino of Any Race	0	0	0	0	1	0	0	1	160	0.6%
American Indian/Alaska Native, Not Hispanic	0	0	0	0	0	0	0	0	4	0
Asian, Not Hispanic	0	0	0	0	0	0	0	0	1	0
Filipino, Not Hispanic	0	0	0	0	0	0	0	0	1	0
White, Not Hispanic	0	0	0	0	1	0	0	1	185	0.5%
Two or More Races, Not Hispanic	0	0	0	0	0	0	0	0	10	0

	Adjusted Grade 7 Dropouts	Adjusted Grade 8 Dropouts	Adjusted Grade 9 Dropouts	Adjusted Grade 10 Dropouts	Adjusted Grade 11 Dropouts	Adjusted Grade 12 Dropouts	Adjusted Ungraded Secondary Dropouts	Adjusted Grade 9-12 Dropout Total	Grade 9-12 Enrollment Total	Annual Adjusted Grade 9-12 Dropout Rate
School Total	0	0	0	0	2	0	0	2	361	0.6%
District Total	4	0	6	8	10	34	0	58	656	8.8%
County Total	46	28	67	150	263	837	2	1,319	32,356	4.1%
Statewide Total	3,367	3,023	8,394	10,874	15,237	44,589	319	79,413	1,984,774	4.0%

Denair High School has consistently had a low drop out rate. Graduating classes from 2012 to 2016 show a total of 11 dropouts. Out of those 11 students, 10 were Hispanic or Latino of Any Race and 1 student was White, Not Hispanic. In the 2012-2013 school year, Denair High School did not have any dropouts. Denair High School's goal is to continue to have low to no drop outs and continue to have high graduation rates.

AP REPORT

SCHOOL LEVEL SCORES

2015-2016 DENAIR HIGH

Name	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
Denair High	215	67	52	23	26	15	7	4
Denair Unified	438	159	52	23	26	15	7	4
Stanislaus County	24,648	8,403	4,136	1,553	1,994	1,719	1,178	659
Statewide	1,453,807	492,835	353,542	135,358	155,259	155,111	124,762	93,581

2014-2015

Name	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
Denair High	235	83	57	44	29	19	6	3
Denair Unified	438	181	57	44	29	19	6	3
Stanislaus County	24,472	8,331	3,787	1,468	1,594	1,649	1,060	527
Statewide	1,454,751	496,901	329,412	130,563	137,482	150,815	118,517	83,501

2013-2014

Name	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
Denair High	247	81	48	36	24	10	1	0
Denair Unified	466	187	48	36	24	10	1	0
Stanislaus County	24,342	8,386	3,434	1,363	1,569	1,449	937	397
Statewide	1,460,821	498,403	313,220	113,248	132,175	144,523	114,769	82,332

Denair High School offers several AP classes including AP Statistics, AP English Language (alternates yearly with AP English Literature), AP Spanish Language (alternates yearly with AP Spanish Literature), and AP Art. In the past three years between 48 and 57 students took an AP test. In 2013-2014 eleven students passed the AP test (scoring a 3, 4, or a 5). In 2014-2015 twenty eight students passed the test and in 2015-2016 twenty six students passed the test. Ideally we would like the number of students passing the exam to increase each year. The percentages of students who passed the test compared to those that took the test fluctuate each year. With 23% passing in year 2013-2014, 49% in 2014-2015, and 50% in 2015-2016. Their was a significant percentage increase from the year 2013-2014 compared to 2014-2015 and 2015-2016. Denair High School's goal is to continue to see this percentage increase every year. Looking at the data more of Denair High School students pass the exam with a 3 compared to passing the exam with a 4 or a 5. It is important to increase the amount of students scoring 4s or 5s on the exam.

SAT REPORT

SCHOOL LEVEL SCORES

2015-2016 DENAIR HIGH

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Denair High	67	29	502	486	492	11	37.93 %
Denair Unified	159	29	502	486	492	11	37.93 %
Stanislaus County	8,403	2,789	477	477	464	1,007	36.11 %
Statewide	492,835	214,262	484	494	477	89,840	41.93 %

2014-2015

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Denair High	83	44	473	450	449	11	25.00 %
Denair Unified	181	46	467	450	447	11	23.91 %
Stanislaus County	8,331	2,768	475	479	467	1,009	36.45 %
Statewide	496,901	210,706	489	500	484	93,334	44.30 %

2013-2014

Name	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Denair High	81	37	452	448	449	7	18.92 %
Denair Unified	187	37	452	448	449	7	18.92 %
Stanislaus County	8,386	2,702	481	485	472	1,044	38.64 %
Statewide	498,403	204,848	492	506	489	93,937	45.86 %

All students at Denair High School are encouraged to take the SAT exam. In the past three years the amount of students taking the exam has fluctuated from 29 to 44 students. In both the 2014-2015 and 2013-2014 school years Denair High School scored below the state average in all categories. In the 2015-2016 school year Denair students scored above the state average in both the Reading and Writing categories. Looking at the last three years the percent of students that had scores of 1500 or higher has increased every year (2013-2014 18.92%, 2014-2015 25%, 2015-2016 37.93%). With the new score system in place for the redesigned SAT, it is a goal of Denair High School to have more students scoring about 1100 every year. The school will also work towards students scoring about the state average in all categories.

ACT REPORT

2015-2016

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Denair High	67	7	*	*	*	*	*	*
Denair Unified	159	7	*	*	*	*	*	*
Stanislaus County	8,403	1,435	22	21	21	21	744	51.85%
Statewide	492,835	108,679	22	22	22	22	62,426	57.44%

2014-2015

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Denair High	83	8	*	*	*	*	*	*
Denair Unified	181	8	*	*	*	*	*	*
Stanislaus County	8,331	1,305	22	20	21	21	689	52.80%
Statewide	496,901	104,230	22	22	22	22	59,881	57.45%

2013-2014

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Denair High	81	6	*	*	*	*	*	*
Denair Unified	187	6	*	*	*	*	*	*
Stanislaus County	8,386	1,270	22	20	22	21	662	52.13%
Statewide	498,403	97,607	22	21	23	21	55,211	56.56%

All Denair High School students are encouraged to take the ACT test. Since the 2013-2014 school year the amount of students that have taken the exam has fluctuated from 6 to 8 with only 5 students taking the exam in the 2016-2017 school year. In the year 2015-2016 the seven Denair students scored above the state average in English, Mathematics, Reading and Science (all categories). However, in the 2016-2017 school year the five students at Denair High School scored below the state average in all categories. Comparing the data from the last four years typically Denair students score below the state average with the 2015-2016 school year being the exception. Ideally Denair High School would like to see more students taking the ACT test every year and scoring above the state average.

California High School Exit Exam (CAHSEE) Results for Mathematics and English-Language Arts (ELA) by Program (Combined 2015) for (Grade 10) Denair High - 5031521

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Denair High	# Tested	Math	79	10	8	20	31	45
Denair High	Passing	Math	67 (85%)	-	-	18 (90%)	24 (77%)	40 (89%)
Denair High	# Tested	ELA	78	9	8	20	30	45
Denair High	Passing	ELA	65 (83%)	-	-	17 (85%)	21 (70%)	42 (93%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICTWIDE:	# Tested	Math	149	17	16	31	55	88
DISTRICTWIDE:	Passing	Math	101 (68%)	6 (35%)	7 (44%)	25 (81%)	37 (67%)	60 (68%)
DISTRICTWIDE:	# Tested	ELA	145	16	15	29	50	88
DISTRICTWIDE:	Passing	ELA	109 (75%)	5 (31%)	5 (33%)	23 (79%)	33 (66%)	72 (82%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
COUNTYWIDE:	# Tested	Math	7,855	660	982	1,842	4,921	2,800
COUNTYWIDE:	Passing	Math	6,420 (82%)	224 (34%)	482 (49%)	1,705 (93%)	3,788 (77%)	2,525 (90%)
COUNTYWIDE:	# Tested	ELA	7,938	742	1,008	1,832	4,982	2,820
COUNTYWIDE:	Passing	ELA	6,467 (81%)	233 (31%)	425 (42%)	1,716 (94%)	3,798 (76%)	2,564 (91%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	456,354	38,024	52,389	112,801	253,952	174,546
STATEWIDE:	Passing	Math	386,369 (85%)	16,188 (43%)	27,554 (53%)	103,927 (92%)	200,963 (79%)	162,196 (93%)
STATEWIDE:	# Tested	ELA	458,382	39,785	53,015	112,926	255,357	175,044
STATEWIDE:	Passing	ELA	388,436 (85%)	16,916 (43%)	22,662 (43%)	105,484 (93%)	201,254 (79%)	163,766 (94%)

California High School Exit Exam (CAHSEE) Results for Mathematics and English-Language Arts (ELA) by Program (Combined 2014) for (Grade 10) Denair High - 5031521

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Denair High	# Tested	Math	82	9	9	13	37	44
Denair High	Passing	Math	69 (84%)	-	-	13 (100%)	29 (78%)	39 (89%)
Denair High	# Tested	ELA	82	10	9	13	37	44
Denair High	Passing	ELA	62 (76%)	-	-	12 (92%)	27 (73%)	35 (80%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICTWIDE:	# Tested	Math	133	15	10	17	53	78
DISTRICTWIDE:	Passing	Math	99 (74%)	3 (20%)	-	16 (94%)	37 (70%)	61 (78%)
DISTRICTWIDE:	# Tested	ELA	135	16	10	18	56	77
DISTRICTWIDE:	Passing	ELA	98 (73%)	2 (13%)	-	17 (94%)	39 (70%)	58 (75%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
COUNTYWIDE:	# Tested	Math	7,721	630	1,001	1,646	4,757	2,851
COUNTYWIDE:	Passing	Math	6,364 (82%)	218 (35%)	529 (53%)	1,529 (93%)	3,712 (78%)	2,565 (90%)
COUNTYWIDE:	# Tested	ELA	7,804	708	1,023	1,654	4,808	2,876
COUNTYWIDE:	Passing	ELA	6,295 (81%)	206 (29%)	404 (39%)	1,534 (93%)	3,609 (75%)	2,603 (91%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	458,297	37,668	52,625	110,044	256,551	175,669
STATEWIDE:	Passing	Math	389,909 (85%)	15,999 (42%)	28,575 (54%)	101,940 (93%)	204,270 (80%)	163,544 (93%)
STATEWIDE:	# Tested	ELA	460,398	39,566	53,258	110,101	257,777	176,340
STATEWIDE:	Passing	ELA	383,207 (83%)	15,604 (39%)	20,335 (38%)	101,530 (92%)	197,367 (77%)	163,926 (93%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2013) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Denair High	# Tested	Math	93	8	7	21	45	47
Denair High	Passing	Math	78 (84%)	-	-	20 (95%)	37 (82%)	40 (85%)
Denair High	# Tested	ELA	93	8	7	21	45	47
Denair High	Passing	ELA	80 (86%)	-	-	21 (100%)	39 (87%)	40 (85%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICTWIDE:	# Tested	Math	165	17	16	26	71	91
DISTRICTWIDE:	Passing	Math	114 (69%)	2 (12%)	4 (25%)	21 (81%)	44 (62%)	68 (75%)
DISTRICTWIDE:	# Tested	ELA	165	18	16	25	73	89
DISTRICTWIDE:	Passing	ELA	119 (72%)	4 (22%)	5 (31%)	24 (96%)	49 (67%)	68 (76%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
COUNTYWIDE:	# Tested	Math	7,618	670	1,133	1,522	4,619	2,851
COUNTYWIDE:	Passing	Math	6,137 (81%)	227 (34%)	598 (53%)	1,418 (93%)	3,463 (75%)	2,568 (90%)
COUNTYWIDE:	# Tested	ELA	7,695	753	1,167	1,523	4,690	2,861
COUNTYWIDE:	Passing	ELA	6,193 (80%)	247 (33%)	525 (45%)	1,442 (95%)	3,479 (74%)	2,603 (91%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	459,159	37,623	58,021	109,801	254,165	174,772
STATEWIDE:	Passing	Math	386,071 (84%)	15,918 (42%)	31,456 (54%)	101,777 (93%)	199,022 (78%)	161,520 (92%)
STATEWIDE:	# Tested	ELA	461,150	39,644	58,837	109,891	255,345	175,446
STATEWIDE:	Passing	ELA	383,723 (83%)	15,692 (40%)	24,449 (42%)	102,796 (94%)	195,584 (77%)	162,579 (93%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2012) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Denair High	# Tested	Math	91	6	12	18	45	45
Denair High	Passing	Math	69 (76%)	-	1 (8%)	18 (100%)	29 (64%)	39 (87%)
Denair High	# Tested	ELA	92	6	12	18	46	45
Denair High	Passing	ELA	73 (79%)	-	3 (25%)	16 (89%)	32 (70%)	40 (89%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICTWIDE:	# Tested	Math	188	10	18	23	73	113
DISTRICTWIDE:	Passing	Math	122 (65%)	-	1 (6%)	20 (87%)	41 (56%)	80 (71%)
DISTRICTWIDE:	# Tested	ELA	192	10	18	24	72	117
DISTRICTWIDE:	Passing	ELA	138 (72%)	-	3 (17%)	20 (83%)	44 (61%)	92 (79%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
COUNTYWIDE:	# Tested	Math	7,748	563	1,097	1,546	4,653	2,966
COUNTYWIDE:	Passing	Math	6,391 (82%)	228 (40%)	648 (59%)	1,450 (94%)	3,636 (78%)	2,656 (90%)
COUNTYWIDE:	# Tested	ELA	7,974	756	1,148	1,552	4,800	3,041
COUNTYWIDE:	Passing	ELA	6,402 (80%)	261 (35%)	563 (49%)	1,465 (94%)	3,591 (75%)	2,717 (89%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	465,414	37,211	64,091	107,053	252,654	182,980
STATEWIDE:	Passing	Math	388,970 (84%)	15,348 (41%)	35,837 (56%)	99,462 (93%)	196,066 (78%)	167,835 (92%)
STATEWIDE:	# Tested	ELA	467,654	39,609	64,982	107,042	253,941	183,807
STATEWIDE:	Passing	ELA	388,253 (83%)	15,587 (39%)	28,888 (44%)	100,487 (94%)	193,152 (76%)	169,758 (92%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2011) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Denair High	# Tested	Math	85	10	9	16	44	38
Denair High	Passing	Math	65 (76%)	-	-	14 (88%)	29 (66%)	33 (87%)
Denair High	# Tested	ELA	87	10	9	16	44	40
Denair High	Passing	ELA	68 (78%)	-	-	12 (75%)	31 (70%)	35 (88%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICTWIDE:	# Tested	Math	173	15	17	20	66	99
DISTRICTWIDE:	Passing	Math	111 (64%)	7 (47%)	6 (35%)	16 (80%)	39 (59%)	68 (69%)
DISTRICTWIDE:	# Tested	ELA	170	15	15	20	65	97
DISTRICTWIDE:	Passing	ELA	122 (72%)	6 (40%)	6 (40%)	16 (80%)	43 (66%)	73 (75%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
COUNTYWIDE:	# Tested	Math	7,682	507	1,112	1,279	4,476	3,071
COUNTYWIDE:	Passing	Math	6,250 (81%)	181 (36%)	633 (57%)	1,202 (94%)	3,397 (76%)	2,752 (90%)
COUNTYWIDE:	# Tested	ELA	7,900	725	1,165	1,285	4,607	3,153
COUNTYWIDE:	Passing	ELA	6,371 (81%)	254 (35%)	551 (47%)	1,225 (95%)	3,449 (75%)	2,817 (89%)

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
STATEWIDE:	# Tested	Math	473,428	36,495	67,442	98,210	251,524	187,290
STATEWIDE:	Passing	Math	391,519 (83%)	14,617 (40%)	37,639 (56%)	90,513 (92%)	192,049 (76%)	170,711 (91%)
STATEWIDE:	# Tested	ELA	475,801	39,064	68,326	98,117	252,826	188,165
STATEWIDE:	Passing	ELA	391,967 (82%)	15,314 (39%)	30,180 (44%)	91,912 (94%)	189,726 (75%)	173,084 (92%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Gender and Race/Ethnicity Designation, (Combined 2015) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Denair High	# Tested	Math	79	39	40	0	1	0	0	33	2	40	3
Denair High	Passing	Math	67 (85%)	36 (92%)	31 (78%)	-	-	-	-	27 (82%)	-	34 (85%)	-
Denair High	# Tested	ELA	78	39	39	0	1	0	0	33	2	39	3
Denair High	Passing	ELA	65 (83%)	36 (92%)	29 (74%)	-	-	-	-	24 (73%)	-	36 (92%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
DISTRICTWIDE:	# Tested	Math	149	82	67	0	1	1	1	64	2	76	4
DISTRICTWIDE:	Passing	Math	101 (68%)	55 (67%)	46 (69%)	-	-	-	-	40 (63%)	-	53 (70%)	-
DISTRICTWIDE:	# Tested	ELA	145	80	65	0	1	1	1	63	2	74	3
DISTRICTWIDE:	Passing	ELA	109 (75%)	65 (81%)	44 (68%)	-	-	-	-	42 (67%)	-	60 (81%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
COUNTYWIDE:	# Tested	Math	7,855	3,881	3,969	51	327	60	77	4,287	229	2,474	350
COUNTYWIDE:	Passing	Math	6,420 (82%)	3,179 (82%)	3,238 (82%)	39 (76%)	294 (90%)	50 (83%)	74 (96%)	3,370 (79%)	161 (70%)	2,148 (87%)	284 (81%)
COUNTYWIDE:	# Tested	ELA	7,938	3,907	4,030	49	326	61	78	4,337	238	2,488	361
COUNTYWIDE:	Passing	ELA	6,467 (81%)	3,362 (86%)	3,104 (77%)	40 (82%)	282 (87%)	55 (90%)	75 (96%)	3,397 (78%)	168 (71%)	2,164 (87%)	286 (79%)

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATEWIDE:	# Tested	Math	456,354	223,669	232,242	2,863	40,642	2,476	13,285	236,509	27,748	117,736	15,095
STATEWIDE:	Passing	Math	386,369 (85%)	191,910 (86%)	194,117 (84%)	2,280 (80%)	39,183 (96%)	2,031 (82%)	12,518 (94%)	189,080 (80%)	19,756 (71%)	108,407 (92%)	13,114 (87%)
STATEWIDE:	# Tested	ELA	458,382	224,323	233,635	2,876	40,721	2,480	13,315	237,608	27,974	118,242	15,166
STATEWIDE:	Passing	ELA	388,436 (85%)	198,470 (88%)	189,656 (81%)	2,332 (81%)	37,707 (93%)	2,014 (81%)	12,427 (93%)	190,246 (80%)	20,926 (75%)	109,516 (93%)	13,268 (87%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Gender and Race/Ethnicity Designation, (Combined 2014) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Denair High	# Tested	Math	82	35	47	0	0	0	0	34	0	48	0
Denair High	Passing	Math	69 (84%)	31 (89%)	38 (81%)	-	-	-	-	27 (79%)	-	42 (88%)	-
Denair High	# Tested	ELA	82	35	47	0	0	0	0	34	0	48	0
Denair High	Passing	ELA	62 (76%)	28 (80%)	34 (72%)	-	-	-	-	24 (71%)	-	38 (79%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
DISTRICTWIDE:	# Tested	Math	133	60	73	0	0	0	0	58	0	74	1
DISTRICTWIDE:	Passing	Math	99 (74%)	48 (80%)	51 (70%)	-	-	-	-	42 (72%)	-	56 (76%)	-
DISTRICTWIDE:	# Tested	ELA	135	60	75	0	0	0	0	59	0	75	1
DISTRICTWIDE:	Passing	ELA	98 (73%)	48 (80%)	50 (67%)	-	-	-	-	43 (73%)	-	54 (72%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
COUNTYWIDE:	# Tested	Math	7,721	3,729	3,988	51	342	57	91	4,203	234	2,392	351
COUNTYWIDE:	Passing	Math	6,364 (82%)	3,124 (84%)	3,238 (81%)	39 (76%)	316 (92%)	45 (79%)	83 (91%)	3,316 (79%)	172 (74%)	2,109 (88%)	284 (81%)
COUNTYWIDE:	# Tested	ELA	7,804	3,765	4,036	48	346	58	91	4,244	238	2,415	364
COUNTYWIDE:	Passing	ELA	6,295 (81%)	3,214 (85%)	3,080 (76%)	39 (81%)	301 (87%)	49 (84%)	81 (89%)	3,251 (77%)	175 (74%)	2,115 (88%)	284 (78%)

