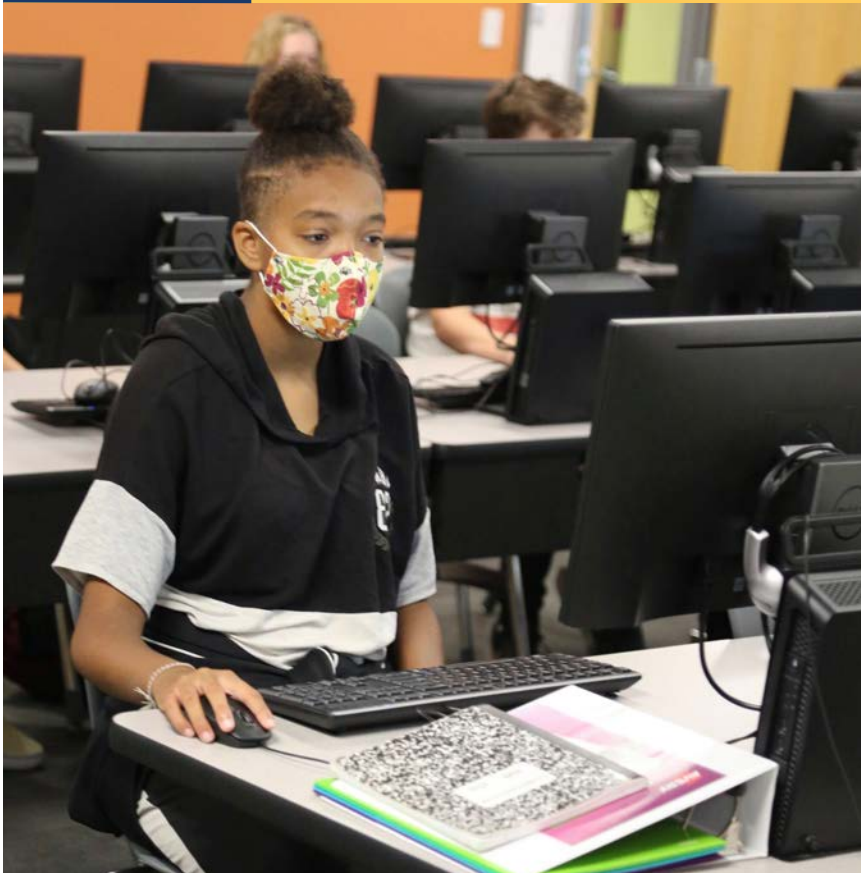


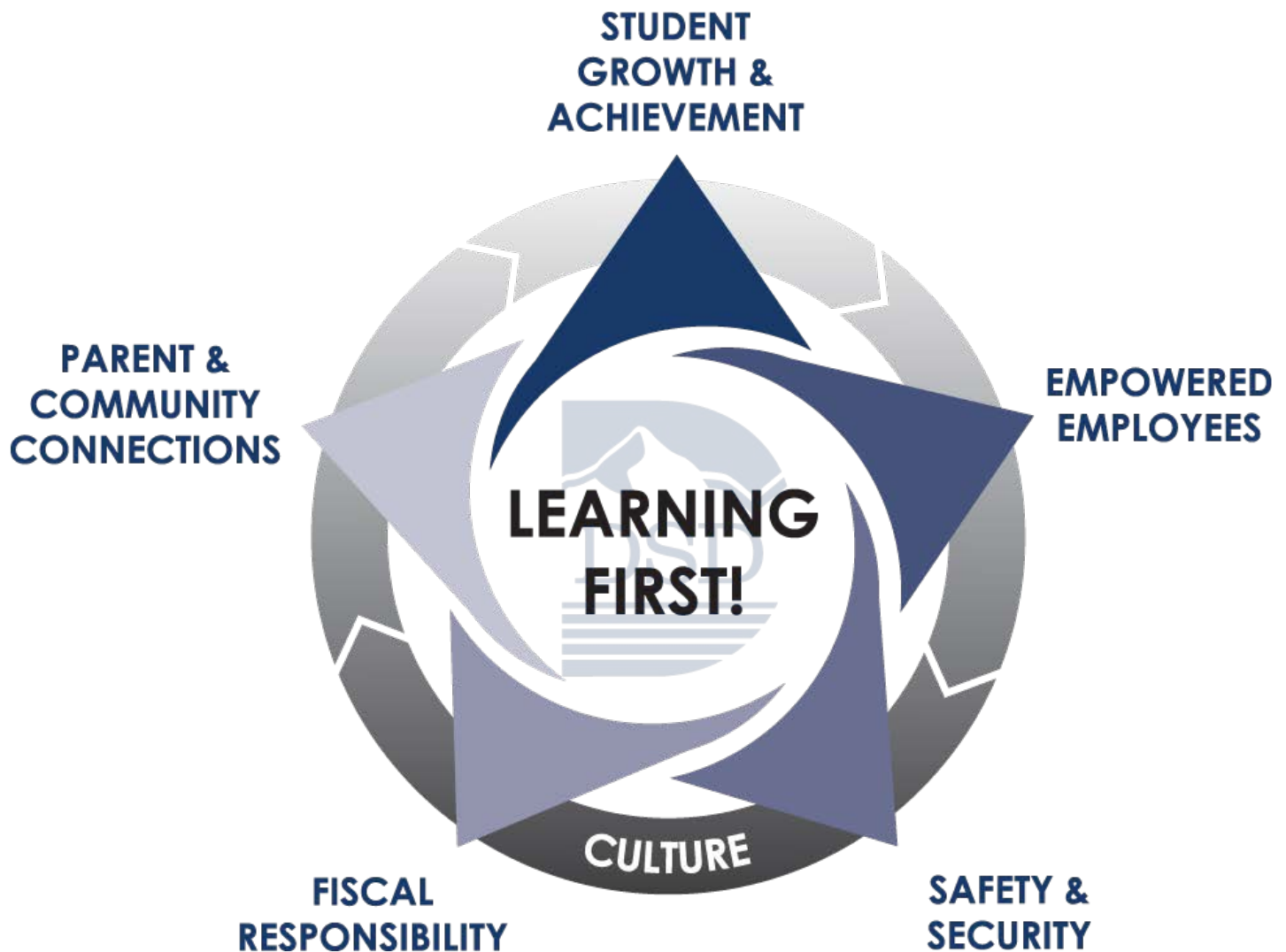


# Learning First

Stakeholder Report 2019–2020



March 2021



## District continues sharp focus on principles, goals

**T**he year 2020 was anything but normal. The COVID-19 pandemic impacted every part of the Davis School District, including classrooms, parents, students, teachers and other district staff.

However, the district's goals and principles outlined in its Strategic Plan were still at the forefront as decisions were made in the midst of this health crisis unlike any experienced in over a 100 years.

Outlined here is information on how departments, administrators and employees used the goals and principles established in the Strategic Plan to guide their work this past year.

The Strategic Plan was adopted in the spring of 2017. Input was received from parents, employ-

ees and the community in its adoption. Efforts throughout the district are aligned with at least one of the plan's five points: Student Growth and Achievement, Empowered Employees, Safety and Security, Fiscal Responsibility, and Parent and Community Connections. Culture embodies each of those points.