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATEWIDE:	# Tested	Math	458,297	225,296	232,753	3,048	40,066	2,630	13,611	236,598	28,906	120,240	13,198
STATEWIDE:	Passing	Math	389,909 (85%)	194,037 (86%)	195,725 (84%)	2,403 (79%)	38,694 (97%)	2,219 (84%)	12,840 (94%)	190,432 (80%)	20,908 (72%)	110,836 (92%)	11,577 (88%)
STATEWIDE:	# Tested	ELA	460,398	225,948	234,203	3,080	40,155	2,646	13,639	237,604	29,119	120,849	13,306
STATEWIDE:	Passing	ELA	383,207 (83%)	195,687 (87%)	187,373 (80%)	2,410 (78%)	36,724 (91%)	2,154 (81%)	12,562 (92%)	185,427 (78%)	21,204 (73%)	111,100 (92%)	11,626 (87%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Gender and Race/Ethnicity Designation, (Combined 2013) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Denair High	# Tested	Math	93	42	51	0	0	0	1	35	0	54	3
Denair High	Passing	Math	78 (84%)	37 (88%)	41 (80%)	-	-	-	-	29 (83%)	-	47 (87%)	-
Denair High	# Tested	ELA	93	42	51	0	0	0	1	35	0	54	3
Denair High	Passing	ELA	80 (86%)	36 (86%)	44 (86%)	-	-	-	-	30 (86%)	-	48 (89%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
DISTRICTWIDE:	# Tested	Math	165	80	85	0	1	0	3	69	1	85	6
DISTRICTWIDE:	Passing	Math	114 (69%)	56 (70%)	58 (68%)	-	-	-	-	41 (59%)	-	66 (78%)	-
DISTRICTWIDE:	# Tested	ELA	165	81	84	0	1	0	3	69	1	85	6
DISTRICTWIDE:	Passing	ELA	119 (72%)	62 (77%)	57 (68%)	-	-	-	-	42 (61%)	-	70 (82%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
COUNTYWIDE:	# Tested	Math	7,618	3,714	3,901	55	325	59	76	4,039	235	2,395	434
COUNTYWIDE:	Passing	Math	6,137 (81%)	3,022 (81%)	3,112 (80%)	44 (80%)	286 (88%)	51 (86%)	73 (96%)	3,116 (77%)	161 (69%)	2,060 (86%)	346 (80%)
COUNTYWIDE:	# Tested	ELA	7,695	3,739	3,953	55	328	60	77	4,080	245	2,415	435
COUNTYWIDE:	Passing	ELA	6,193 (80%)	3,161 (85%)	3,029 (77%)	45 (82%)	275 (84%)	47 (78%)	72 (94%)	3,129 (77%)	170 (69%)	2,102 (87%)	353 (81%)

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATEWIDE:	# Tested	Math	459,159	225,878	233,124	3,234	41,919	2,633	13,736	233,476	29,106	122,953	12,102
STATEWIDE:	Passing	Math	386,071 (84%)	191,918 (85%)	194,045 (83%)	2,565 (79%)	40,275 (96%)	2,210 (84%)	12,897 (94%)	184,564 (79%)	20,537 (71%)	112,571 (92%)	10,452 (86%)
STATEWIDE:	# Tested	ELA	461,150	226,493	234,504	3,233	42,053	2,656	13,771	234,498	29,255	123,554	12,130
STATEWIDE:	Passing	ELA	383,723 (83%)	196,492 (87%)	187,131 (80%)	2,569 (79%)	38,325 (91%)	2,157 (81%)	12,669 (92%)	182,679 (78%)	21,359 (73%)	113,351 (92%)	10,614 (88%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Gender and Race/Ethnicity Designation, (Combined 2012) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Denair High	# Tested	Math	91	45	46	2	0	0	0	40	0	43	6
Denair High	Passing	Math	69 (76%)	39 (87%)	30 (65%)	-	-	-	-	25 (63%)	-	38 (88%)	-
Denair High	# Tested	ELA	92	46	46	2	0	0	0	40	0	44	6
Denair High	Passing	ELA	73 (79%)	37 (80%)	36 (78%)	-	-	-	-	29 (73%)	-	39 (89%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
DISTRICTWIDE:	# Tested	Math	188	98	90	3	3	1	1	71	0	98	11
DISTRICTWIDE:	Passing	Math	122 (65%)	68 (69%)	54 (60%)	-	-	-	-	39 (55%)	-	69 (70%)	7 (64%)
DISTRICTWIDE:	# Tested	ELA	192	104	88	4	3	1	1	71	0	102	10
DISTRICTWIDE:	Passing	ELA	138 (72%)	73 (70%)	65 (74%)	-	-	-	-	46 (65%)	-	79 (77%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
COUNTYWIDE:	# Tested	Math	7,748	3,825	3,919	40	357	62	56	4,070	223	2,591	349
COUNTYWIDE:	Passing	Math	6,391 (82%)	3,185 (83%)	3,204 (82%)	30 (75%)	333 (93%)	56 (90%)	55 (98%)	3,195 (79%)	165 (74%)	2,272 (88%)	285 (82%)
COUNTYWIDE:	# Tested	ELA	7,974	3,907	4,063	42	358	60	56	4,176	240	2,676	366
COUNTYWIDE:	Passing	ELA	6,402 (80%)	3,300 (84%)	3,100 (76%)	30 (71%)	312 (87%)	52 (87%)	53 (95%)	3,177 (76%)	175 (73%)	2,314 (86%)	289 (79%)

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATEWIDE:	# Tested	Math	465,414	229,388	235,862	3,417	42,627	2,672	13,706	233,122	30,425	128,964	10,481
STATEWIDE:	Passing	Math	388,970 (84%)	193,971 (85%)	194,903 (83%)	2,716 (79%)	40,933 (96%)	2,233 (84%)	12,816 (94%)	182,503 (78%)	21,093 (69%)	117,638 (91%)	9,038 (86%)
STATEWIDE:	# Tested	ELA	467,654	230,039	237,466	3,416	42,714	2,680	13,725	234,185	30,570	129,777	10,587
STATEWIDE:	Passing	ELA	388,253 (83%)	199,854 (87%)	188,307 (79%)	2,737 (80%)	39,127 (92%)	2,195 (82%)	12,687 (92%)	181,047 (77%)	22,371 (73%)	118,788 (92%)	9,301 (88%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Gender and Race/Ethnicity Designation, (Combined 2011) for (Grade 10)
Denair High - 5031521

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
Denair High	# Tested	Math	85	47	38	1	0	0	0	36	1	47	0
Denair High	Passing	Math	65 (76%)	37 (79%)	28 (74%)	-	-	-	-	28 (78%)	-	36 (77%)	-
Denair High	# Tested	ELA	87	47	40	1	0	0	0	36	1	49	0
Denair High	Passing	ELA	68 (78%)	33 (70%)	35 (88%)	-	-	-	-	24 (67%)	-	42 (86%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
DISTRICTWIDE:	# Tested	Math	173	92	81	1	0	1	0	66	2	103	0
DISTRICTWIDE:	Passing	Math	111 (64%)	59 (64%)	52 (64%)	-	-	-	-	42 (64%)	-	68 (66%)	-
DISTRICTWIDE:	# Tested	ELA	170	91	79	1	0	0	0	63	2	104	0
DISTRICTWIDE:	Passing	ELA	122 (72%)	61 (67%)	61 (77%)	-	-	-	-	41 (65%)	-	78 (75%)	-

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
COUNTYWIDE:	# Tested	Math	7,682	3,773	3,909	144	354	67	81	3,524	289	2,942	281
COUNTYWIDE:	Passing	Math	6,250 (81%)	3,116 (83%)	3,134 (80%)	110 (76%)	318 (90%)	58 (87%)	73 (90%)	2,705 (77%)	212 (73%)	2,554 (87%)	220 (78%)
COUNTYWIDE:	# Tested	ELA	7,900	3,867	4,033	150	364	71	82	3,597	303	3,028	305
COUNTYWIDE:	Passing	ELA	6,371 (81%)	3,251 (84%)	3,120 (77%)	119 (79%)	303 (83%)	55 (77%)	69 (84%)	2,735 (76%)	225 (74%)	2,637 (87%)	228 (75%)

Location	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
STATEWIDE:	# Tested	Math	473,428	233,121	240,187	3,808	43,234	3,027	14,055	233,093	32,674	135,230	8,307
STATEWIDE:	Passing	Math	391,519 (83%)	194,505 (83%)	196,931 (82%)	2,938 (77%)	41,363 (96%)	2,493 (82%)	13,028 (93%)	179,607 (77%)	22,334 (68%)	122,818 (91%)	6,938 (84%)
STATEWIDE:	# Tested	ELA	475,801	233,553	242,137	3,827	43,347	3,039	14,091	234,092	32,876	136,095	8,434
STATEWIDE:	Passing	ELA	391,967 (82%)	200,661 (86%)	191,230 (79%)	3,037 (79%)	39,401 (91%)	2,452 (81%)	12,960 (92%)	178,757 (76%)	23,703 (72%)	124,464 (91%)	7,193 (85%)

For this section, "points" refers to percentage totals.

Denair sophomores took the CAHSEE exam yearly until the year 2015 when the CAHSEE was no longer being administered. Looking through the last five years that Denair students took the exam, the percentage of students that passed the exam fluctuated between 76% and 86% for both ELA and math. Looking specifically at the math percentages over the years, Denair students continued to pass the exam at a higher rate each year starting with 76% in 2011 and ending with 85% in 2015. Comparing the percentage of students that passed the ELA exam the last five years, the total number fluctuated every year.

California High School Exit Exam results for Denair High School (DHS) from 2011 through 2015 display an unpredictable pattern in passage rates. Although averages allow for a modicum of focus, the year to year data from 2011 to 2015 display nearly inconsistent data sets. Only one data set remained particularly consistent: Math scores for white students had a range of only three points between 2011 and 2015--low of 85% to a high of 88% points.

For the time span noted, overall passage rates for all DHS students remain relatively consistent when compared to county passing rates: 0.6 points below average for math for all students, 0.4 points above average for ELA for all students. When compared to state passing rates, DHS students display a less than relative consistency with the state passing rates: 3.2 points below average for math for all DHS students, 2.8 points below average for ELA for all DHS students.

When passage rates for various demographic groups comprising DHS student body are examined--Hispanic students compared to white students, males students compared to female students, economically disadvantaged students compared to not economically disadvantaged students--we see disparity trends along all three lines of comparison. Overall, white students are outperforming Hispanic students in both ELA and math passage rates. It must be noted, though, that although not passing at the same rates as their white peers, Hispanic students are closer to their peers in passage rates in math than in ELA: White students on average score ten points higher in mathematics (note, 2012 produced an outlier of a twenty-five point difference of white students outperforming their Hispanic peers; thus, this outlier skews the average), white students on average score 13 points higher in ELA.

WIth regard to gender, we see female DHS students outperforming their male DHS peers in both math and ELA. Over the five year period analyzed, female students averaged 5.6 points higher in ELA than their male counterparts. It must be noted that 2011 saw male students outscore their female peers in ELA by 18 points. In math, female students scored an average of 8.8 points higher than their male peers over the same five year period. Please note: In 2013, male and female students shared the same passage rate of 86% in math.

As was a regrettable five year trend across Stanislaus County and the state of California from 2011 to 2015, DHS students classified as economically disadvantaged were also not able to perform at rates equal to their peers classified as not economically disadvantaged during this

same span of time. Economically disadvantaged DHS students displayed double digit disparity when comparing overall passing scores in math and ELA. Of particular note, there exists a twenty-seven point difference in math in 2012 and a twenty-three point variance in ELA in 2015. One highlight is the data produced in 2013 for both groups: Economically disadvantaged DHS students scored only five points lower in math, and these same students outscored their not economically disadvantaged peers by two points in ELA this same year.

Outcome Data for the Class of

2015-2016

School Results for Denair High

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
50710685031521	Denair High	68	66	97.1	*	1.5	*	0.0	*	1.5	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	31	29	93.6	*	3.2	*	0.0	*	3.2	*	0.0
White, Not Hispanic	36	36	100.0	*	0.0	*	0.0	*	0.0	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

Outcome Data for the Class of

2014-2015

School Results for Denair High

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
50710685031521	Denair High	81	76	93.8	*	6.2	*	0.0	*	0.0	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	34	30	88.2	*	11.8	*	0.0	*	0.0	*	0.0
White, Not Hispanic	46	45	97.8	*	2.2	*	0.0	*	0.0	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

Outcome Data for the Class of

2013-2014

School Results for Denair High

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
50710685031521	Denair High	79	74	93.7	*	6.3	*	0.0	*	0.0	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	40	36	90.0	*	10.0	*	0.0	*	0.0	*	0.0
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	33	32	97.0	*	3.0	*	0.0	*	0.0	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

Outcome Data for the Class of

2012-2013

School Results for Denair High

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
50710685031521	Denair High	76	75	98.7	*	1.3	*	0.0	*	0.0	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	32	31	96.9	*	3.1	*	0.0	*	0.0	*	0.0
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	43	43	100.0	*	0.0	*	0.0	*	0.0	*	0.0

Outcome Data for the Class of

2011-2012

School Results for Denair High

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
50710685031521	Denair High	85	84	98.8	*	1.2	*	0.0	*	0.0	*	0.0

School-wide Race/Ethnicity Results

Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	37	37	100.0	*	0.0	*	0.0	*	0.0	*	0.0
American Indian or Alaska Native, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
Asian, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	43	42	97.7	*	2.3	*	0.0	*	0.0	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

For this section, "points" refers to percentage totals.

Between 2012 to 2016, overall graduation rates for Denair High School (DHS) students show rates ranging from 93.7% to 97.1%. Compared to the those for the state of California for the same timeframe, DHS students' graduation rates are 13.9 points to 15.2 points higher than the state of California's overall graduation rates.

DHS students classified as white have graduation rates greater than or equal to 97%, and their average graduation rate for the past five years is 98.5%. Compared to students across the state with the same designation of white, DHS graduation rates are 10.6 points to 11.1 points higher.

Graduation rates for DHS students classified as Hispanic range from 88.2% to 100%, and their average over this same span of time is 93.7%. Compared with students with the same classification across the state of California for the same timeframe, graduation rates for Hispanic students at DHS are 15 to 19.5 points higher.

CAASPP Test Results for English Language Arts/Literacy and Mathematics

Denair High School 2016

Smarter Balanced Results (2016)

LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	67 %	67 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	11 %	11 %

English Language Arts/Literacy Area Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	72	72
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	71	71
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2602.1**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %

English Language Arts/Literacy Scale Score Ranges

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	54 %	54 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %

WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	31 %	31 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	56 %	56 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %

MATHEMATICS

Achievement Level Distribution

Standard Not Met: Level 1 ■ Standard Nearly Met: Level 2 ■ Standard Met: Level 3 ■ Standard Exceeded: Level 4
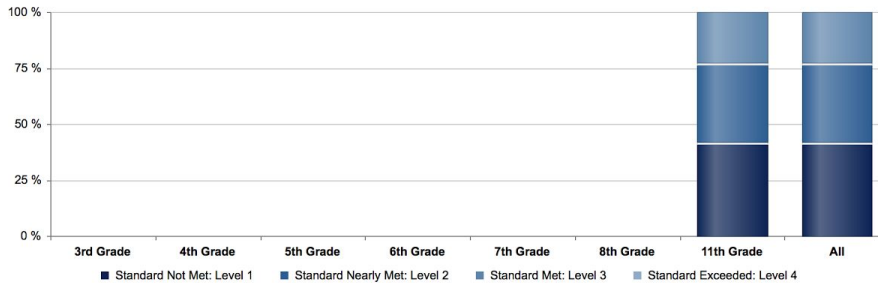
Mathematics Achievement Level Descriptors

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	45 %	45 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	46 %	46 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	3 %	3 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	32 %	32 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	6 %	6 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %

Mathematics Area Achievement Level Descriptors

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY
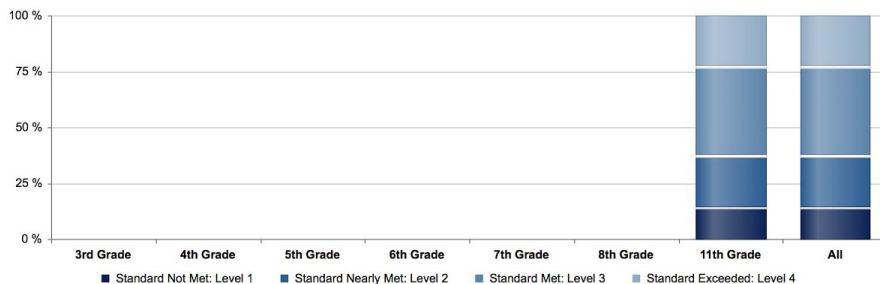
Achievement Level Distribution

Standard Not Met: Level 1 ■ Standard Nearly Met: Level 2 ■ Standard Met: Level 3 ■ Standard Exceeded: Level 4

English Language Arts/Literacy Achievement Level Descriptors

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CAASPP Test Results for English Language Arts/Literacy and Mathematics Comparison State Level to Denair High School Level 2016

ENGLISH LANGUAGE ARTS/LITERACY

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2599.8	2602.1
Standard Exceeded: Level 4	26 %	23 %
Standard Met: Level 3	33 %	40 %
Standard Nearly Met: Level 2	22 %	23 %
Standard Not Met: Level 1	19 %	14 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

MATHEMATICS

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2567.8	2548.9
Standard Exceeded: Level 4	13 %	0 %
Standard Met: Level 3	20 %	23 %
Standard Nearly Met: Level 2	25 %	35 %
Standard Not Met: Level 1	43 %	42 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Hispanic or Latino

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2574.3	2591.1
Standard Exceeded: Level 4	16 %	16 %
Standard Met: Level 3	34 %	42 %
Standard Nearly Met: Level 2	27 %	23 %
Standard Not Met: Level 1	23 %	19 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2631.7**	**2602.9**
Standard Exceeded: Level 4	36 %	22 %
Standard Met: Level 3	35 %	42 %
Standard Nearly Met: Level 2	17 %	25 %
Standard Not Met: Level 1	12 %	11 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Hispanic or Latino

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2532.5**	**2535.8**
Standard Exceeded: Level 4	5 %	0 %
Standard Met: Level 3	15 %	19 %
Standard Nearly Met: Level 2	26 %	39 %
Standard Not Met: Level 1	54 %	42 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ White

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2604.3**	**2553.6**
Standard Exceeded: Level 4	18 %	0 %
Standard Met: Level 3	26 %	23 %
Standard Nearly Met: Level 2	25 %	31 %
Standard Not Met: Level 1	30 %	46 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Ethnicity for Economically Disadvantaged/Hispanic or Latino

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2565.7**	**2593.0**
Standard Exceeded: Level 4	13 %	17 %
Standard Met: Level 3	33 %	50 %
Standard Nearly Met: Level 2	28 %	8 %
Standard Not Met: Level 1	25 %	25 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Ethnicity for Economically Disadvantaged/White

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2585.1**	**N/A**
Standard Exceeded: Level 4	21 %	N/A
Standard Met: Level 3	33 %	N/A
Standard Nearly Met: Level 2	24 %	N/A
Standard Not Met: Level 1	22 %	N/A

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Ethnicity for Economically Disadvantaged/Hispanic or Latino

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2523.8**	**2540.5**
Standard Exceeded: Level 4	4 %	0 %
Standard Met: Level 3	14 %	21 %
Standard Nearly Met: Level 2	25 %	38 %
Standard Not Met: Level 1	57 %	42 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2546.4	N/A
▪ Standard Exceeded: Level 4	7 %	N/A
▪ Standard Met: Level 3	18 %	N/A
▪ Standard Nearly Met: Level 2	26 %	N/A
▪ Standard Not Met: Level 1	49 %	N/A

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2604.0	N/A
▪ Standard Exceeded: Level 4	25 %	N/A
▪ Standard Met: Level 3	37 %	N/A
▪ Standard Nearly Met: Level 2	23 %	N/A
▪ Standard Not Met: Level 1	16 %	N/A

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2647.7	2608.6
▪ Standard Exceeded: Level 4	42 %	19 %
▪ Standard Met: Level 3	35 %	46 %
▪ Standard Nearly Met: Level 2	15 %	27 %
▪ Standard Not Met: Level 1	8 %	8 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

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2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2562.6	N/A
Standard Exceeded: Level 4	9 %	N/A
Standard Met: Level 3	21 %	N/A
Standard Nearly Met: Level 2	28 %	N/A
Standard Not Met: Level 1	43 %	N/A

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Females

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2615.7	2626.2
Standard Exceeded: Level 4	29 %	31 %
Standard Met: Level 3	36 %	43 %
Standard Nearly Met: Level 2	22 %	14 %
Standard Not Met: Level 1	14 %	11 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Males

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2584.5	2577.9
Standard Exceeded: Level 4	22 %	14 %
Standard Met: Level 3	31 %	37 %
Standard Nearly Met: Level 2	23 %	31 %
Standard Not Met: Level 1	23 %	17 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2624.1**	**2568.7**
Standard Exceeded: Level 4	22 %	0 %
Standard Met: Level 3	29 %	28 %
Standard Nearly Met: Level 2	25 %	32 %
Standard Not Met: Level 1	24 %	40 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2572.5**	**2561.4**
Standard Exceeded: Level 4	12 %	0 %
Standard Met: Level 3	21 %	31 %
Standard Nearly Met: Level 2	27 %	34 %
Standard Not Met: Level 1	41 %	34 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2016 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2563.3**	**2536.0**
Standard Exceeded: Level 4	14 %	0 %
Standard Met: Level 3	18 %	15 %
Standard Nearly Met: Level 2	23 %	35 %
Standard Not Met: Level 1	45 %	50 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	72	72
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	70	70
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	69	69
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2548.9**	**N/A**
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0 %	0 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	23 %	23 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	35 %	35 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	42 %	42 %

Mathematics Scale Score Ranges

CAASPP Test Results for English Language Arts/Literacy and Mathematics Comparison State Level to Denair High School Level 2015

ENGLISH LANGUAGE ARTS/LITERACY

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2591.8	2616.1
Standard Exceeded	23 %	27 %
Standard Met	33 %	39 %
Standard Nearly Met	24 %	26 %
Standard Not Met	20 %	9 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

MATHEMATICS

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2560.3	2548.6
Standard Exceeded	11 %	9 %
Standard Met	18 %	14 %
Standard Nearly Met	25 %	27 %
Standard Not Met	45 %	50 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2565.7	2595.8
Standard Exceeded	13 %	16 %
Standard Met	33 %	42 %
Standard Nearly Met	29 %	29 %
Standard Not Met	25 %	13 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2624.2	2632.2
Standard Exceeded	33 %	36 %
Standard Met	35 %	36 %
Standard Nearly Met	19 %	23 %
Standard Not Met	13 %	5 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2525.4	2503.0
Standard Exceeded	4 %	3 %
Standard Met	14 %	10 %
Standard Nearly Met	26 %	19 %
Standard Not Met	56 %	68 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ White

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2595.6	2584.8
Standard Exceeded	17 %	13 %
Standard Met	25 %	18 %
Standard Nearly Met	26 %	33 %
Standard Not Met	33 %	36 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

▼ Ethnicity for Economically Disadvantaged/Hispanic or Latino

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2557.4	2578.2
Standard Exceeded	11 %	12 %
Standard Met	32 %	40 %
Standard Nearly Met	30 %	32 %
Standard Not Met	27 %	16 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Ethnicity for Economically Disadvantaged/White

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2578.7	2616.4
Standard Exceeded	18 %	29 %
Standard Met	33 %	43 %
Standard Nearly Met	26 %	21 %
Standard Not Met	23 %	7 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2517.7	2489.2
Standard Exceeded	3 %	4 %
Standard Met	12 %	8 %
Standard Nearly Met	25 %	16 %
Standard Not Met	59 %	72 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2539.7	2571.0
Standard Exceeded	7 %	7 %
Standard Met	16 %	14 %
Standard Nearly Met	26 %	43 %
Standard Not Met	51 %	36 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2590.0	N/A
Standard Exceeded	20 %	*
Standard Met	36 %	*
Standard Nearly Met	25 %	*
Standard Not Met	19 %	*

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2638.6	2641.0
Standard Exceeded	38 %	40 %
Standard Met	36 %	32 %
Standard Nearly Met	17 %	24 %
Standard Not Met	9 %	4 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2548.2	N/A
Standard Exceeded	7 %	*
Standard Met	18 %	*
Standard Nearly Met	27 %	*
Standard Not Met	48 %	*

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	2613.4	2592.5
Standard Exceeded	20 %	16 %
Standard Met	27 %	20 %
Standard Nearly Met	26 %	28 %
Standard Not Met	27 %	36 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2607.2**	**2633.0**
Standard Exceeded	26 %	37 %
Standard Met	36 %	40 %
Standard Nearly Met	24 %	17 %
Standard Not Met	15 %	7 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

▼ Males

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2576.8**	**2603.3**
Standard Exceeded	20 %	20 %
Standard Met	31 %	38 %
Standard Nearly Met	25 %	33 %
Standard Not Met	25 %	10 %

English Language Arts/Literacy Achievement Level Descriptors

English Language Arts/Literacy Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2565.5**	**2553.3**
Standard Exceeded	10 %	7 %
Standard Met	20 %	20 %
Standard Nearly Met	27 %	37 %
Standard Not Met	43 %	37 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

2015 Achievement Level Distribution

Grade 11
Overall Achievement

	State of California	Denair High
Mean Scale Score	**2555.3**	**2545.1**
Standard Exceeded	12 %	10 %
Standard Met	17 %	10 %
Standard Nearly Met	23 %	20 %
Standard Not Met	48 %	60 %

Mathematics Achievement Level Descriptors

Mathematics Scale Score Ranges

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CAASPP Test Results for English Language Arts/Literacy and Mathematics
DENAIR HIGH SCHOOL
2015

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ■ Standard Met: Level 3   ■ Standard Exceeded: Level 4

English Language Arts/Literacy Achievement Level Descriptors

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	2616.1	**N/A**
■ Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
■ Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	39 %	39 %
■ Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %
■ Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %

English Language Arts/Literacy Scale Score Ranges

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %

Writing: Producing clear and purposeful writing

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	28 %	28 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %

Listening: Demonstrating effective communication skills

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	21 %	21 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	63 %	63 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %

Research/Inquiry: Investigating, analyzing, and presenting information

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	51 %	51 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %

English Language Arts/Literacy Area Achievement Level Descriptors

Achievement Level Distribution

■ Standard Not Met: Level 1   ■ Standard Nearly Met: Level 2   ■ Standard Met: Level 3   ■ Standard Exceeded: Level 4
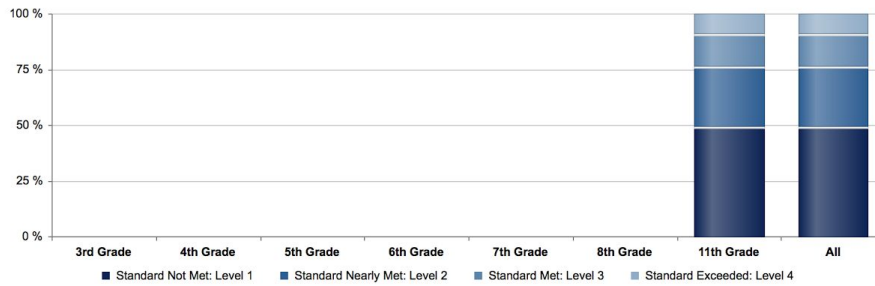
Mathematics Achievement Level Descriptors

▼ **All Students (accessible data)**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Number of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Number of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	70	70
Mean Scale Score	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2548.6**	**N/A**
■ Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
■ Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
■ Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	27 %	27 %
■ Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	50 %	50 %

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	29 %	29 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	59 %	59 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	47 %	47 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	40 %	40 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	9 %	9 %
At or Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	74 %	74 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

Mathematics Area Achievement Level Descriptors

For this section, "points" refers to percentage totals.

When analyzing the two years of available CAASPP data for 11th grade students, 2015 and 2016 (California Department of Education has delayed indefinitely the release of CAASPP results for 2017), the preform of potential trends can be extracted. Overall, DHS students performed well in the category of ELA both years, with a performance average seven points above the average for the state of California for this same span of time. With regard to math, DHS students are below their statewide peers, performing eight points lower on average over the same two years. The percentages figured here and throughout the rest of the CAASPP analysis are a result of adding together percentages that meet standard (level 3), and/or exceed standard (level 4).

Digging deeper into the available data, we begin to discover the roots of possible trends for our sub-group populations: Hispanic students compared to white students at DHS and the state, economically disadvantaged Hispanic students compared to economically disadvantaged white students at DHS and the state, and female students compared to male students across the school site and the state.

Overall, Hispanic students did not meet or exceed standards at rates equal to their white peers at DHS. When compared to Hispanic peers across California, though, Hispanic DHS students have continuously scored higher in the area of ELA: 58% in 2015 and again in 2016. This is an average performance ten points higher than the state average for this timeframe. Although white students at DHS outperformed their Hispanic peers in ELA, they did not outperform their white peers across the state. On average, white DHS students performed at a rate of 1.5 points below their equally classified peers.

With regard to the subject of math, both Hispanic and white students at DHS underperformed when compared to California peers in each subgroup. It must be noted that Hispanic DHS student performance in math more closely resembled that of Hispanic student performance across the state: two year average three points below the state average. When we looked at white student comparisons, white DHS student performance in math does not closely resemble that of white student performance across the state: two year average sixteen points below the state.

Where data is available, we see economically disadvantaged DHS students outperformed their peers in ELA across the state. For the two-year average, economically disadvantaged Hispanic DHS students performed fifteen points higher than economically disadvantaged Hispanic students across the state. For economically disadvantaged white DHS students, their ELA performance in 2015 was twenty-one points higher than economically disadvantaged white students across the state (As a result of a small data population, no data was made available for 2016). When analyzing the test results for math, we find both economically disadvantaged Hispanic and economically disadvantaged white students scored nearly equal to their peers across the state. It is worthy to note the following: From 2015 to 2016, economically disadvantaged Hispanic DHS students improved their scores six points, moving from three

points below the state average in 2015 to being three points above the state average in 2016. Also, please note, a small sample size for economically disadvantaged white students in 2016 did not allow for the production of math data for this subgroup.

When investigating results based on gender, we discovered female DHS students outperforming male DHS students. Although there exists a gulf in performance, it is not as wide between the genders when compared in the subject of math as it is in the subject of ELA. At DHS in 2016, 74% of female students met or exceed the assessed standard in ELA; whereas, only 51% of male students scored in this range. In 2015, 77% of female students met or exceed the assessed standard in ELA; whereas, only 58% of male students scored in this range. It must be noted, though, although nineteen points behind their female peers in ELA, DHS males were seven points above the state average. In 2016, DHS males were only three points below the state average when compared to other males, but they were twenty-three points behind their female peers who took the ELA assessment.

Both female and male DHS students are underperforming in the subject of math, when compared to the state averages for students with the same gender classification. Although lower than California math averages for females, scores for DHS females very closely resemble those of the state: three points below the state score of 30% met or exceeded standard in 2015, and only one point below the state average of 32% in 2016. Again, similar to what was seen in the ELA data, female DHS students are outperforming their male classmates in math: seven points above DHS males in 2015, sixteen points above DHS males in 2016. Unlike their performances in ELA, DHS males are not keeping pace with or exceeding their statewide male peers: DHS males were nine points below other California males in 2015, seventeen points below other California males in 2016.

CAASPP SCIENCE/CST TEST RESULTS

DENAIR HIGH SCHOOL 2015-2016

Overall

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	346.7	N/A
% Advanced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15 %	N/A
% Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31 %	N/A
% Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	39 %	N/A
% Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13 %	N/A
% Far Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3 %	N/A

Hispanic/Latino

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	334.6	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38 %	N/A

White

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	353.3	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51 %	N/A

Economically Disadvantaged

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	43	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	343.3	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	44 %	N/A

Hispanic Economically Disadvantaged

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	27	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	330.4	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	33 %	N/A

White Economically Disadvantaged

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	365.4	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64 %	N/A

Males

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	353.5	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47 %	N/A

Females

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	340.6	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	45 %	N/A

CAASPP SCIENCE/CST TEST RESULTS

DENAIR HIGH SCHOOL

2014-2015

Overall

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									79	
% of Enrollment									100.0 %	
Students with Scores									79	
Mean Scale Score									340.9	
% Advanced									16 %	
% Proficient									27 %	
% Basic									29 %	
% Below Basic									14 %	
% Far Below Basic									14 %	

Hispanic/Latino

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	37	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	353.3	N/A
% Proficient and Above	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	51 %	N/A

White

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									40	
% of Enrollment									50.6 %	
Students with Scores									40	
Mean Scale Score									342.9	
% Proficient and Above									53 %	

Economically Disadvantaged

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									42	
% of Enrollment									53.2 %	
Students with Scores									42	
Mean Scale Score									327.3	
% Proficient and Above									31 %	

Economically Disadvantaged Hispanic/Latino

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									28	
% of Enrollment									35.4 %	
Students with Scores									28	
Mean Scale Score									328.9	
% Proficient and Above									25 %	

Economically Disadvantaged White

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									12	
% of Enrollment									15.2 %	
Students with Scores									12	
Mean Scale Score									312.4	
% Proficient and Above									33 %	

Males

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									40	
% of Enrollment									50.6 %	
Students with Scores									40	
Mean Scale Score									330.9	
% Proficient and Above									43 %	

Females

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested									39	
% of Enrollment									49.4 %	
Students with Scores									39	
Mean Scale Score									351.2	
% Proficient and Above									44 %	

CAASPP SCIENCE/CST TEST RESULTS

DENAIR HIGH SCHOOL

2013-2014

Overall

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									81		
Students with Scores									81		
Mean Scale Score									349.2		
% Advanced									25 %		
% Proficient									20 %		
% Basic									28 %		
% Below Basic									16 %		
% Far Below Basic									11 %		

Hispanic/Latino

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									35		
Students with Scores									35		
Mean Scale Score									330.3		
% Proficient and Above									31 %		

White

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									45		
Students with Scores									45		
Mean Scale Score									365.6		
% Proficient and Above									56 %		

Economically Disadvantaged

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									42		
Students with Scores									42		
Mean Scale Score									339.0		
% Proficient and Above									38 %		

Economically Disadvantaged Hispanic

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									25		
Students with Scores									25		
Mean Scale Score									322.6		
% Proficient and Above									24 %		

Economically Disadvantaged White

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									17		
Students with Scores									17		
Mean Scale Score									363.1		
% Proficient and Above									59 %		

Males

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									47		
Students with Scores									47		
Mean Scale Score									350.4		
% Proficient and Above									40 %		

Females

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									34		
Students with Scores									34		
Mean Scale Score									347.5		
% Proficient and Above									50 %		

For this section, "points" refers to percentage totals.

Analyzing three years of CST Science data, 2014-2016, some positive, consistent information becomes known about Denair High School (DHS) students: Overall, 72% to 85% of DHS students score in the Basic, Proficient, and/or Advanced tiers. When looking at the data in the top two tiers of scoring, Proficient and/or Advanced, the overall percentages range from a low of 43% in 2015 to a high of 46% in 2016. For the remainder of this section, points referenced are a result of adding the percentages from the sections Proficient and/or Advanced.

When analysis of scores based on ethnicity was made, it was discovered that DHS students classified as white scored consistently over the three year span of time, and their variance of percentage points between their lowest and highest scores was five. Their average was 53%

scoring Proficient and/or Advanced. The scores for students classified as Hispanic covered a wider range of scores, a low of 31% to a high of 51%, with an average score of 40%.

When the designation of economically disadvantaged students was reviewed, we discovered a lower overall average score of 37% for the entire DHS population. Looking at this same group but now with a specific ethnicity designation, we note disparity in overall scores. Economically Disadvantaged Hispanic students are relatively consistent in their overall scores, but they are scoring lower than their white economically disadvantaged peers: Economically disadvantaged Hispanics scored an average of 27% Proficient and/or Advanced; whereas, economically disadvantaged whites scored an average of 52%. It must be noted, too, that the average for economically disadvantaged white students included an outlier on the low end of the scoring scale, 33%.

Relative consistency in scoring was noted when disaggregation of data was based on gender. Seven percentage points separated the lowest from the highest scores for DHS males, and their average was 43% Proficient and/or Advanced. For DHS females, the variance between lowest and highest scores was only six points, and their overall average was 46%.

District Data - Mathematics DHS

2016-17 Spring

	Lo	LoAvg	Avg	HiAvg	Hi
9	20 29%	17 25%	19 28%	7 10%	6 9%
10	6 11%	17 31%	16 29%	12 22%	4 7%
11	10 14%	16 23%	20 28%	19 27%	6 8%

9th - 54% Below Average   9th - 46% Average and Above

10th - 42% Below Average   10th - 58% Average and Above

11th - 37% Below Average   11th - 63% Average and Above

District Data - Language Use DHS

2016-17 Spring

	Lo	LoAvg	Avg	HiAvg	Hi
9	14 20%	13 19%	18 26%	17 25%	7 10%
10	2 4%	9 16%	18 33%	20 36%	6 11%
11	2 3%	8 11%	29 41%	18 25%	14 20%

9th - 39% Below Average   9th - 61% Average and Above

10th - 20% Below Average   10th - 80% Average and Above

11th - 14% Below Average   11th - 86% Average and Above

District Data - Science DHS

2016-17 Spring

	Lo	LoAvg	Avg	HiAvg	Hi
9	18 26%	16 23%	12 17%	13 19%	10 14%
10	11 20%	16 30%	12 22%	9 17%	6 11%
11					

9th - 49% Below Average   9th - 51% Average and Above

10th - 50% Below Average   10th - 50% Average and Above

11th- Working with NWEA

Looking at the results of the NWEA test that all 9th-11th grade students at DHS took in the Spring of 2017 the students that were scoring higher in the Above Average category compared to the Below Average on the mathematics assessment included the 10th and 11th graders. For the English Language Arts assessment the students scoring Above Average were higher for all grade levels 9th-11th. For the Science Assessment the 9th and 10th graders that were tested were evenly distributed between Above Average and Below Average. DHS is still waiting on DATA from NWEA for the 11th grade science scores.

CHAPTER III

Self Study Findings

CHAPTER III
(A)

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

Focus Groups:

Craig Cumberland	Certified Staff
Melissa Treadwell	Classified Staff
Monica Roberts	Classified Staff
Kathy Pritchard	Parent
Madison Snider	Student

Home Groups:

Students:

Bryson Prock
Adriana Snyder
Kirsten Fletcher
Litzy DeLaCruz
Jorge Yanez
Jesse Blevins
Suzie Brazil

Parents:

Calley Rutherford
Danielle Prock

ELA/Social Science:

Christy North
Jorge Ruelas
Jim Wagner
Darrin Allen
Maria Nichols

Math/Science:

Robyn Hilton
Anthony Narsi
Nick Pesek
Katy Johnston
Julie Cox

CTE:

Joe Esquivel
John Hultgren
Taylor Doo
Nicole Hefner
Jacob Perry

Certificated:

Maria Olivas
John Stavrianoudakis
Anthony Armas
Robert Moore
Craig Cumberland
Joel Maki

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

A1. Vision and Purpose Criterion
The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.
Vision – Mission – Schoolwide Learner Outcomes – Profile
A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.
A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The mission at Denair High School focuses on the impact the small school community has on positive student outcomes. These student outcomes are a product of a variety of instructional strategies, methodologies, and styles.	District Mission Statement
	DHS Mission/Vision Statement
The district's mission encompasses students as family. Denair High School continually targets the needs of the "whole child"; providing various academic and social pathways students can take to become contributing members of their community. DHS boasts many opportunities for students to become college or career ready after their tenure in an intimate setting where all teachers have the opportunity to make a personal connection with them. Students are given the opportunity to excel in academics, receive personalized counseling per their graduation plan, and create life altering relationships with their students.	Volunteer Logs in Community Events
	LCAP Stakeholder Sign In Sheets
DHS community members experience and cherish the time spent as a Denair Coyote coupling the fact that they go on to be successful in college and career adventures. According to the student profile data in Chapter 2, students return to the Denair	

community once they have pursued high school graduation and beyond. This is a direct connection to the close-knit and positive cultural community. DHS students, parents and teachers are active participants in the LCAP Stakeholder Meetings were identified future global competencies are found. LCAP highlights 8 state focal areas that bleed throughout everyday life as a DHS Coyote.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The school's mission statement began as a draft format during the AVID summer institute amongst the AVID leadership team. The draft DHS Mission was rolled out to the focus groups during the first Focus Group WASC meeting in August 2017. The developed mission statement currently serves as the DHS mission. The current ESLRs are a revision of the old ESLRs driven by the current DHS mission. Stakeholders include certificated staff, classified staff, parents, students and board members.	Board Minutes Meeting Minutes

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Denair High School's mission and vision is outlined in several places including the mission statement, board policies, shared values and policies of staff, parent and student handbooks and within the newly revised ESLRs that are posted in every classroom.	Student Handbook Parent Handbook Board Policy District Mission Statement ESLR Posters

	Classroom Rules
At the current moment we are moving forward by using programs like RTI, AVID, NWEA and CTE pathways courses that allow students to achieve the mission objectives through data driven instruction, college and career focus along with involvement in a family centered atmosphere where learning comes to life. In the process of incorporating the new program elements, Denair High School ensures that the school's mission and schoolwide learner outcomes correlates with each curriculum objective.	