With the challenges of the last 12 months, changes were made at nearly every level. However, the district's focus on "Learning First" remains, along with the vision of providing an environment where growth and learning flourish.

This report focuses on just some of the district's efforts to align its practices with each area of focus and the accompanying goals.



## Focus Area:

**Davis School District provides an innovative, relevant, well-rounded education for each student.**

## Goals:

- Focus on individual student growth and achievement
- Provide well-rounded curriculum including character and life skills
- Use technology to enhance and personalize student learning
- Encourage creative, evidence-based programs and teaching strategies

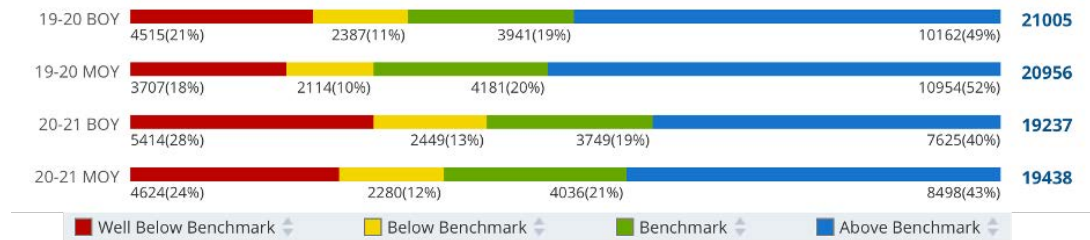
# Student Growth & Achievement

## Focus on individual student growth and achievement

### Early Literacy

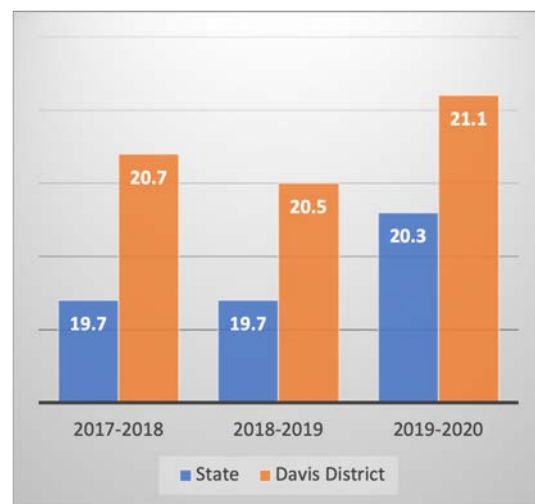
Davis School District places a high priority on early literacy achievement – particularly for students in grades K-3. Without a strong foundation in reading, early elementary students are less likely to succeed in later grades and develop aptitudes in English Language Arts and other academic areas.