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement if the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The collective bargaining agreement clearly states teaching expectations and responsibilities. Administrative observations, walkthroughs, and evaluations enable staff growth and continuity. The consistent walk thru process serves as a means to give precise, focused feedback on instructional strategies, data driven instruction, WICOR strategies and a culture of thinking and learning. Formal observations are scheduled 2 times a year with probationary teachers and 1-2 times a year with tenured staff. Classified staff are evaluated once a year. Should any policy changes occur, updates are provided at staff meetings, through the Monday Memo, or emails. Working conditions are negotiated in good faith, usually on an annual basis, through DUTA and the District.	DUTA contract EL observations Walk-throughs Monday Memos All Staff Meeting Agendas API scores Superintendent State of the District Report Superintendent and board walk-throughs The Thoughtful Classroom

The Board's purpose is reviewed monthly in an open forum Board Meeting. The governing board reviews their purpose and reinforces their roles within the school district. The Board approves new learning initiatives and programs and expects to receive regular updates on student progress as a result of the newly implemented programs.	

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety*

Findings	Supporting Evidence
Online curriculum is evaluated each year by the teacher, counselor, and administration as well as the Tech Department. Technology, including our computer labs, have been updated about every five to six years. Staff and students are taught acceptable use policies, which includes internet safety.	Instituted new online classes this year via EdMentum. Computer Lab Rules

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The DUSD Board of Directors and the DUSD Teachers Union work together to establish working conditions through our collective bargaining agreement. The vision of the board and school is clearly stated, supported by all stakeholders, and reviewed annually by committees. Board actions are reported thoroughly to all stakeholders in the community. The principal regularly communicated with the board and with district staff to facilitate mutual goals and expectations. Following meetings the the principal, team members disseminate vital information to their department during department meetings. Staff is also given information from the principal during all staff meetings.	DUTA Contract Board Meeting Minute

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The District communicates with the community in various ways including brochures, letters, Robo-calls, and social media. All stakeholders have many opportunities to participate in the governance of the school via committees, councils, and LCAP. Each element of communication allows the stakeholders the opportunity to learn what is occurring at Denair High School. The knowledge of the programs within Denair High School gives the opportunity for parents or community members to engage in a variety of the decision making processes the school has to offer. DELAC: District-Level English Learner Advisory Committee facilitates parent information for students and families that are English Learners. The committee meets regularly to assess the needs of English Learners and informs the governing board of the progress of program implementation. Parents are informed of these meetings via newsletters, Robocalls and the district website.	Marquee sign Student Council Minutes FFA Minutes Leadership Course Outlines Facebook Instagram Youtube Twitter Snapchat Fantag LCAP Minutes Board and Administrative reports at Board meetings Board policies DHS Website Denair Pulse District Newsletter

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
Priority 1: Basic Services addresses the degree to which: Denair High School use district-adopted curriculum that aligns	Williams Act Team Visit Information?

with the CCSS in all content areas. Textbooks are available for each student to access; County Office officials visit DHS yearly to ensure access to textbooks for all students.	
Priority 2: Implementation of State Standards addresses:	
English Language Development (ELD) is targeted as a course offered to all English Learners (EL's). ELD paraprofessionals are available to "push in" to the general education courses to support EL's in accessing the curriculum. EL's are assessed yearly through the California English Language Development Test (CELDT) to determine their progress in English Language Development.	
The district's LCAP allots funding to the ELD programs of the district as well as the parent involvement component of the ELD programs. Student progress on the CELDT is reviewed yearly and reclassification of EL students is celebrated.	
Career Technical Education is targeted via the 2+2 Articulation with Modesto Junior College in both Agriculture and Criminal Justice. Progress on CTE programs are monitored through both partnership entities.	Agreement with MJC?
The district's LCAP allots funding for the CTE Programs at DHS and monitors enrollment in the courses to determine its effectiveness.	
CCSS across all content areas, including the NGSS and CTE standards are targeted daily in the classrooms at DHS. Curriculum is piloted and adopted to support how instruction is delivered in the classroom.	
Priority 3: Parental Involvement	
DHS seeks parent involvement through various Boosters clubs focused on supporting student success in extra curricular activities. Parent involvement in these clubs is encouraged via one-way communication through social media and the school's website.	
Activities that involve fiscal processes are audited yearly to ensure responsible management of funds and reported to the governing board and disseminated at a public board meeting	

where parents are able to hear the information.	
Parents with students with exceptional needs are involved in the development of the Individualized Education Plan (IEP) held at least once a year.	List of Booster Clubs and Names of the Board Members?
Special Education processes are audited three times a year by the California Department of Education through CASEMIS Reporting. Performance Indicators are reviewed and measure the success of students on IEP's. The Performance Indicators measure the following: -Graduation Four Year Rate -Drop Out Four Year Rate -Suspension and Expulsion, Overall -Least Restrictive Environment -Parent Involvement -Participation in Statewide Assessments -Post School Outcomes	ASB Accounts?
Once CDE releases the information regarding the Performance Indicators, the information is relayed to the governing board and presented at a public board meeting where parents are invited to hear the information.	PIR Report
Students with exceptional needs are provided with services to target career and college readiness. Transition Plans are developed with educational professionals, the parents and the student. Transition Plans are updated yearly to ensure students are making progress towards post secondary goals and successful completion of high school curriculum.	Board Minutes
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Student progress is measured through the completion of the Statewide Assessments. Results of the Statewide Assessments are reviewed as a school site and district-wide. Students are counseled on necessary coursework and their educational plan during their high school experience. Students are encouraged to schedule Academic Advising appointments with the school site counselor to determine whether they will take the A-G Pathway, the CTE Pathway or the High School Graduation Pathway. Students are monitored on progress of coursework and Progress	

Reports are sent out to parents and students four times a year. When a student is struggling academically in their classes and trigger a grade 59% or lower, an "F" Letter is sent home to inform the parents of their student's progress.	
	Management Meeting Agenda/Minutes
Students who are underperforming or struggling academically will be referred for a Response to Intervention Meeting (RtI) formally our Student Success Team (SST) Referral process. A plan is developed with the teacher, school counselor, parent and student to help support the student make progress academically. Progress is monitored via follow up meetings.	Counseling Schedule
Students participating in Advanced Placement courses are encouraged to take the AP Exam. The percentage of students who passed the AP Exam in Spanish Language for the 16/17 school year was 100%.	Copy of "F" Letter
For the 15/16 school year, a total of 52 students participated in an AP Exam and half of those students (26 total) passed the AP exam with a score of "3" or better.	RtI Forms (Gave to Zenaida)
English Language Learners are assessed with the CELDT. In the 16/17 school year, a total of 18 EL's were tested at DHS. Of the 18 tested, 12 of them scored at the "Intermediate" or "Early Advanced" stage. Denair High School's reclassification rate is 6.9% for the 16/17 school year. Denair High School's total EL population was 8% of the total enrollment of the school.	
Priority 5: Pupil Engagement as measured by all of the following, as applicable:	DataQuest Print Out (Gave to Zenaida)
Denair High School has a daily attendance rate of 96%	DataQuest Print Out (Gave to Zenaida)
100% of the students exhibit engagement by being at school every day as well as participating in extracurricular activities data to support	
Denair High School boasts a graduation rate of 97% for the 2015/2016 school year.	
Priority 6: School Climate as measured by all of the following, as applicable:	DataQuest Print Out (Gave to Zenaida)

Data collected from the 14/15 school year indicates there were no expulsions or suspensions conducted at Denair High School. This information demonstrates students are engaged and willing to follow social norms and school expectations to be at school. Denair High School is an active member of the community. DHS students volunteer for the town's youth football program, Denair Youth Football. High school students volunteer during Saturday youth football games and the students' volunteer hours are used to meet graduation requirements. Denair High School students also participate in other community events such as: Denair Farm and Family, Denair CARES, Denair Lions Easter Egg Hunt, among others. Students participating in these events epitomizes the "connectedness" students feel for their community. Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in needed courses to meet the students requirement for their graduation path.	DataQuest Print Out (Gave to Zenaida) Volunteer Hours Document

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The complaint and conflict resolution process is clearly outlined in District Parent/Student Handbook that includes the Uniform Complaint Process. The collective bargaining agreement outlines conflict resolution measures between the certificated staff and the district and its administrators. Students are given the complaint and conflict resolution procedures in their handbook annually. Students have the opportunity to be representatives of the District School Board, ASB leadership, DESPN Leadership, Agriculture Leadership and Renaissance. All of these entities are designed to help articulate the needs of the student body.	Board bylaws Uniform Complaint Procedures posted in every room. Student Handbook. DUTA Contract. ASB Leadership contract Agriculture Leadership Contract DESPN Leadership Contract

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

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

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
DHS meets monthly as an RtI team to assess and analyze all student members for the community. Grades, interpersonal relationships, data from NWEA MAP testing, finals, CAASPP testing and AP scores are used to evaluate student achievement, progress and needs. Action plans are altered and adjusted as needed per our RtI systems and protocols. Student need then drives a focused instructional strategies that are rolled out at the monthly All Staff Meeting. Once instructional strategies are taught, walk thru's are conducted by administration for feedback and cycle of inquiry conversations. Over the next few weeks, continued collaboration is experienced at staff meetings where RTI strategies are shared. SST referrals are used to assist students in need. AVID (Advancement Via Individual Determination) has been added to the offerings of course selections for 9th grade students. This program provides opportunities for our students to learn WICOR strategies, College and Career Awareness strategies and overall collaboration techniques. NWEA MAP is given 3-5 times a year as determined by levels of needed academic support and intervention. Individual goals are set with all students either in intervention or in 4th period. Programs are routinely evaluated by administration and staff for	NWEA Test results Instructional Strategies class schedule AVID program Staff meeting agendas

their effectiveness and when needed changes are made such as the recent addition of intervention classes were established to assist students in need in the areas of math and English.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
LCAP meetings are held regularly to help district priorities determine the district vision through implementation of new state standards of the district. See A2.4. The LCAP is developed with the input of stakeholders across the district. Denair High School Administration and Leadership stress the importance of a variety of representatives from each stakeholder group: one student, one certificated staff member, one parent, one classified staff member and one administrator. For each LCAP meeting held in the 16/17 school year a minimum of three representatives were present at each LCAP Stakeholder Meeting. DHS Stakeholders give input to the discussion and their input is implemented in the final LCAP document. At year's end, data is collected from a variety of sources to show evidence that the goals are being met.	LCAP minutes LCAP plan LCAP Sign In LCAP plan on the DUSD website

Staff Actions/Accountability to Support Learning

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

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Staff is involved in the decision making process through direct interaction with the principal and counselor through staff meetings and collaborative days as well as interpersonal communication. Staff has input on textbook and curriculum usage. Textbook pilots are the initiated and decided by staff and administration jointly. Staff members are given opportunities to share at all staff meetings regarding the effectiveness of Cornell Notes, Do Nows, Exit Tickets and the gradual release model. Pacing guides are created by each teacher to meet the needs of students, align with CCSS and incorporate all textbook resources. Lesson plan templates were created by administration and required input of staff to refine and adjust to meet the needs of both required components and that of our student body. ESLRs are being introduced by all teachers in each classroom. Students are being exposed to the daily expected outcomes that are driven by objectives and standards. All teachers have standards and objectives written on the board that are directly aligned to the daily/weekly lesson plans.	Monday Memos Staff Meeting Agendas Emails Objectives/Standards on the board Lesson Plans

Internal Communication and Planning
A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.
A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The school effectively communicates amongst each other in a variety of ways. Administration believes in an open door policy with the students and staff. This includes pop-in's, 24-48 hour turnaround policy with emails, immediate text messages and phone calls. We believe that brutal facts conversations and problem solving is the best means of guidance in order to move the school forward.	Evidence DUTA contract

Additionally, embedded in the DUTA contract is a conflict resolution process to be followed among staff members.

A4. Staff: Qualified and Professional Development Criterion

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

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
New staff members are contracted for an additional day with the specific intent to receive new teacher orientation training.	New Teacher Orientation
Teaching staff as well as support staff attend weekly All Staff Meetings. Information is disseminated regarding upcoming events as well as a targeted topic is presented to the staff: Review of implementation of new programs (AVID, RtI), Review of Instructional Strategies, Review/Implementation of Site-Wide Initiatives (AVID WICOR Strategies, Do Now's, Exit Tickets).	ASM Agenda
New teachers are also paired with veteran teachers to ensure they are supported in their new position. If a teacher is "Induction-ready" they are enrolled in the appropriate Induction program at the Stanislaus County Office of Education. Professional Development is held 5 times a year district wide and offered on a minimum day basis from 12:45-4:00.	Induction Procedures

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Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	**Supporting Evidence**
All staff members participate in an extensive interview and hiring process in DUSD. Once applicants apply to DHS they are paper screened for compliance mandates with credentialing, DOJ, background check and high qualifications. Applicants are then interviewed by a panel of interviewees, forced ranking tool is used, reference checks are called and an offer is extended. Once the offer is accepted the new hire then reports to the DUSD HR department to complete the new hire packet and receive all onboarding materials. All staff members receive both new staff member and returning staff member professional development. These include compliance trainings such as blood borne pathogens, pesticide management, mandated reporter, epi-pen, etc. Instructional PD include, teaching strategies, culture and data.	

Defining and Understanding Practices/ Relationship
A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	**Supporting Evidence**
Communication between staff, faculty and administration has always been transparent. Policies and procedures are clearly defined through staff handbook and collective bargaining agreement. Denair High School has always been a small staff	Staff Handbook DUTA Contract New Staff Orientation Monday Memos

	Staff Meeting Agendas
and the relationship with administration has always been one of mutual respect and care. Past as well as present administration has maintained an "open door policy". The decision making process at the high school is one of shared responsibility between the administration and the staff involved. Policies and procedures are outlined for new staff within a contracted orientation day set aside for new staff only. District and site procedures and policies are examined both formally and informally. New staff are also informally trained and mentored by veteran staff members.	

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
All educators at Denair High School have many opportunities to participate in professional development. On the last Friday of the month school is released on a minimum schedule to allow for teachers and staff to receive training in the afternoon. Training is either presented by the district office, an outside organization, or the high school principal. During this time teachers have the opportunity to work with their peers on various teaching and assessment strategies. Other opportunities for professional development throughout the year occur during the weekly staff meetings on Mondays. At these meetings teachers work in their departments or on various committees to enhance their curriculum or classroom instruction. Various committees on campus include the AVID committee, RTI committee, or the Athletic committee. These various committees present their ideas to enhancing instruction at these weekly meetings. Advanced Placement teachers attend a yearly AP Summit to	Professional Development Days Weekly Staff meetings Guest Speakers Collaborative Days Induction Mentors (Mr. Wagner and Mr. Stavrianoudakis

prepare them for the rigorous expectations of providing instruction in the specific content area.

Students directly benefit from the professional development opportunities provided to teachers as it enhances the overall classroom experience for them.

Teachers are encouraged to research additional professional development and submit Conference Request Forms for approval at their discretion.

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
DHS uses Edmentum as an online learning tool for its students. EdOptions Academy, the premier virtual school solution for grades 7–12, offers a comprehensive online learning environment for today's student. Partnering with schools and districts, EdOptions Academy provides a rigorous, proven curriculum and certified online teachers for students who need flexible learning options. EdOptions Academy's highly qualified teachers are certified specifically in the subject areas in which they teach and hold the appropriate level of certification required by each state. When a district enrolls students in an EdOptions Academy class, they are assigned a teacher of record. This teacher is responsible for all class instruction, helping students understand the class material, and supporting students so that they stay on track to achieve their academic goals.	Staff Development Day Agenda Volunteer Workshop Agenda 5 in 10 Workshops Edmentum Contract

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The evaluation process is clearly outlined in the collective bargaining agreement for both probationary and permanent staff. Additionally, professional growth is addressed at staff meetings, inservice days, buy back days, and collaborative days. The school district is piloting the Thoughtful Classroom Teacher Effectiveness Tool. The 17/18 school year will be the first instance of implementing the new evaluation tool. This evaluation process emphasizes the importance of a collaborative	Thoughtful Classroom Evaluation forms Agendas

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
EdOptions Academy, the premier virtual school solution for grades 7–12, offers a comprehensive online learning environment for today's student. Partnering with schools and districts, EdOptions Academy provides a rigorous, proven curriculum and certified online teachers for students who need flexible learning options. EdOptions Academy's highly qualified teachers are certified specifically in the subject areas in which they teach and hold the appropriate level of certification required by each state. When a district enrolls students in an EdOptions Academy class, they are assigned a teacher of record. This teacher is responsible for all class instruction, helping students understand the class material, and supporting students so that they stay on track to achieve their academic goals.	Edmentum and EdOptions Contract Course offerings through Edmentum

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The staff, in collaboration with the principal and counselor, implement needed strategies and courses, such as NWEA, Intervention, and AVID, to address student needs. Staff are encouraged to attend district LCAP meetings where all stakeholders are given the opportunity to give input on where resources should be allocated. District-wide goals are modified on a yearly basis and all stakeholders are given the opportunity to collaborate on editing and modifying district goals for student achievement Staff are encouraged to attend district LCAP meetings where all stakeholders are given the opportunity to give input on where resources should be allocated. District-wide goals are modified on a yearly basis and all stakeholders are given the opportunity to collaborate on editing	NWEA testing AVID Intervention

Practices

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

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The Activities Director, club advisors, and coaches are all trained in FCMAT policies and procedures so that proper accounting and expenditure practices of ASB funds are followed. The Activities Director also trains her staff in proper practices for ASB funds. The staff is trained on fundraiser policy/protocol within the student body. The administrator works closely with the CBO to ensure that the school budget is within a 3% differential at the conclusion of P-1. When purchasing items, there is a detailed PUrchase Order process in place. This requires 2-3 signatures, coding and clear definitions of the product being purchased. THe principal must give approval. When the amount requested for purchase exceeds $1500.00 three quotes are required. DHS is held to an annual internal and external audits. The principal's secretary manages the business and accounting practices.	Advisor Handout PO Process PO Process for ASB

Facilities

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

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The facilities at DHS are properly maintained through the DUSD Maintenance Department. Requests for maintenance can be made through a Facilities Work Order that can be placed on the district website. Staff annually participates in state mandated training such as Mandatory Reporting, Fire Extinguisher use, Pesticide use, Heat Illness prevention, Bloodborne pathogen training. Additionally, staff receives training for students with health related 504 needs, such as, but not limited to, Epipen. All staff receives annual training and in participates in the Emergency Crisis plan. Denair High School holds 2 fire drills, 2 earthquake drills, 2 lock-downs yearly.	Work orders Inservice day agenda 504s Emergency Crisis Plan Board Transmittal Forms Evacuation routes posted in every classroom Emergency binds in every classroom

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
All staff and teachers are able to request funds for classroom supplies and materials using a DUSD Purchase Order. All staff members receive a yearly classroom budget of $500 for instructional and general supplies. Textbook and lab materials are in compliance with the Williams Act. All textbooks are inventoried in our Follett data-base	DUSD Purchase Order Williams Act report MyPerspectives Follett training and

housed in the library and managed by the librarian. If there is a discrepancy at the end of the year between inventoried books and incoming students, we will replenish the books. Currently we are piloting the My Perspectives program in English through Pearson. Once the pilot is complete, we will have a textbook adoption committee to recommend adoption or return.	database

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
New teachers with preliminary teaching credentials are supported through the Induction process and are paired with a veteran teacher. Teachers on intern status work under a partnership between the district and college.	Feedback offered through BTSA program
Staff are encouraged to participate in professional development and submit Conference Request Forms to attend any conference.	RtI Conference
AP Instructors attend a yearly AP conference over the summer before the school year begins as well as 3 follow up one day conferences throughout the year.	AP Conference
The AVID site team attends a conference yearly where AVID strategies are reinforced as well as 3 one day trainings/workshops throughout the year. The RtI team will attend the annual RtI conference.	AVID evidence from conference

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the

critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.	

A5.6. Prompt: *Evaluate the effectiveness of these processes.*	
Findings	**Supporting Evidence**
The 17-20 LCAP plan serves as a document that directly aligns the effectiveness of all processes and programs at DHS. Data, instruction and culture are all goals deeply aligned with the mission at DHS. You will see the effectiveness blossom in the 19-20 SY.	LCAP Plan

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Denair High School has an evolving strong leadership, led by Kara Backman in her second year as principal. Mrs. Backman promotes and encourages leadership ability in both staff and student community as evidenced by leadership classes, staff participation in extracurricular activities, such as coaching and career-related clubs. Staff daily communicated internally and with students about expected learner outcomes and academic standards preparing for lifelong achievement. Denair High School is a close-knit and positive community, steeped in family culture. Alumni return to coach and teach and mentor students. Staff lives and participates in the community, maintaining strong communication with parents and student, even after graduation. DHS staff is putting in long hours implementing new programs. For example sports PE (athletic program as a whole), AVID, CTE pathways, NWEA and RtI. We are completely overhauling our special education program with an emphasis on Response to Intervention, Providing support in a Push in and Pull Out model. We have hired two additional paraeducators to support the RtI and SPED program for all students at DHS.

Prioritize the strengths and areas for growth for Category A.

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

Strengths:

- Academics meet all CA state standards and are geared toward A-G pathway, CTE pathway or graduation pathways as outlined in our student handbook. RtI, NWEA and AVID are used to assess the students and staff meeting throughout the year.
- Denair High School has implemented a school-wide behavior consequence and rewards hierarchy school wide.
- Denair High School openly communicates to students, parents and the community through a variety of platforms. For example the reader board, DHS Website, Denair Pulse, DELAC, board meetings, Robo Calls, District newsletter and social media.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- We recognize the need to maintain 85% of all certificated staff. The 16/17 school year we had 65% staff retention at Denair High School. Additionally we grew our agriculture, AVID and PE positions. So while it looks like we had a lower retention rate at DHS, we actually added 3 teaching positions. Our goal is to retain 15 of the 17 teachers this year.
- In order to meet our vision and academic vision the staff realizes that more professional development is needed. The staff would like more voice in PD choices and additional days. Recommendation for those days look like departmental PD and CSEA/admin PD.
- A key issue to increase leadership and vision is to increase transparency between leadership and staff.
- Increase communication between DHS and families regarding FAFSA, College application, PSAT/SAT, vocational ed training and scholarships.

CHAPTER III

(B)

Standards-based Student Learning: Curriculum

Focus Group:

Jorge Ruelas	Certified Staff
Maria Olivas	Certified Staff
Alex Sanders	Student
Melanie Keas	Parent

Category B. Standards-Based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.
Current Educational Research and Thinking
B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.
B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Denair High School sets a foundation of learning using textbooks to present material to the students in order to broaden their knowledge. The use of textbooks that students can write and highlight important aspects of the story are used to simulate scholarly use of material and to prepare students for career environments in which they will be expected to follow directions and execute specific objectives on behalf of their organizations. Denair High School is piloting a Pearson textbook that allows students to annotate directly into the text. The textbook is in consumable format, the publisher provides the students with their own individual copy of the textbook in order to be able to write inside the textbook. From the use of textbooks that links students to ideas Denair High School provides links throughout the curriculum that allow for consistent tools that allow students the ability to excel within their prospective subject matter at every level. The use of audio text gives the opportunity of students to follow along, this gives them the opportunity to hear complex words and ideas and listen in a fluid process to allow all students access to the learning. Each level of subject-matter at Denair High School focuses on the standards to set the foundation of curriculum. Mathematics department has a new curriculum in which students are able to access resources online. The online portion of the mathematics department enables the students and teachers efficient feedback to evaluate if the standards have been met; if the standards appear to have been insufficiently met, the teacher	New curriculum in Mathematics Department Pilot of English Curriculum Common Core State Standards

has the opportunity to re-teach based on the information he or she has received from the digitized data.	

Academic and College- and Career-Readiness Standards for Each Area	
B1.2. Indicator: The school has defined academic standards and college-and career-readiness standards for eh subject area, course, and/or program.	
B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "et labs" are met for all lab science courses.)*	
Findings	**Supporting Evidence**
There is a direct link between the California Common Core Standards and the use of subject matter material to help students prepare for college or a career directly graduating from Denair High School.	Master Schedule Syllabi of each class Course Management Portal
All courses at Denair High School are standards based and employ the CCSS college and career readiness standards. All textbooks and curriculum are state approved and go through a process that allows for Board review and adoption. Social Science and English classes use CCSS reading and writing standards. Science classes use the current NGSS standards as frameworks to guide all instruction. Denair High AP courses go through the AP audit process yearly. All A-G classes have been approved through UCOP. Integrated Math 3 is in its first year of implementation and is currently in the process of becoming approved.	Lesson plans Course Syllabi AP course audit portal
Denair High has a number of courses that are approved for 2+2 articulation with Modesto Junior College or are in the process of approval. Within the Criminal Justice pathway, 3 courses are articulated. They include Administration of Justice, Criminal Law, and Patrol Procedures. Denair has added many classes and new instructors within the Ag department. Many of these new classes are in the process of being articulated with Modesto Junior College as well. These classes include: Ag Animal Science, Ag Leadership, Ag Welding 1, Ag Welding 2, Introduction to Plant Science, Ag Animal Nutrition and Management, Floral 1, and Floral 2	Articulation agreements
Students are focused on college or career goals during their time at Denair High School. There is a direct link between what students want to achieve and what the school provides. The organization is not as stringent as a student needed to completely decide their career path, however, distinguishing between a path	

for career and college focuses their attention on what goals they might want to achieve during high school and beyond. For example, if a student chooses to focus on a career path, they will focus more on the classes that will prepare them for such a career, like Agricultural Management; however, if a student wants to focus more on college, then that student may choose to take an Advanced Placement (AP) course.

In general, Denair High School has versatility in their curriculum that provides students with traditional curriculum like Mathematics, English, and Foreign Language; but also provides unique opportunities like law enforcement, agriculture, and welding courses.

Online classes are provided for students to integrate their knowledge into the current curriculum. Online courses are used as a requirement for graduation when a student needs additional credits; however, the use of the class has the versatility of providing students with additional knowledge that is not provided in the traditional methods at the high school.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
The pilot program in the English department directly aligns with the California Common Core Standards. There are direct links to the state standards and the way in which students process the information in the textbook. Every class has an online element to reinforce the concepts taught from the text. However, the most direct link to the online portion of the curriculum is in Mathematics because their direct link to having completed the pilot portion of the textbook and directly having students use computers to complete assignments.	**Online component from Pearson** **Mathematics printed forms of student assessment** **Class use of technology**

Congruence	

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college - and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college - and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Findings	Supporting Evidence
Denair High staff, students, parents, and administration have reviewed and revised the current ESLRs in use. The ESLRs are true examples of what can be expected of students who complete the requirements of graduation from the school. They incorporate elements of the college and career readiness standards encompassed in the CCSS, hands on skills taught in CTE classes, development of character across curriculums and activities, and dedication to the community. The two general areas in which Denair High School evaluates the effectiveness of the programs they provide to students are teacher instructions and standardized examination in which both curriculum is evaluated and adjusted to meet the standards. Based on test scores there is pattern of students acquiring the necessary knowledge in most subject areas. Students take time to help the school in relation to the community. Part of the process of being at Denair High School is to provide time to the community. This is a direct link to schoolwide learner outcomes. In order to take responsibility for their own learning outcomes, students need to be aware of outside factors that can influence and contribute to their learning.	Northwest Evaluation Association (NWEA) Expected Schoolwide Learning Results (ESLR) Teacher created assessments

Integration Among Disciplines

B.1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
There is a spirit of collaboration at Denair High School that encourages the integration of curriculum, strategies, and "best practices" amongst teachers and subject matter in order to better incorporate specific knowledge to students from each subject area. Furthermore, specific programs are integrated in order to allow versatility within the curriculum. For example, SAE- Supervised Agriculture Experience is a venture that students work on projects on Denair High School's campus with a direct link to Future Farmers of America (FFA). Students choose a project that they would like to participate in and then work the entire year in order to achieve that goal.	Staff meetings Collaboration minimum days Student interviews https://www.ffa.org/sae 2+2 articulation documentation

2+2 articulation allows for communication between Denair High School and Modesto Junior College. The process students follow is to sign up for courses that integrate the curriculum from the junior college into the high school classroom. Assessment of the curriculum is made by how the teacher instructs the students based on the college syllabus and then assign a grade to the student. Based on this process of assessment student receives credit.	

Articulation and Follow-up Studies	
B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.	
B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*	

Findings	Supporting Evidence
Denair High School is a small school, the advantage to this environment is that many students, staff, parents, and community members have a vested interest in the success of the school and are involved to meet direct objectives that reinforce the shared goals of student, parents, school, and community. Advancement Via Individual Determination (AVID) is a program that helps students focus on accomplishing specific goals. The program focuses on students being organized, applying effective strategies in the classroom, and establishing a pattern of goal-oriented assessment.	AVID site plan

B2. Access to Curriculum Criterion
All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.
Variety of Programs- Full Range Choices
B2.1 Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.
B2.1 Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence

Denair High School works to provide the minimum requirements for graduation and then follows a hierarchical process to provide students with more opportunity to access a larger range of choices of classes. For example, beyond the minimum requirement for graduation, there is the process of a student choosing a career path or a college path. The career path focuses students towards agriculture or criminal justice courses; whereas, a college path focuses on a through g requirements and Advanced Placement courses.	Graduation progress Master schedule A-G requirements Advanced Placement (AP) documentation Graduation requirements

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate student's access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The academic foundation of Economics, World History, and Second language add the element of looking outside of the classroom to other parts of the world. The AP courses allow students to learn a variety of skills that will help them pass their exam, but the focus will allow students to go beyond the classroom and learn about how the curriculum will benefit them in a college setting. Academic clubs can allow for students to expand their horizons when it comes to curriculum standards. Community service is expected of students at Denair High to match twenty-five (25) hours junior year and twenty (20) hours during a student's senior year for a total of 45 hours. The community service element allows students the opportunity to gain real world experience by reinforcing problem solving skills they gained in the classroom.	Master schedule List of clubs Club bylaws AP documentation Community service hours documents

B2.2. Additional Online Instruction Prompt: Evaluate the procedure to ensure that students have access to courses that meet the UC "a-g" requirements including lab courses.

Findings	Supporting Evidence
The counselor does a yearly check to ensure students are on the path to meet "a-g" requirements. Furthermore, prior to signing contract with an online company, Denair High School verifies that the company meets the requirements. Students have the ability to access online courses that Denair High School may not offer. The courses are intended to help students meet the "a-g" requirement and further their understanding for the subject matter.	**Master schedule** **Counselor documentation**

Student-Parent-Staff Collaboration	

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
Students have the opportunity to meet with Denair High School's counselor to communicate about college options and opportunities. College visitations are scheduled in order to give students the opportunity to observe if certain colleges will meet their specific needs and goals. PowerSchool, the online portal that allows students and parents the opportunity to view student's progress. The portal shows student's grade, but also allows students to view their progress in reaching their graduation requirements to match their goals.	Schedule of field trips to college campuses
Post High School Transitions	

B.2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options ad regularly evaluates their effectiveness.

B.2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
Denair High School has set a strong foundation to encourage students to prepare for career or college paths. The AVID program sets the foundation to encourage students to attend college. However, the skills learned in the program further extends to help students understand their role within a career environment. PSAT testing and ASVAB testing allows students the opportunity to assess their progress in high school and correlate it with their future career goals. This is a connection with also student's grades and NWEA testing.	AVID syllabus PSAT testing ASVAB testing NWEA testing

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

DHS is offering new curriculum focused around the newly adopted intervention and college/career ready programs. This curriculum offering has enriched our students high school experience. The CTE courses allow for students to create a direct link that is cohesive with real world experiences. This opportunity provides out students with the ability to be industry aligned when transferring to a future career tech program.   Furthermore, the new curriculum such as AVID creates a supportive backbone for cross curricular instruction by keeping our students organized, and giving our students strategies to be successful learners. In addition, our students are further supported through RTI. RTI assess our students through NWEA. Students are placed into intervention classes based on their NWEA scores.

Piloted curriculum is being piloted in the Ag, Math, and English departments. The Ag department is in the process of articulating with MJC. These courses include: Ag Animal Science, Ag Leadership, Ag Welding 1, Ag Welding 2, Introduction to Plant Science, Ag Animal Nutrition and Management, Floral 1 and Floral 2. By focusing on an articulated subject area our students can gain and implement entry level career tech skills, as well as knowledge. The digital mathematics curriculum has broadened our students' ability to access new avenues of knowledge. The program enables students and teachers efficient feedback which ultimately helps to gauge mastery of the curriculum. The English department has adopted the use of a new textbook. Through this textbook, students are better able to stay actively engaged. The textbook allows for students to directly annotate into the text creating an organized and accessible transfer of knowledge.

Prioritize the strengths and areas for growth for Category B.

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

- NGSS-Next Generation Science Standards - Science classes use the current NGSS standards as frameworks to guide instruction.
- PD for new curriculum offered - Stakeholders meet on a regular basis for AVID, RTI, and NWEA. Staff is kept up to date regarding utilization of instructional methods via mini lessons during said meetings.
- NWEA - The NWEA testing provides us the capability to assess student progress at the HS and correlate it with their future career goal.
- RtI-Response to Intervention model driven by NWEA data, teacher input and grades. Ability level and layers of scaffolded support will allow students to get additionally support or be a part of their general education courses 100% of the day.

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

- ESL: There is no set defined program for the ELD program
- Updated materials: There is no need for updated materials in Ag courses and other core classes such as Science & Social Science. Many of the materials that are currently in use were adopted prior to class
- Articulation with DMS: There is no standardized format for vertical articulation. Time is not allocated between staff at the HS and MS.
- District wide curriculum coach: There is no current position to ensure instructional strategies are being implemented effectively neither at the district, nor the site

CHAPTER III
(C)

Standards-based Student Learning:
Instruction

Focus Group:

Darrin Allen	Certified Staff
Gayle Schell	Classified Staff
Pam Martinez	Parent
Natalie Rosander	Student

Group C Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion
To achieve the academic standards, the college-and career readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences
C1.1 Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.
C1.1 Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Denair High School teachers use a variety of teaching strategies and practices challenging students in their learning experiences. Differentiated instruction is used so students in intervention, Special Education, Response to Intervention and EL students receive the same instruction in a scaffolded manner. Teaching norms have been discussed at staff meetings and are currently being implemented in the classroom. Daily objectives are posted in each classroom along with the California Common Core State Standards which are aligned to the objectives. Do Nows are used by teachers to focus students when the bell rings on the day's lesson and potentially adjust instruction to meet students needs. Exit tickets are used as students leave the class as a quick assessment for the teacher that will assess how well the current lesson's objectives were met and potentially focus the next day's lesson. The gradual release approach along with a variety of teaching strategies serve as the tool kit for all teachers. These areas include Do Nows/Exit Tickets, Focused Instruction, Cold Call, Think-Pair-Share, WICOR and metacognition. Additionally, collaborative learning is implemented throughout lessons in order to give students the opportunity to reinforce concepts presented during direct instruction.	Administrative Walkthroughs Lesson Plans NWEA Test Results Do Nows Exit Tickets Professional Development Staff Meeting Agendas AVID

Technology has played an important role for instruction at Denair High School (DHS) this school year (2017-2018). English, Mathematics, Intervention, and Spanish curriculum is available online for students to access through daily adopted curriculum. The online materials allow teachers to differentiate instruction as well as incorporate challenging activities and assignments for all students. Additionally, students are offered online courses that are not currently offered through the school day. DHS offers 12 additional course offerings through Edmentum.

Each teacher submits a pacing calendar at the beginning of the school year per course offering. Those pacing calendars help teachers stay track curriculum and make sure that all standards are being targeted. Furthermore, the pacing guides help other teachers and staff the opportunity to help students stay on track and potentially anticipate problem areas.

C1.1. Additional Online Instruction Prompt: Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
Online courses are purchased through Edmentum. Students requests their courses and are enrolled in the course. A teacher on the Edmentum end is responsible for the assessing and pacing of the curriculum. A certificated teacher is responsible for monitoring the students and being the liaison to Edmentum.	**Edmentum** **Teacher** **Counselor** **Principal**

C1.2   Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2 Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence

Daily objectives are posted during each period visible to the students. Teachers state the objective and ensure students have an understanding before the lesson begins. Teachers use different strategies that are currently being implemented through RTI and the AVID program. Intervention classes have been established during the 2017-2018 school year. All students were assessed via the NWEA-MAP in English, Reading, Math and Science in the Spring of 2017 to determine placement in the Intervention classes. Student are tested multiple times throughout the year to measure growth and reports are mailed home to the parents/guardians. Students also participate in academic goal-setting based on their MAP scores. Students and teachers monitor progress on individual goals to determine if students have met their goal. This is a strategy to monitor their progress and ultimately allow students to exit intervention courses and return to elective coursework. Before students are tested using the MAP-NWEA program they are taught testing strategies, completion of success, and test importance. Their results will help decide which classes they will be enrolled in for the semester. Students scoring below the 60th percentile are placed in an Intervention class to support them academically and target their "Readiness Level". Readiness level is the student's knowledge of each subject area. Before students are enrolled in an AP class students and parents attend an AP Information Night, sign contracts and receive one on one counseling regarding the workload and rigor of the course. At that event the expectations of AP students, according to the College Board, are explained to the students. Students and parents must sign an AP contract in order to be eligible to take an AP class. The AP contract is a Denair High School policy to ensure accountability.	Objectives NWEA Testing Cornell Notes AP Contracts MAP Growth Student Profiles and Parent Newsletter Response to Intervention

C1.3 Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3 Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
The staff of DHS differentiates instruction using a variety of methods. Do Nows that are used to start the lesson each day allow the teacher to get some insight as to what the students know as well as what additional instruction they may need. Teachers are then able to strategically group students based on their needs. Many classes teach using a variety of multimedia presentations and tools. One powerful tool used in the classroom is PowerPoint where teachers are able to present information in an organized way. It is easy to embed video, pictures, animations, and sound to help teach concepts. The Remind App has been a great tool in the classroom. Teachers are able to contact their students in a text message format. This app helps build communication between the teachers, students, and parents. It is a quick way to send reminders or post information for the entire class. Other forms of technology used for instruction include teacher's personal websites. Teachers are able to post deadlines and documents and all students have access to the contents. Teachers frontload their lessons and daily notes where students can access the information at any time. Every student at DHS has a google email account where they are able to use all the applications available provided by Google. Students are able to share documents using Google Drive, work collectively using Google Documents, create presentations using Google Slides and so forth. Students are able to practice the 21st century skills of collaboration and critical thinking. The 21st century skills that include knowledge that prepare student for college or career applications. Skills that include, but are not limited to, collaboration, use of technology, annotation, presentation, critical thinking, or organization skills. Teachers use websites such as Edmodo (collaboration tool) and Google Classroom to organize instruction, communicate with students, and upload documents and class content.	Do Nows PowerPoints Daily Lesson Plans Staff Websites

| Student/Teacher/Parent communication is facilitated via continuous access to their coursework and their instructor. | |

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

C2.1 Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1 Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Individual whiteboards are used as guided practice in mathematics classes. Students are given a problem to work on using the white boards. This method provides a quick check for understanding for the teachers and also provides time to circulate the classroom and provide help when needed. Mathematics classes also use graphing calculators to teach concepts in class. Students have the opportunity to graph and use statistical software on the graphing calculators.	Weekly Lesson Plans Do Nows and Exit Tickets Edmodo Pages
In certain English classes Edmodo is used as an online discussion blog for the AP English Language class. Students critically read and annotate an article, essay, or book excerpt, and then post conclusions, questions, and discussions to communicate with each other online.	Google Classroom Class Walkthroughs Cornell Notes
Social Studies classes use many different types of multimedia programs to teach new concepts including: Google classroom, YouTube, Newscast Broadcast, smartphones, CNN10, smartboard, interactive maps, computer lab for research, and presentation software.	
In Social Science, English as well many CTE classrooms teachers use the common core reading and writing standards. Students in many classes have the opportunity to draw evidence	

from literary or informational texts to support analysis, reflection, and research.

AVID classes teach students how to organize their learning using Cornell Notes and binders. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are implemented and students work collaboratively on projects and tasks.

In many classrooms smartphones are tools in the learning process. Students are able to look up answers to questions and use a variety of apps to strengthen the learning process.

Physical Education classes are able to project exercise and yoga videos for students to follow along and participate in the activities.

The Art classes are taught using instructional videos that students are able to find on the teacher's personal website. Students can access these videos using their personal smart phone or the classroom set of computers. Students work on projects using a variety of programs including Adobe Photoshop.

In the science classes students are taught using a project based instruction technique. Students are able to collaborate and discuss classroom concepts in order to achieve the learning objective.

C2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.

Findings	Supporting Evidence
Each year the DUSD Director of Technology provides a survey to the staff to evaluate their use and competency levels of technology use. The results are used to provide for professional development ideas and planning. Teachers are also assessed during the evaluation process as to their use of technology and student outcomes.	**Technology Survey** **EValuations**

C2.2 Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2 Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	**Supporting Evidence**
Many different types of questioning strategies are implemented on the Denair High School campus. Teachers use methods of Cold Calling, Group Response, and Random Selection techniques to call on students. Teachers use a variety of techniques of select students to respond in class. Some of these techniques cold call, random selection, deliberate selection and deliberate random selection. All Art sections incorporate project-based learning. Students work on a skill set via projects which can span several weeks (Sculpting, Block Printing, Oil Painting). The science department targets standards via project based learning as well.	Weekly Lesson Plans Administrative Walkthroughs Student Work Samples Random Name Picker App

C2.3 Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3 Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	**Supporting Evidence**
Expectations of students accessing prior knowledge. Use of writing examples and research skills that can be used year to year. The established writing program allows for students to follow a structured format. The structured format gives students the opportunity to organize their ideas and expand on pertinent standard based objectives.	Daily Lesson Plans Cornell Notes Weekly Lesson Plans Student Work- progression of progress

Lesson plans are required to be turned in on a weekly basis. Every certificated teacher uses the standards based, objectives driven lesson plan format. These are turned in every Friday to administration via Google Drive Folder. These lesson plans attack a variety of strategies on the Depth of Knowledge wheel, gradual release model, WICOR strategies and metacognition stems. In Art, students are expected to research and develop an informative essay on an influential artist. Students in upper division Art develop portfolios. Math is imbedded in Art via ratios, measurement and fractions.	

C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

Findings	**Supporting Evidence**
Teachers receive data after students are assessed multiple times throughout the year through NWEA. Results are used for placement or removal from the Intervention class.	**Test Results** **Intervention**

C2.4   Indicator: Students demonstrate higher level of thinking and problem solving skills within a variety of instructional settings.

C2.4 Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	**Supporting Evidence**
Student work is posted in all classrooms. Students have the opportunity to work collaboratively and independently on various projects and assignments. Teachers then post completed work in a visible format in all classrooms.	Posted Student Work Notebook School Farm

Within the ninth and tenth grade English classroom students use notebooks in order to organize their ideas and collecting work in an organized format. The writing portion of the notebooks emphasize key elements of the curriculum and reinforce the standards and objectives in order to assess student's progress. Agriculture mechanics shop classes create individualized projects in both woodworking and metal. These projects include push sticks, decorative Christmas trees, Shop projects- In the Art department student work is showcased online on the teacher's website. Students also have the opportunity to create ceiling tiles that are posted in every single classrooms.	Ag Mechanics Projects Ceiling Tiles Teacher Websites

C2.5   Indicator: Students use technology to support their learning.

C2.5 Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students at DHS have access to a variety of technologies school-wide. Classrooms have computers dedicated to student use, 3 computer labs, chromebooks in Spanish Class and individual smartphones. Mathematics classes use a program called Math XL to assess students' knowledge on the standards being taught. Students are able to work on assignments, quizzes, and tests on the program and students are provided with immediate feedback.	Computer Labs Chromebooks Math XL

C2.6 Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6 Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence

A number of classes use a variety of supplemental materials and resources that extend the learning beyond the textbook and classroom. Many teachers use the computer labs so that students may have access to supplemental information, conduct research, and apply learning to other learning sites. Students are also offered a variety of opportunities to extend their learning beyond the classroom through field trips and school sponsored college trips. We also have many students that participate in various leadership conferences and guest speakers are asked to speak on a regular basis. US History starts each day watching CNN 10, which explains global news to a global audience. The show's priority is to identify stories of international significance and then clearly describe why they're making news, who is affected, and how the events fit into a complex, international society. The show maintains a neutral position on controversial topics. Class discussion follows each episode prior to the start of the lesson. Denair High School has a school farm, greenhouse, and shop that offers students the opportunity to learn and display their acquired skills. These facilities are currently being refurbished as part of an ag project in different ag courses.	Current Events Lesson Plans FFA Meetings AVID AP Courses

C2.7 Indicator: All students have access to and are engaged in career preparation activities.

C2.7 Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Students participate in a variety of activities throughout their four years that involve the exploration of career choices. Many opportunities are available to students that allow them to gain insight into what they are learning and how their learning applies to career choices.	Community Service Timesheets FFA Record Books 2+2 Articulation with MJC

Over half of all Denair High School students are involved in the FFA program. Within FFA students are exposed to various experiences that are directly related to career preparation. Students participate in many field days that include competitions in welding, job interview, public speaking, and parliamentary procedures to name just a few. FFA teachers and students travel to various schools and colleges to participate in regional, state, and national events centered around career development. Within the Law Enforcement pathway students are exposed to a variety of presenters. Law enforcement officers speak to students on the availability of job opportunities and the requirements to become an officer. Military recruiters are scheduled to speak to law enforcement classes and visitations are scheduled for to speak to all 12th grade students. DHS requires a community service hours component to the graduation requirements. Students are to complete a total of 45 hours of community service to graduate; twenty-five their junior year and twenty their senior year. Students are encouraged to provide their volunteer services throughout the community at such events like the Denair Farm and Family Festival, Denair Elementary Charter School craft and dance nights, Denair Fire Department Annual Deep Pit BBQ, Denair Youth Football, Denair Sober Grad committee e-cycle program, DHS drama club production setup and takedown. Ag students, particularly, volunteer their time with the general stanislaus county fair set up, planting flowers at fire dept, and putting together Ag Day for Denair elementary school students. Students also can work with the Lions club and help put together their annual easter egg hunt and food baskets. Students have also provided their volunteer services in many different aspect such as at a local animal shelter, hospital, churches and other local organizations. Students have opportunities to participate in many Leadership activities. Three classes are offered at DHS that highlight leadership skills and community service; Associated Student Body Leadership, Athletic Leadership (DESPN), and Agriculture Leadership. In these classes students learn how to be responsible, organized, effective communicators, problem solvers, and community contributors. Students have the opportunity to plan events, meet with community members, and	Daily Bulletin Social Media Accounts YouTube Channels

learn time management techniques. Students that are members of the leadership programs serve as ambassadors on campus and role models for their peers. The Stanislaus County Office of Education offers a leadership academy for the students on Denair High School Interested students submit an application and letters of recommendation. Within the program students have the opportunity to work with many local organizations and learn various leadership skill such as responsibility, integrity, perseverance, acceptance, organization, and collaboration.	

C2.7. Additional Online Instruction Prompt: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

Findings	Supporting Evidence
Students at DHS are given many opportunities with online instruction to develop publications, graphics and multimedia projects. The DESPN and Leadership classes produce videos weekly that are shown schoolwide and placed on YouTube channels.	**Lesson Plans** **Social Media** **Student Work** **Yearbook**

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Over the course of the past year, much of the professional development has focused on instructional strategies to be used in the classroom. This has strengthened the instruction teachers deliver on a daily basis. A common theme is seen schoolwide by the strategies being implemented. Teachers regularly interject real world scenarios with their subject matter so that students understand how this knowledge will integrate with their life beyond high school. Lesson plans inspire creativity, imagination and motivation amongst students in various classrooms.   Students are challenged to think beyond the textbook to understand the material being presented.

Prioritize the strengths and areas for growth for Category C.

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

- Small class sizes give teachers a better opportunity to work individually or with small groups of students to reinforce learning and deliver differentiated instruction to meet student needs. This allows for the teacher to closely monitor student progress and develop a better understanding of how the students learn.

- A common daily and weekly lesson plan template is used by all teachers that is aligned to CCSS. All teachers drop their lesson plans in a shared Google folder so all have access to what is being taught schoolwide each.

- Focused Instructional strategies include Do-Nows, Exit Tickets, Cold Call, Focused Instruction

- AVID WICOR strategies provide classrooms' an opportunity to bring teaching back to the basics and add layers of rigor at different points of the lesson. All 9th grade students are required to take Cornell Notes throughout their day while reporting back to AVID.

- Real world learning model is happening in the majority of classrooms on the DHS campus. Teachers take students to a variety of settings to show real life examples and learn through doing.

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

- Although a wide variety of technology is available for use by staff, there is a need for more available chromebooks and additional professional development time dedicated to training teachers on the different types available to them to use in the classroom.

- Professional development is needed in the area of project based learning. Some staff are creating excellent PBL lessons that engage their students. Some staff would benefit from the training and implementing PBL in their classroom giving students another opportunity to develop skills.

- The is a sense of mediocrity and complacency amongst students, staff and community that "it's only Denair." We need to continue moving forward changing culture and the impression some have of Denair High School. We benefit from being small and having excellent relationships amongst staff and students, but we need to lose "it's only Denair" mentality.

- Although direct instruction has been a predominant component of our staff's instruction strategies, teachers have gradually grasped and implemented common core strategies and implemented AVID practices such as Cornell notes, along with WICOR and other strategies.

CHAPTER III
(D)

Standards-based Student Learning: Assessment and Accountability

Focus Group:

Julie Cox	Certified Staff
Jim Wagner	Certified Staff
Mariah Nichols	Classified Staff
Amanda Silva	Parent

Group D Standards-based student learning: Assessment and Accountability

D1 Using Assessment to Analyze and Report Student Progress Criterion

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the School's assessment processes. This would include the collections of data from state, national and local sources; the disaggregation of the data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including common core) and the schoolwide learner outcomes.*

Findings	**Supporting Evidence**
The effectiveness of Denair High School's assessment process has, in the past, relied heavily on the cohesiveness of staff and their shared belief in all students succeeding. Much of the effort has come from professional discussions regarding individual students, their abilities and limitations. We are a small staff and a small community of students. Our EL population, students with disabilities, traditionally low achieving, and socio-economically disadvantaged students are identified and kept track of throughout the year by monitoring progress and success across all curriculums. Our English Language Development and Special Education paraprofessionals collaborate daily with General Education teachers to ensure standards are targeted in all classes. Students are monitored by their teachers throughout the school year via progress monitoring and analysis through Measures of Academic Progress (MAP), an assessment program from the Northwest Evaluation Association (NWEA). The test scores help guide teacher's instruction. A teacher can and will refer a student for a Response to Intervention (RtI) meeting if the student begins to struggle academically, behaviorally or socially, previously the Student Success Team (SST) Process. The referring teacher will complete a referral form and the RtI Coordinator will collaborate with the general education teachers and facilitate the meetings. Before students are found eligible for special education services at the high school, students are monitored via our RtI model.	**Certificated and Classified schedules** **Student schedules** **Shared access powerschool records** **Scheduled Push-in services monitor progress** **NWEA testing** **RTI/SST process**

Students can be assessed for special education eligibility if a parent requests an assessment for their child. Students can also bypass the RtI referral process when and if "Child Find" is triggered. Individuals with Disabilities Education Act of 2004, stipulates schools are required to locate, identify and evaluate all children with disabilities from birth through age 21. The school's Child Find obligation is triggered when a student demonstrates behaviors or characteristics that deem immediate attention from the educators at DHS. DHS is able to facilitate services for students on IEP's that range from mild to moderate needs. DHS boasts a "full inclusion" and a "reverse mainstreaming" model for all students on IEP's; students are pushed into general education for all curriculum the students are able to access successfully with supports. Students on IEP's benefit from having access to their typical peers in the Intervention class. Both typical peers needing support to make progress on State Standards and students on IEP's benefit from Intervention thus reverse mainstreaming. Students found eligible for special education services are provided support in the general education setting and accommodations are honored by all teaching staff at DHS to ensure student success. Students on IEP's are re-evaluated for special education eligibility every three years (Triennial IEP) and progress on IEP goals are monitored yearly (Annual IEP). Transition services and post secondary needs are targeted via an embedded curriculum. Students' progress on credits is analyzed at least yearly and supports and a plan is put into place when students begin to struggle in attaining the necessary credits leading toward graduation. Once students reach 15 years of age, they are invited to their IEP meetings so they may also begin to give input to the discussion about their academic progress. The Denair Unified School District has recently adopted, and the high school has taken full advantage of, a new assessment tool, MAP (Measures of Academic Progress) by NWEA (Northwest Evaluation Association). Over the past year, every student has been tested in Science, English, and Mathematics. The entire staff has participated in workshops to provide training on how to analyze the data. Many of our staff members have had multiple	**Intervention classes** **Testing Accommodations** **IEP/504 goal reporting**

trainings that have provided in depth analysis of student achievement. Students identified as English Language Learners are assessed with the California English Language Development Test (CELDT) yearly. The outcome of the assessment drives the placement of the student on the necessary courses to support English Language Development. Teachers are trained on evidence based strategies to also support students with limited English (I Do, We Do; Realia; Modeling; Clear, Concise Directions). An ELD paraprofessional is also available to push into the general education classes to support EL students.	**CELDT scores** **ELD classes**

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders about student achievement of the academic standards, the college and career readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students at Denair High School are currently assessed on a daily basis through a variety of formative assessments including Do nows and exit tickets, quizzes, random calls, and monitoring student progress. Teachers also use a variety of hands-on, written, long and short term summative assessments. Official records and official monitoring of student progress towards standards are reported on a 4 to 5 week cycle. Progress reports are recorded and sent home to parents every 4 to 5 weeks. Quarter grades are reported every 9 to 10 weeks and semester grades are recorded at the end of 2 quarters. The most effective means that parents, students, and teachers monitor progress is through the program PowerSchool. PowerSchool allows teachers and staff to input assignments, grades, attendance and behavior infractions that can be accessed by students, parents, and other educators and paraeducators. Reports on student performance are updated	**Teacher lesson plans** **Quarterly progress reports** **Quarter reports** **Semester reports** **Access to Powerschool**

instantaneously and teachers are required to update grades weekly.	
All stakeholders may also stay informed through student created videos that are posted to YouTube. The leadership class provides information on school activities, upcoming events and provides a snapshot of life on campus. These videos are shown in classes weekly and can be accessed on the Internet. Denair High School also has an athletics leadership class that produces videos on all our sports teams on campus. A sportscast that is produced by students, starring students, provides an excellent source of information on the performance of our athletics programs. These videos can also be accessed through a YouTube channel. Students have appropriately created these videos under the name of DESPN.	**High School Website** **Weekly Video** **YouTube videos**
Our school website, updates daily, contains vital information regarding everything that happens at the school and through the community. Teachers websites contain important information specific to each class. Many of the sites contain daily assignments, due dates, as well as procedures for the assignments. The daily bulletin can be accessed by all and contains important and up-to-date information on activities, deadlines, club information, sporting events, special opportunities for all students, as well as scholarships available to seniors. Our district website also contains events, data, and news releases affecting all schools within the district. There is also a large following of many facebook pages, such as sports boosters, Denair bands, and Ag boosters. These sites are controlled through the district, but are contributed to by members of the community allowing for two-way communication between members of the community and high school staff.	**Daily bulletin** **Facebook** **Booster Club** **Board Meetings** **Robo call** **Daily Announcements**
Within the High School, stakeholders directly involved with the day to day functions of the school are kept informed through weekly memos and various committee meetings. At the beginning of each week the principal sends out a memo to staff to share celebrations of the past week and a look forward to the activities of the upcoming week. Staff meetings, student activities, and community events are shared to inform all staff on the opportunities to get involved in all aspects of the school. Denair High School has several committees on campus formed	**Principal weekly memo** **Committee Meetings**

to specifically address the needs of our various programs. AVID, Rti/MAP-NWEA, and Athletics are a few of the regularly scheduled committees that meet. Meetings are formed to assess the concerns and accomplishments of each program. The goal of the meetings are to establish clear communications of all stakeholders in the decision making processes.	**Agendas**
Stakeholders are informed of student activities and progress during monthly board reports. Board reports are read during board meetings that are open to the public. These reports are key to keeping all stakeholders informed on the progress and effectiveness of High School programs. The board of trustees reviews and discusses vital information including finances, assessment data, staff and program effectiveness. This information is available to the public and can be accessed through the district website. The district also provides this information to the community through a district newsletter sent out to mailing addresses within district boundaries.	**District Website** **District Newsletter**
Student members also have seats on the Denair Unified Board and the Denair Municipal advisory committee. They are able to be a voice for the students and the high school in all matters. They help serve as a reporting agent to all stakeholders.	**Agendas and minutes**

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college-and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system to determine and monitor the growth and progress of all students toward meeting the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Students and their families are provided with Progress Reports to facilitate monitoring student progress in their courses. All teachers frontload their syllabi to the students and their families so all are informed of the academic expectations of the class. Teachers present students with District-Adopted curriculum and various supplemental academic activities so all students are able	**Quarterly progress reports** **Quarter reports** **Semester reports**

to access the curriculum and make progress on the California Common Core State Standards (CCSS). NWEA's Measures of Academic Performance (MAP) Assessment facilitates the conversation between teachers, students and families regarding their academic progress and how Denair High School staff and teachers can support them in meeting the CCSS. All instructional staff at Denair High School use various classroom activities to assess student's acquisition of the daily lessons ("Do Now": warm-up activities and "Exit Tickets": on the spot, informal assessment). These activities allow teachers to review difficult content to facilitate mastery of the content.	**Access to Powerschool** **NWEA testing** **RTI/SST process** **Intervention classes**
The small learning community that we have at Denair High School also allows us to create an effective means of assessing all students individually. Our small class sizes allow our teachers to tailor instruction to a broader range of student needs. All of our teachers also teach a number of courses within the same department. For example, our science teachers teach freshmen, sophomore, junior, and senior level science classes. Our two English teachers either teach ninth and tenth grade levels or eleventh and twelfth grade students. As our students progress towards graduation, our teachers are able to measure the progress of each student towards the standards on a progressive scale.	**IEP/504 goal reporting** **Scheduled Push-in services monitor progress** **Master Schedule** **Class Rosters**

D.1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course or grade level. Evaluate how course mastery is determined and evaluate the "steps or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Findings	Supporting Evidence
We have 2 types of online learning. One is wholly contained and taught online through Edmentum. Progress towards completion is monitored by the onsite teacher here at the school, but course grade and progress is solely determined by the online teacher. The other type of online learning is through our newly adopted Pearson curriculums in Math and English. Students have the opportunity to work through lessons and online assignments through the new curriculum. The online program allows for easy	**Edmentum Schedules and Assessments**

differentiation amongst students as well as alternate pacing and practice. This system allows for quick feedback to determine if students are ready to move on to the next objective.

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

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
MAP, by NWEA, is becoming a large part of the overall assessment of our students. Determining the attainment of basic skills, classroom and grade level readiness, as well as progress towards obtaining state and site standards. The assessment is proctored three to five times a year and data is measured for all students. Students who are not meeting classroom and/or grade level standards are responded to through an intervention strategy that matches specific skills to specific groups or individual students.	**NWEA - progress monitoring through testing 3 times per year**
All instructional materials are district and state adopted and meet the CCSS specifications. Textbooks, curriculum, and supplemental materials have been updated and meet not only CCSS, but 2+2, and A-G requirements as well. Teachers use a variety of assessments including but not limited to projects (both research and long term), publisher and teacher made tests and quizzes, hands on activities, written as well as online assessments.	**Various curriculums** **Projects** **Formal & Informal Assessments** **Teacher Lesson Plans**
Do Nows and Exit Tickets are instituted school wide and required of all staff. Our staff members are continually improving on the use of Do Nows and Exit Tickets as a way to provide immediate feedback on the effectiveness of the instruction for the day. This information is then used to guide instruction for the current lesson or following day's lesson.	**Do Now's & Exit Tickets**

D.2.1. Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	Supportive Evidence
The new online portions of the Pearson curriculums in Math and English allow for quick assessment feedback. Students submit their assignments on the online program and they are immediately graded and shown what mistakes were made. Students are shown whether or not they met the objective.	**Pearson Curriculums**

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
All teachers use a variety of assessments, both formative and summative, to evaluate the effectiveness of teaching and learning processes. The goal of any assessment is to ensure that students are learning at high levels. Learning at high levels is demonstrated in various forms and often includes but are not limited to the following: Tests, quizzes, essays, small and large projects, verbal communications, etc. They can be as simple as a "thumbs up" to as complicated and long ranging as an SAE (supervised agricultural experience) in FFA. Various competitions and performances in FFA and Band are also seen as a demonstration of student success. Denair High school classrooms are decorated with the art of our students and represent our commitment to the individual expression of student mastery in all subjects.	**Do Now's and Exit Tickets** **Teacher devised and publisher made tests and quizzes** **Teacher Lesson plans** **SAE Projects**
Denair High staff was formally trained in the use of direct instruction and subsequent checking for understanding strategies through DataWORKS (a program since Denair High School's last WASC. Staff have also been trained in the use of Do Nows and Exit Tickets to drive instruction. As a staff we	**Do Now's and Exit Tickets**

require all teachers to implement the Do Nows and Exit Tickets in their daily lessons. These strategies are used to assess the previous day's lesson and subsequently drive instruction for the current lesson. Exit tickets are used to assess the current day's lesson and will drive the next day's lesson.	

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Students were given a survey and asked to answer some questions based on the ESLRs. They were asked how well they felt the programs and staff at Denair HIgh prepared them for the future. From the results of these student surveys, most all of our students understand that the requirements of Denair High School are put in place to ensure their success. Whether they go to college, start in careers, or for life in general, nearly all students feel that teachers believe that they can learn and that they receive a high quality education at DHS. Nearly all students believe they have learned to take responsibility for self organization, self discipline, and self control. They believe they are prepared to go to college and/or join the workforce. The survey showed that students feel they have been taught to be effective communicators and are able to express their ideas and opinions freely on campus. As part of the community of Denair HIgh School they also felt that they have been taught to contribute time to their community. They also feel that both staff and students value and appreciate traditions and history.	**Student surveys** **Formal & informal conversations with students**
One aspect that was found from the student surveys was that more attention needs to be focused in the area of career exploration and planning. Although it will be duly noted in the	**Student Surveys**

report, we have begun to address the addition of more career and technical programs at the High School.	

D3 Using Assessment to Monitor and Modify the Program Schoolwide Criterion

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and business and industry community*

Findings	Supporting Evidence
The board of trustees and the district administration have access to and consistently review data from assessments such as NWEA, CAASP, SAT, ACT, PSAT and AP results. The assessment data is disaggregated and analyzed to find strengths and weaknesses within student results. Programs are reviewed and revised in order to ensure all students are learning at high levels. This data is passed to parents and guardians at home through letters reporting data on each student. This information is also passed on to other community stakeholders throughout the area and posted to the district website.	**Board meeting minutes** **District Annual Report** **District newsletter** **School & District website**
District administration and the Board of Trustees has reviewed and used this data to as a guided to make crucial decisions regarding programs across all schools. The district has recently adopted the NWEA assessment program used across the district to continually monitor and report student achievement and standards readiness. The teacher evaluation process has been modified to include "The Thoughtful Classroom". Avid has been adopted by the board and instituted at the middle and high school sites. The RTI (Response to Intervention) model now being used at the high school has been reviewed and adopted through the board of trustees. The board of trustees has also followed the recommendations of High School and district administration on the addition of key staff members to fill positions that the AVID and RTI programs require.	**Agendas/MInutes** **NWEA program** **Avid site plan** **New staff** **Master schedule** **Thoughtful Classroom**
The High School also has many sub committees and parent sponsored groups to review program standards and student	**Boosters meetings**

| achievement of these standards. We have a sports boosters and Ag boosters that meet regularly to assess, guide and support the success of our students.

Our English Language (EL) learners are assessed, monitored and supported through our DLAC committee. The district has determined that a specialized position be created to oversee and assess all aspects of the EL programs. The EL coordinator oversees our ELD and Seal of Multilingual Proficiency programs.	**Agendas and minutes** **DLAC committee Agendas and MInutes** **ELD schedule/curriculum** **Seal of Multilingual proficiency certificates**

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyses standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
Whole staff as well as individual staff are trained in the access and disaggregation of many assessments including CAASP, SAT, ACT, EAP and more specifically NWEA. Professional development days have been utilized to review the data and to discuss and make systematic changes to school programs. Professional development is utilized to address any shortcomings found within the data and to continue and discuss interventions that work. Staff development has included training in the use of the NWEA results. These results are collected 3 times within the school year. All staff has access to all their students disaggregated by class and standard ready skills. These results allow teachers to modify lessons and instruction based on the standards ready skills present or not present in each class.	**Professional Development** **CAASP/NWEA results** **Staff meeting agendas and minutes** **AVID Site Team** **NWEA/RTI team meeting agendas and minutes**

Data has also driven decisions to provide whole staff professional development in the area of instructional strategies. The district has provided staff with development in the use of direct instruction, and teacher coaching through CT3 have been employed in the recent past. Current staff meetings and whole district trainings include Do Nows and exit tickets, use of Cornell notes, and WICOR strategies. Think-Pair-Share strategies, cold call, and differentiating instruction are topics that have been discussed and planned for future trainings. Staff at Denair HIgh have a high rate of autonomy in many or the decisions regarding curriculum. This includes the selection of textbooks and programs to be used in the classroom as well as the daily lessons they create. This autonomy allows individual teachers the flexibility to meets the needs of every student at Denair High. High School staff have instituted a formal process to write and review lesson planning. All staff have developed pacing guides for the year and are turning in lesson plans weekly. ELA and Math teachers are now in the process of reviewing and piloting new standards-based programs from Pearson.	**Instructional Strategies - DO Now's, Exit Tickets, & Cornell notes** **Weekly lesson plans** **Thoughtful Classroom evaluations** **Pearson programs and contracts**

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resources allocations to support student achievement and their needs.*

Findings	Supporting Evidence

Assessment of the overall effectiveness of school programs has caused many dramatic changes over the past two years. Guided by administration along with the collaboration of veteran teachers; instructional strategies, class offerings, graduation requirements, schoolwide intervention systems, as well as a thorough review of teacher effectiveness have all been modified in order to provide results driven student learning. The school has adopted and trained in a few basic instructional strategies that are to be implemented schoolwide. These include the use of positive narration, Do Nows and Exit Tickets, Think-Pair-Share, and cornell notes. The school has also implemented 2 new programs that are addressed to meet the needs of our traditionally underperforming and underserved students. Staff and administration have taken part in trainings to implement the AVID program and WICOR strategies associated with the program. All freshman are required to take the AVID class and all staff are required to institute Cornell notes within their curriculums. Addressing the fact that many of our students are not performing at a level needed to succeed in high school the decision was made to also institute an RTI (Response to Intervention) program. All students are being tested 3 times per year using NWEA and are placed within an intervention class to meet their individual needs during the day. All staff are in the process of being trained in the RTI model and how implementation may look at Denair HIgh School in the future. Denair HIgh has seen a high rate of teacher turnover in the past few years. In order to address the inconsistency and lack of qualified instructors, administration made an exhaustive effort to find highly qualified staff and to bring about an overhaul of the instruction through the staff. A large number of new staff have been hired and placed in key positions at the school. New staff include teachers in the following positions: Science, English, Math, 3 positions in Agriculture, Resource/SDC, and PE. Spanish has been filled with a returning veteran teacher and an AVID teacher, with a background in science, has been brought on board.	**ESLR's** **NWEA training** **Intervention Classes** **CT3 online course completion** **CT3 professional development day** **AVID summer institute** **Daily lesson plan format incorporate WICOR** **Student Schedules** **Staff and RTI team meeting agendas** **Testing Schedules** **Student Schedules** **Teacher Schedules** **Teacher Credentials**

From a review of data, the determination was made that our remedial classes and curriculums were not meeting the needs of our students. Intervention classes have replaced the previous model. These Intervention classes have blended the NWEA testing with an RTI model based on specific standards. The High School has also added a number of classes to address the deficiencies in our sports and career programs. A small school, we have not had seen success as we have enjoyed in the past. Many of the new hires are also coaches and/or have a strong background in sports and coaching. Sports PE class was also added to the schedule in order to ensure our students fully understand what it takes to be a student athlete. Along with the addition of many career and technical classes, a new SAE period has been added to the schedule. The class is open to students from the middle school as well as any student pursuing a Supervised Agricultural Experience project. The district has also chosen to adopt a new teacher evaluation program called the "Thoughtful Classroom". The high school, through board review and approval, adopted new curriculum for the math department. Pearson education is the program that math has adopted and that English is piloting this year.	**Master Schedule** **Student Schedules** **Coaching/sports Schedules** **Thoughtful Classroom** **Piloting Curriculum-Pearson**

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Assessment of all school programs is an integral part of the processes at Denair HIgh. We utilize data from testing, The success of sports and after school activities, college acceptance letters, and student projects from SAE to name a few. Our vision of education is to develop the individual in all aspects of life.	**Ag SAE awards** **Sports records** **Standardized tests**

Based on this shared belief we have systematically reviewed and revised our own mission statement. Starting as a draft, the review process encompassed the input of students, staff, and administration. With the mission statement, we have also reviewed and revised the ESLRs. Students were an integral part of this process and we believe they are a representation of our commitment to developing the whole student.	**Mission Statement** **ESLR's**
Graduation requirements have been reviewed and the decision was made to include a 3 year requirement for math. A review of testing data revealed that our students were deficient in math and new requirements were set and approved by the board to include 3 years of math. We have also eliminated remedial classes such as algebra essentials and english essentials from the schedule. From a review of data, the determination was made that these classes and curriculums were not meeting the needs of our students. Intervention classes have replaced the previous model. These Intervention classes have blended the NWEA testing with an RTI model based on specific standards.	**Graduation requirements** **Master Schedule**

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments*

Findings	**Supporting Evidence**
Our counselor, Cherie Gresham, is the sole proctor of many of our standardized assessments. She proctors all AP tests, NWEA Map testing, and PSAT testing. She also proctors CAASPP testing along with chosen staff. Staff are chosen to proctor based off the subject they teach. We typically have our English, Math, and Science teachers proctor. All EL testing is conducted by our EL coordinator at the district level. All test security is ensured through the expertise and professionalism of the EL coordinator,	**Signed Affidavits from test proctors** **Testing schedules**

Security systems for all test documents including paper test booklets, AP and PSAT tests, are kept in a locked cabinet in the office. For CAASPP and NWEA testing we have secure lockdown browsers setup and monitored by our technology department at the district. During CAASPP and NWEA tests students are required to leave their backpacks in the back of the room. Cell phones and other electronic devices are collected prior to testing from each student and are placed in envelopes and removed from the classroom and stored in the office.	**Secured Browser in computer labs**

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Overall there are more resources available at DHS in regards to assessment and accountability than ever before. NWEA MAP testing has allowed student, parent, and teacher to see where each student individually is ready to learn based on subject matter and/or skills that are transferable to other disciplines not directly tested. This testing allows teachers to guide their instruction based on scores and in turn offers more individualized instruction to student. The instructional strategies being utilized are helping teachers see where their students level of understanding of the topics being taught are on a day to day basis. These strategies help reinforce the subject matter being taught. For students these strategies are a reviewing tool. Communication to parents/families: At Denair High School communication to parents/families is constant. Parents/families have access to grades at all times through Powerschool, the school website contains all contact information for staff, class websites have assignments and syllabi, and daily bulletin announcements are also available on the parent portal of Powerschool. Student progress reports, CAASP results, and NWEA MAP testing student growth profiles are sent home in the mail so that parents/families are constantly in the know of where their student is academically.

Prioritize the strengths and areas for growth for Category D.

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

- More Resources: Accessibility to multiple methods to measure purpose specific skills, such as NWEA, PSAT, Multilingual seal, etc.
- PSAT/SAT/ACT/AP: PSAT is offered to all 8th, 9th, 10th, and 11th grade students free of charge to the student. The PSAT is now offered to all students in hopes to better prepare them and increase their SAT scores. All students enrolled in AP courses also take the exams free of charge to the student. Being able to provide our students these tests will help increase our college going culture.
- Instructional strategy assessments
    - Check for understanding
    - Do Now and Exit Tickets
    - Essential Questions

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

- Use of PSAT/SAT/ACT/AP scores to drive convo/inor with students. Counselor will use test scores to help guide students on areas of improvement to increase test scores on additional tests. Having a student/parent night to explain what PSAT and SAT scores mean.
- Assess monitor of college/career standards: ?
- Testing Schedule: Developing a testing schedule that is least disruptive.
- Standards based finals: ?
- Follow up survey for DHS grads: In order to gain LCAP information from DHS graduates, a survey needs to be sent out to gather the necessary information.

CHAPTER III
(E)

School Culture and Support for Student Personal and Academic Growth Culture

Focus Group:

John Stavrianoudakis	Certified Staff
Cherie Gresham	Certified Staff
Kathy Fanning	Parent
Ethan Arndt	Student

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

E1.   Parent and Community Engagement Criterion
The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.
E1.1 Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.
E1.1   Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	**Supporting Evidence**
Denair High school partners with a variety of groups, clubs, organizations, and stakeholders to partner with in order to enhance the educational experience of all of its students.	Flyers for events AP Contract
Many organizations help to make DHS an enjoyable experience for all students. Parent groups such as Denair Sports Booster, FFA Boosters, and Sober Grad plan events throughout the year that support students. All of these organizations support students by hosting many fundraisers throughout the year such as Brautoberfest, Pancake Breakfasts, BBQ's, Dinner Dance Banquet, Sober Grad Night, Tractor Pull.	PowerPoints from information nights DELAC PIQE
Denair High School reaches out to the parents of the community in many ways including Back to School Night, AP Parent Night, Freshmen Orientation, RTI Information Night, AVID Information Night, and Open House.	Records of DELAC meeting minutes
Information is presented to the community in a variety of methods. Robo Calls are sent home as a way to quickly send information out to all families. DHS is also able to send notifications and announcements via PowerSchool	Powerschool
Non English speaking Parents are brought into the fold of communications through a variety of methods, that include the daily routines and ins and outs of the school as well as extra-curricular activities and events that fall outside of the school hours	Website Classroom Clickables Email Student gmail accounts
Another way that information is shared with the community is at the LCAP Meetings. Where representatives are able to share information, encourage community participation and make decisions on school wide budget.	District wide newsletter Daily bulletin in Powerschool

Student have the opportunity to apply for the SEAL of Multilingual Proficiency. Parents are informed of Seal award recipients at an event at the Gallo Center. In the front office DHS has a Spanish speaking representative to handle any questions. A variety of sources are used to communicate with both parents and students. Powerschool, combined with teachers' "Classroom Clickables" (teacher web pages) and email, provides a system that keeps both parents and students informed on student expectations as well as their progress. Parents and students have access to student grades and comments via PowerSchool. Teachers are also building their websites for parents and students to have access to test and assignment information, as well as additional available resources. Email communication for both parents and students with the school and teachers is strongly encouraged with each student now having his/her own gmail account. The DHS school website is updated frequently and provides information regarding school activities to continually engage the community and parents. This website contains a school calendar, school contact information and tabs for student and parent resources. This information is different and supplemental to the information provided in teachers' classroom clickables. We have multiple college representatives that come throughout the year and do classroom presentations and tabling events at lunch. This year Merced Community College invited DHS to their college fair night where over 40 college representatives were present. Students were able to sign up if interested in attending and 18 students attended this year's college night at Merced Community College.	Remind App Calendar

E1.2   Indicator: The school uses community resources to support student learning.

E1.2   Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence

Students and Parents are invited to a variety of meetings/events throughout the year that aide the parent and student in the student's learning and involvement process. These events include: ● Mandatory Athletic meetings to provide parents and students information on the requirements to participate in sports teams ● FFA meetings to provide students information on the program, the student commitments and requirements in order to participate and be eligible for the Stanislaus County Fair, California State Fair and all leadership conventions. These FFA member meetings are conducted through the Robert's Rules of Order format and includes fun activities for all members in attendance. ● Booster meetings – We have a Sports Booster club and an FFA Booster club. Both provide parents the opportunity to raise money to support the student's extracurricular activities. ● Sober Grad meetings provide an opportunity for parents to be involved with the annual Sober Grad event offered to the graduating class on the night of graduation. ● Back to School night provides an opportunity for parents are invited to meet the teachers and to open a source to communication. Teachers present an overview of the course over the year. The class expectations are presented. The best paths for parental communication are presented along with a syllabus. ● Open House to demonstrate the progress of each student in that curriculum. ● AP parent night is completed at the end of each school year to inform parents about the AP classes are available and qualifications and expectations for participation. Sports Booster club – The sports booster club raises money to purchase uniforms, provide equipment, support school rally's, offset expenses associated with referee expenses and travel costs, provide scholarships and to provide financial assistance for students that are not able to pay to participate in sporting programs. Agriculture Booster Club – This organization partners with the ag teachers to support the needs for the Agriculture programs at the high school. This includes purchasing tools and equipment for the shop class, providing supplies for the kids while at the fair, tuition and scholarships so that students can attend local and national conferences to develop leadership skills. Local Military representatives are brought on campus to administer the ASVAB test. The ASVAB is a military exam that measures a student's entrance eligibility into the different military branches and also explores possible career options through the career exploration component of the test.	Minutes from meetings **ASVAB score reports**

E2. School Environment Criterion

The school is **a)** a safe, clean, and orderly place that nurtures learning and **b)** has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

E2.1 Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1 Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
The school continues to update and renovate in order to maintain a safe, clean and orderly campus. This year DHS and the district office have made an investment in improving the conditions of the sports fields. A grounds maintenance firm that manages the major sports arena fields in our area (Levi Stadium, Oracle field, Giants AT&T field) was brought in to consult on how to improve the field conditions. Security cameras and alarm systems were updated and added to add to campus safety. A variety of safety drills such as fire, earthquake, disaster, and lockdown drills are carried out and practiced throughout the year. Seniors are assigned parking spots that are close to the front of the school. This year seniors were given the opportunity to paint there spot. Seniors got together to prepare a flier to solicit donations of paint so that each senior could take a day off of school to personalize their spot. Friends of Rachel assembly was held. School and community were both invited (different times to accommodate both groups), and a group and advisor were created.	**Facility Use Calendar** **Work Orders** **Safety Drill Calendar** **Safety Plan**

E2.2 Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2 Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	**Supporting Evidence**
At the Freshman orientation groups of freshmen are paired with groups of upperclassmen where the upperclassmen students are there to answer any questions the freshmen may have, give them a tour of the campus, discuss the high school culture of DHS, and the in/outs of being successful on campus and how to get the most out of their high school experience.	
Policies regarding integrity and conduct code are outlined and discussed in both student and staff handbooks that are presented to each group at the beginning of each school year.	Staff and student handbooks
Information regarding the proper use of technology is stated in the student handbook with agreement and permissions signed by parent.	Student handbook and ANTP agreement
Students and parents are provided information on expectations, proper conduct, and community involvement via the District Parent Student Handbook	District Parent Student Handbook
Safe internet searches are supported via the Barracuda Web Filter.	
Sober Grad Booster Club: Denair High School has a board and committee of parent volunteers that plan, organize, and fundraise a Sober Grad Nite event for graduating seniors. Through fundraising and donations from community members and businesses the parent volunteers are able to host a sober, safe, memorable, and fun celebration immediately following graduation.	
At the all night event, the seniors enjoy all you can eat food, entertainment, interactive games, cash, and raffle prizes.	
DHS offers a variety of extracurricular activities so that all students have a group they can be a part of. These include the the Spirit Rally for the first football game, Fall Homecoming Rally, Fall Homecoming Parade, Fall Homecoming Dance, December Spirit Rally, Winter Formal, Winter Homecoming Rally, End of the Year Slideshow, Prom, Disneyland Grad Nite, Rooters Bus, Tailgate, Student Store, Dress Up Days, Lunch	

Activities, Blood Drive, Kid's Day, Powder Puff, Band Concerts, Drama Performances, Red Ribbon Week, Homecoming Floats, Farm and Family Festival, Tractor Pull, Ag Day, FFA Pancake Breakfast, FFA Week, FFA Monthly Meetings, Opening and Closing Competition, Career Development Event, Chapter Officer Leadership Conference, FFA State Conference, Greenhand leadership conference, Advanced Leadership Academy, Made for Excellence Conference, Washington Leadership Conference, Reader Pals, Sober Grad Nite, Angel Tree. Sports teams include Cross Country, Volleyball, Football, Boys Basketball, Girls Basketball, Wrestling, Boys Soccer, Girls Soccer, , Tennis, Baseball, Softball, Track, Golf Clubs include Cheerleading, Drama, PHAST, Library, Band, C.S.F., FFA, HYLC, Key, DESPN, Yearbook, FOR. Implementation of the RTI program includes grouping students into intervention tiers based off of their MAP scores. Students are tested 3-5 times a year in English Language, Reading, Math, and Science to measure their growth in each subject. At our site Tier 2 and 3 students are placed into an intervention class to provide aide in building the skills necessary to improve the student's readiness to learn levels identified in the MAP testing. ● Tier 1: Students in this tier have a readiness to learn level score of 41-60%. Students identified in this tier may need initial SST for academics or behavior, push in differentiated instruction, and progress monitoring. ● Tier 2: Students in this tier have a readiness to learn level score of 21-40%. Students identified in this tier may need 1-2 semesters of intervention, differentiated instruction, push in/out model, meeting with small groups daily, SST 4-6 weeks, progress monitoring. ● Tier 3 : Students in this tier have a readiness to learn level score below 21%. Students identified in this tier may need core instruction in "5 Big Areas of English, Math, and Science," 2 semesters of intervention, core replacement curriculum, and after school tutors.	NWEA data, student profile reports

E2.3 Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3 Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	**Supporting Evidence**

Friends of Rachel assembly was held. School and community were both invited and a group and advisor were created. The goal of the FOR club is to promote respect and kindness on campus.

Success cards are apart of a reward system. They are given to students as part of a routine classroom incentive, or to students that teachers catch doing something exceptional. There are drawings throughout the year, where students are given prizes. The more cards a student has in the drawing, the greater the odds are of their winning.

At DHS we have weekly meetings that rotate between RTI, AVID, athletics, along with our general all staff meetings. Teachers and staff have participated in AP summer institute trainings, AVID summer institute trainings, and various curriculum and/or subject specific based trainings throughout the school year.

The Sports Boosters Club helps organize BBQ lunches for the student any sports teams have made it to the playoffs.

E3. Personal and Academic Student Support Criterion

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

E3.1 Indicator: The school has available and adequate services to support student's personal needs.

E3.1 Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Counselor available on drop in and/or appointment basis for career, academic, and personal counseling. Counselor drops into classes to inform students of academic, college and career information. Referral services for mental health are directed to the Hughson Family Resource Center, Aspiranet, and/or students personal physician.	Counseling sign up sheets Appointment Calendar

E3.1. Additional Online Instruction Prompts: Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

Findings	Supporting Evidence
Online courses are offered through Edmentum, and are taught and administered through that interface. Students who are enrolled in the DHS online course have the traditional counseling offered at DHS available to them.	Online courses Counseling services

E3.2 Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Personalized approach to learning includes the RTI intervention model providing personalized instruction in small learning communities for our students. Students tested in Math, REading, Language, and Science to get their "readiness to learn" level multiple times throughout the year to measure a student's' response to intervention and monitor their growth in any of the mentioned subjects. -other approaches to personalized instruction 504's, IEP's, SST's, push in/out	Intervention course 504 IEP RTI paraprofessional push in/out logs

E3.2. Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
Upon enrollment, all students sign an agreement (ANTP) that informs them of the rules, regulations, and proper conduct expected when using the internet here at DHS. Students are monitored in individual classes as to ongoing proper conduct and use of computers.	ANTP form, Student Handbook

E3.3 Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3 Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
All teachers trained in EL structures and teaching strategies?? RTI teacher, intervention teacher and RTI para professionals trained to ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes. MAP growth reports accurately identify the appropriate support and intervention services that each student may need.	RtI training logs

E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
Three Mac computer labs are currently available (one lab of 30, and two labs of 27). In addition, one Chromebook cart is currently in use, and four additional Chromebooks carts have been purchased and will soon be available for student use. All classes have between two and six computers available for student use, the library has six.	3 Mac labs 5 Chromebook carts 6 Library computers

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4 Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence

All students have access to challenging, relevant, and coherent curriculum through our AP courses, CTE courses, ASB Leadership, Ag Leadership, and Intervention. Offer alternative schedules with the use of online courses through Edmentum. Students are able to access our summer school to repeat courses, adult education courses are also available.	DHS course offerings list Student transcripts

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5 Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
DHS provides multiple opportunities that directly connect academic standards with career and college readiness. Majority of DHS courses meet the UC/CSU A-G requirements. DHS is also articulating courses with MJC where the student can earn college credit for completing the identified high school course. Our agriculture and criminal justice CTE programs provide real world work experience and knowledge. Graduation requirements require students to complete 45 community service hours in hopes to aid in the socialization of the students.	UCOP A-G course guide MJC 2+2 articulation agreements Community service student logs

E3.5. Additional Online Instruction Prompt: Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

Findings	Supporting Evidence
Due to the fact that there are no students that are 100% online, all Students, including the online students have numerous opportunities to interact socially with their peers through various clubs & activities, such as FFA, Student government, and various clubs, and the activities they put on including rallies, assemblies, and lunch activities. Students are able to communicate to other students and teachers, via gmail accounts. On occasion certain classes incorporate forms of communications such as blogs via programs like Edmodo. Yearbook	Clubs, organizations, yearbook, gmail, occasional incorporation of online social programs such as Edmodo.

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

DHS provides a multitude of opportunities for students to get involved in. California FFA roster from the website will show FFA student membership approximately 160 out of the total population of 270. Current roster of each member of sport teams that will show over 50% of all students participate in one or more athletic programs. The Lion's club scoreboard for the football field will have a letter to show a scoreboard; once the scoreboard arrive a photo of scoreboard. Student interviews supported by student surveys. Teacher and student schedules. Athletic and club rosters. Student schedules to show pattern of students routine. Generic document that shows which students have special education provisions. Monthly reports that shows the students that are enrolled in services. Students are respectful, accepting and kind- Discipline records, suspension rates, log entries, and detention records. Records of students participating in multiple activities and/or sports. Student surveys identifying the lack of career and college awareness. There has not been a follow-up survey as a longevity study. We continue to show improvement of facilities to attract students. Coaches implement study hall for at-risk students to facilitate a culture of learning and accountability- Rosters that show student athletes and grades to shorten the ineligibility list. There is a discrepancy between English speaking and EL parents in terms of involvement.

Prioritize the strengths and areas for growth for Category E.

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

- Opportunities for students to get involved-There is a large amount of students that participate in extracurricular activities. Denair High School students are afforded many opportunities in a variety areas of interest.
- Community support-We have a unique group of parents and community members that focus on helping Denair High School improve programs that directly influence student involvement.
- Strong relationships with students- The small school environment allows teachers to communicate with each student in an individualized manner. The relationship allows for the opportunity for students to achieve their goals. Gives each relationship to view growth throughout the years.
- Inclusion of SPED-100% of our special education department is included in Denair High School's general setting.
- Students are respectful, accepting and kind- There is an environment that embraces a culture of inclusivity.

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

- College Career Awareness and goals- Denair High School is in the early stages of establishing a consistent and foundational program to focus on college and career.
- Continues improvement of facilities to attract students- There is no unique facility that separates Denair High School from other local educational opportunities.
- Coaches holding at-risk students accountable for academic success: Coaches implement study hall for at-risk students to facilitate a culture of learning and accountability-It is an opportunity to ensure that student athletes are held accountable.
- Inadvertent exclusion of a group- Though there are many opportunities for students, there are groups of students, at times during their high school career that are not included as much as they could be if there were more opportunities.
- EL parent involvement- Many EL parents due to language, culture, and inclusion feel a conflict with Denair High School activities.

Chapter IV:

Summary from Analysis of Identified Critical Student

Learning Needs

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

After careful analyzation of the profile and focus group findings, the team concluded seven critical student learning needs. They are 1) staff and administration retention, 2) clear mission and long term goal implementation, 3) implementation of personal approach to learning, 4) Academic proficiency, 5) instructional stability, 6) student body growth, and 7) EL parent engagement.

DHS has had an atypical amount of staff and administrative turn over since the last self study in 2011. During the year 2017-18 staff and administration began to neutralize as evidenced by 65% staff retention vs. 50% staff retention the previous two years. Momentum and consistency is crucial during a time of turn around and new program implementation.

WASC has pushed us to create a new mission and clear long term goals that meet the needs of our student community. With the new mission and goals driving our purpose, we are allowed to be focused, determined and gritty to meet the expectations.

The implementation of a personal approach to learning was founded in the culture focus group. All students have an organic post secondary plan that is grown through strong adult relationships on campus. However, we do not have a college and career plan in place to allow students to be successful during secondary and postsecondary education. The partnership between the secondary counselor and the student body needs to be purposeful and intentional. A college and career student portfolio will be implemented.

Academic proficiency is a gaping hole in our data and student academic success rates. Our top performers are being underserved as evidenced by AP, SAT, 4-year college acceptance and post secondary success. It is critical to address rigor, instructional strategies and expectations in each AP class and with each high performing upperclassmen on the DHS campus. One goal of DHS is to increase the amount of students taking the SAT and ACT exams each year. The mission statement states that Denair is preparing students to be college ready, and one aspect of being college ready includes taking these tests.

Instructional stability has been implemented this school year and will take three years to stabilize. We are providing a normed based assessment (NWEA) that will drive the Response to Intervention program and academic goals for each student on campus. The RtI model will then drive the frequency and mode of intervention support students receive. Parent information nights take place, information is sent home to parents regarding student goals and academic progress. Additionally, 100% of the teachers on the DHS campus are required to teach a

standards based, objectives driven lesson that incorporates a variety of instructional strategies and WICOR.

We recognize that student enrollment and attendance is key to the success of Denair High School. Student attendance has not been consistent and stable over the last 6 school years. It is our goal to enroll 350 students at DHS. This will give financial flexibility to programmatic development and influence a higher teacher salary. This is being approached through academic programming, sports programming and CTE pathways. It is our goal to increase our competitive equity score in the SAL with CIF in order to attract athletes to stay in the district as a 9th grade student. Additionally, we are offering the CTE pathways for our student population. One reason enrollment has been down since the last WASC visit in 2011 is because the number of students transferring out of the district. One main reason why students are transferring is because of the lack of programs offered. Denair will not be able to compete with the larger high schools nearby (Turlock and Pitman) as far as number and variety or programs. However, Denair High School needs an identity or a distinction that makes it the favorable choice. That way Denair can attract students even if they do not live within the school district boundary.

There is a significant disconnect between our white, English speaking parent population and our English Learner population. In the LCAP we fell short of offering home communication in English and Spanish. We also fell short of offering parent nights with a Spanish translator.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

School Wide Areas of Strength (list numerically)
1. Communication to parents, families, students and communities
2. NWEA implementation to drive data driven instruction
3. Life Altering relationships with students and families
4. A wide variety of class offerings
5. High percentage of student involvement in extracurricular activities
6. Small school setting
7. Effective discipline system
8. Dedicated Staff

Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
- **Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee.** *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up
(list numerically; include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Teacher and administrative retention so that we can build programs which will help us retain students and improve academic performance. Goal of 85%

   Who, what, why: District and high school admin

2. Offer electives that prepare students for the 21st century job market.

   Who, what, why: counselor & admin, be more competitive with local school that we are losing students to

3. Having a more specific and detailed plan about how to make our students technologically literate by have specific goals tied to the ESLR.

   Who, what, why: counselor & admin, teaching team, so kids have specific skills that are needed for the job market

4. School enrollment of 300 and grow by 25 every year
5. WASC will guide mission implementation and drive us to meet our long term goals.
6. Counseling office to strengthen the school-home relationship through workshops and parent nights such as, FAFSA, College application, scholarships, CTE training, PSAT/SAT/ACT
7. Student portfolios
8. Testing schedules
9. Personal approach to learning-student portfolios-college and career pathway

Chapter V:
Schoolwide Action Plan

Specific Steps for Action Plan #1 Staff retention	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Support staff groups based on strengths through a mentor based program	Administrator Site Rep	Within the first 6 weeks of school year	Time to collaborate Time during Professional Development Day at the start of school year	Staff Survey at end of year	Confidence Surveys throughout the school year
Increase Professional Development training by 3 additional days per year	The lead will be Administration to ensure budget is available and specific needs	Continuously throughout the year, but a plan should be setup to communicate with staff when available	Finances DUTA negotiation to add school days to the work calendar	Documentation of people who went to training, student academic success, staff increase in evaluation rating	Survey and implementation
Write and Implement a new Staff Handbook/Orientation with PowerPoint/Video Digital Resource Drive	Administrator	2018 school year	Time	Feedback from leadership team	From 3 times a year through staff survey
Survey staff once a month	Administrator	2018 school year	None	Survey focused on culture, data, instruction and well being	Monthly

Restore salary schedules to levels before salaries were reduced	Administrator, Director of Student Support Services and	ADA	Negotiation	Enrollment	DO
Implement relevant curriculum following CCSS	Administrator, Curriculum Specialist	2018 implementation	Book and materials are driven by SBE and adoption committee, pacing guides are drive by staff and administration	Staff surveys, parent surveys, students academic success	DHS Principal and DO curriculum Coordinator

Specific Steps for Action Plan #2 Long Term Goal Implementation	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Develop career and college awareness curriculum in the 9th grade	Administration And Teachers	Beginning year 2018	Designated class and instructor	Master schedule	All students enrolled in Career and college exploration class OR AVID
Develop college and career curriculum for all classes	All Teachers	ongoing	AVID instructional guide	Sample lesson from teachers? Weekly lesson plans	Weekly lesson plans
Develop goal setting process for students in the 9th grade	AVID	Begin Q2 2017	AVID instructional guide	Quarterly review of progress to meet goals	All students have goals for college and/or career and are revised constantly
Develop system to monitor and revise student goals	Administration/ Counselor/ Teachers	Begin Fall of 2019: ongoing	Homeroom period or similar focus of students with teacher	Calendar	Teacher lessons and individual student goal sheets
Increase number of field trips to colleges and local businesses	AVID-College trips	Jan. 2018	$$	Total number of trips taken	Total number of trips taken without detracting from core instruction
Increase number of guest speakers in	AVID will for	Spring 2018	Topic	Total number of	Total number of

classes	9th this year Next year-9/10/11th Administration/ counselor		ideas??	guest speakers in every class	guest speakers in class without detracting from core instruction
Increase number of business partners in local community	Boosters/Administration/Counselor/Community	Ongoing	Time and ideas of how to partner		
Develop a job shadowing program for all 11th and 12th grade students	Counselor/CTE Teachers	Ongoing	Job Shadowing documents	Total number of students taking part in the first years to possible graduation requirement	Total number of students taking part in the first years to possible graduation requirement
Develop follow up survey and monitor student progress post graduation	Counselor			Student survey	

Specific Steps for Action Plan #3 Personal Approach to Learning	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Develop a sense of rigor where 100% of students show examples of how they are organizing their work.	AVID coordinator, teacher, and students	Every quarter assessment.	Binders, notebooks, or files	Binder checks, rubrics form notebooks.	PowerSchool grades.
Implement 2 Grade Level Field Trips/Real World Connections-Museums, Art Galleries per year	Boosters Club, Parent Club, Grade Level Advisor	18/19 School Year	Funds, Busing	Moniter # of trips	Student survey
Develop grade Level Activities to link real world experiences to content	Grade Level Advisors	Spring 2018	Staff brainstorm during ASM	Lesson plans	Student survey
Institute Cross Curricular Grade Level Advisors	Site Admin, Lead Teachers	18/19-19/20 School Year	Collaboration TIme	List Assigning Staff as Leads	Bi-Monthly Meetings
Plan and Hold College Fair	Site Admin, Staff Lead, AVID Teacher	18/19 School Year	College Representatives or liaison	Survey Class discussion	# of college represented
Plan and Hold Career Fair	Site Admin, Staff Lead, AVID Teacher	18/19 School Year	Various Professionals	Survey Class discussion	# of vendors

Specific Steps for Action Plan #4 Academic Proficiency	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Implement MVP directions campus wide	Administrator, Coach	2018 School Year	Shared google doc to show examples of directions and expectation	Check binder or portfolio to see progress of each subject area in google drive	A document at the front of the binder or portfolio can be checked periodically (for example, once a month). The document is then shown to see progress. A quality document can be added to see if processes and procedures meet academic proficiency.
Develop Implement the correct essay format in the English department.	English teachers	yearly	Consistent curriculum	Assessments in the classroom compared to MAP-NWEA scores. Classroom Assignments.	Test scores. Academic Portfolios.
Develop and Implement a math	Mathematics	yearly	Consistent	Assessments in the	Test scores.

notebook/portfolio for every class.	teachers		curriculum	classroom compared to MAP-NWEA scores. Classroom Assignments.	Academic Portfolios.
Implement labs 2 times per week in all science classes.	Science Teachers	yearly	Consistent curriculum	Assessments in the classroom compared to MAP-NWEA scores. Classroom Assignments.	Test scores. Academic Portfolios.
Develop a dual language program cross-curriculum.	Foreign Language teachers	yearly	Consistent curriculum	Assessments in the classroom compared to MAP-NWEA scores. Classroom Assignments.	Test scores. Academic Portfolios.

Specific Steps for Action Plan #5 Instructional stability	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Develop a consistent Master Schedule with completion date of April 15.	Administration and Counselor	Spring before the school year	Consistent ADA	PowerSchool/Master Schedule	Master Schedule
Consistent, weekly administration walkthroughs	Administration	1-2 times a week	The THoughtful Classroom walk through form and 3:1 feedback	Rubric	Calendar Improvement in teaching practices
Implement a teacher feedback process where teachers go with the administrator to see others in action	Administration /Leadership Team	By end of school year	Release time	Trust, transparency	Improvement on evaluation/observation ratings.
Develop and implement feedback from students (survey) on instructional strategies/programs	Leadership Team	By end of school year	survey	Survey results and progress reports	Survey results and progress reports
Continued Professional Development/trainings on instructional strategies	Administration	By end of school year	Financial impact	Professional Development Calendar	
Adjust testing schedules to minimize time out of instruction	Administration /Counselor	2018 implementation	School calendar/master schedule	Calendar	Calendar

Implement 100% testing on the computer.	Administration, teachers, and Tech department.	IT infrastructure, budget	Computers, and programs	Timeline assessment.	A model classroom of technology. Evaluate its capability to adapt as years progress.

Specific Steps for Action Plan #6 Student Body Growth	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Improve competitiveness of FFA Retention of Career Development teams	FFA Advisors	Nest 3 years	Ability to involve a greater number of students (currently have to limit due to transportation issues)	Placing in competition and development of specific skills needed to be more competitive such as public speaking,welding skills, depth and breadth of knowledge of judging teams	Placing cards, judging cards, oral reasons
Retentions of coaching staffs so that our teams know who their coaches are in year-in and year-out and so they can build relationships and programs	Athletic Director & Principal	1-3 years	Hiring staff who also are teachers, Increased number of stipends and more stipends	Coach retention	ADA
85% teacher retention	District Admin & Sire Principal	1-3 Years	Competitive salary schedule	Teacher retention	Teacher retention
Increased number of AP or Honors classes	Principal	1-3 years	Trained Staff	scheduling	Master schedule

Creating specific focus areas in the Ag Department	Ag teachers and principal	Mid year 2017	Collaboration time	scheduling	Master schedule
Increase number of clubs	Staff	1-3 years	Staff to be advisors	More clubs	

Specific Steps for Action Plan #7 EL Parent Engagement	Persons Responsible and Involved*	Timeline for Action	Resources Needed	Ways of Assessing Progress	Monitoring and Reporting Progress
Implement a Monthly Informational Night in Primary Language (Coyote Call, Homecoming,	EL Students, Lead Teacher	By Spring of 2018	Venue, Information to share/Topics ,	-Attendance	-Confidence Survey
Ensure a translator available at all parent/school functions	Site Admin, Spanish Teacher,	Spring of 2018	Volunteer List, Names of students available to translate	-Head count of attendees accessing	-100% of parent/school functions have translator -Increase of EL parent turn-out
Offering information on the same day/evening of every month.	Site Admin, Lead, ELD Coordinator	Spring of 2018	Staff willing to coordinate	Number of Attendees,	Increase EL parent involvement-every meeting has more parents
Continue Remind Updates and include in Primary Language	Site Admin, Staff Lead	Spring of 2018	List of EL parents and their phone numbers	Quarterly Update of Phone List	Increase of EL parents signing up on REMIND
Ensure there is a Spanish Speaker/Translator in each classroom for BTSN	Site Admin, Lead Teacher, ELD Coordinator	18/19 School Year	Volunteers	Increase in EL parents attending	Survey in primary language
Include RoboCalls of event nights in	Site Admin,	Spring 2018	Spanish	Increase EL	Increase # of

Spanish (FAFSA Workshop)			speaker to record Robo message	participation	participants Survey effectiveness in primary language
Create Announcements Posted on Homepage in Native Language as a Link	Tech, Volunteer, Leadership Students	18/19 School Year	Translation of Information	Hits on Links Office calls for more information or offers to help	Hits on link
Inclusion at activities.	Specific person that is in charge.	Every event invitations.	Every teacher support.	Attendance progress, progression, and increase.	Sign-up sheets.

Prioritized Areas of Growth Needs from Categories A through E

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Prioritize the growth areas from the five categories.

- Academic Proficiency
- Academic Stability
- Data driven instruction
- Instructional strategies
- College and Career Mapping/Readiness
- Student retention and growth
- Staff retention
- Engagement of socioeconomically disadvantaged parents and EL parents
- Increase Competitive Equity Score
- Strengthen Band Program