### Davis District K-3 Reading Achievement

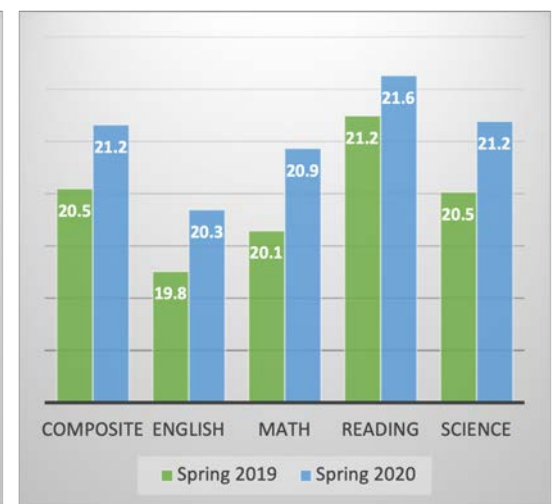


Due to the COVID-19 school closure at the end of the 2019-2020 school year, the standard measure of early literacy (DIBELS-Acadience testing) was not administered. However, mid-year measures administered prior to the pandemic showed a 4% increase from beginning to middle of the year (68% at/above benchmark to 72%). After spring closures and a challenging summer, literacy levels of students at the beginning of the current school year were significantly lower than prior years (59%). Growth from beginning to recent testing at mid-year was encouraging with a 5% increase to 64%, but early literacy remains an area where continued student growth is needed.

### ACT Composite Score (District/State)



### District ACT Results for Prior Two Years



### College Readiness – ACT

A key indicator of student college readiness is the American College Test (ACT). Students take the ACT as juniors during Utah's statewide ACT administration each spring. They receive a score in each of four subtests (English, Mathematics, Reading, and Science); they also receive a composite score.

Davis School District students have consistently scored higher than their statewide peers on the ACT. This trend continued in spring 2020 (which was prior to the COVID-19 pandemic closure). Davis School District student ACT scores increased in all subtests (English, Math Reading, Science) and with the composite score over the prior year.

Continued on pg. 4



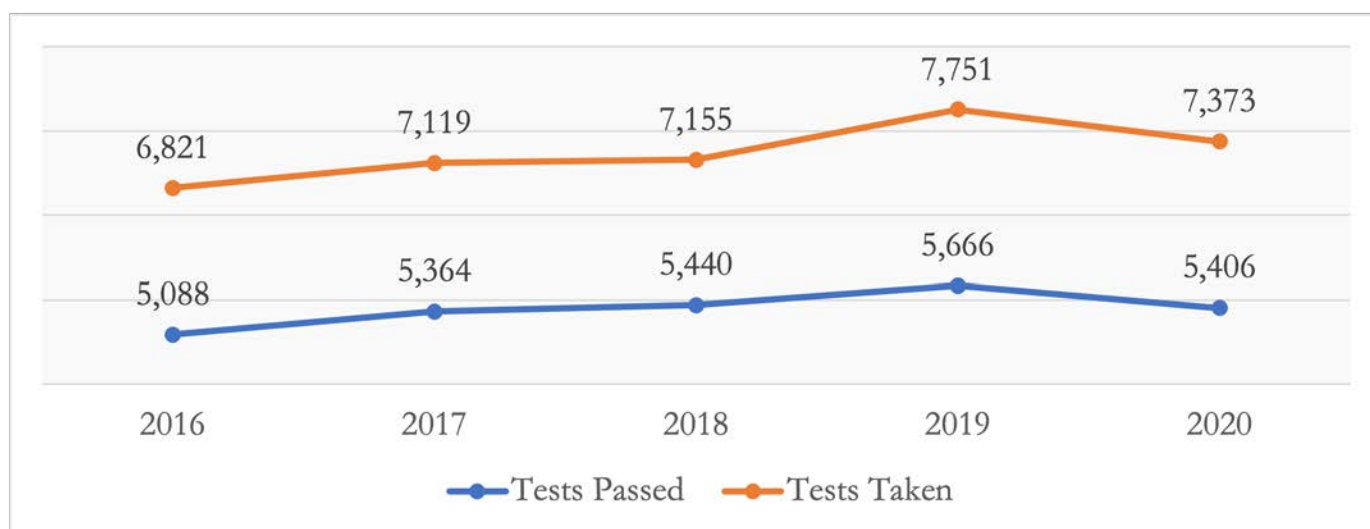
# Student Growth & Achievement, cont.

## College Readiness – Advanced Placement

Advanced Placement (AP) exams reflect the highest level of achievement and college readiness available to Davis School District students. Advanced placement programs are offered in all Davis District high schools and junior high schools. Program strength is measured both by the number of tests taken as well as the number of tests passed. Despite school closures in spring 2020 due to the COVID-19 pandemic, remote instruction and test preparation continued. AP tests were administered online according to guidance from test publishers.

In spring 2020, Davis School District students took 7,323 AP exams and scored a passing score (3 or higher) on 5,406 exams. This represents a slight decline, but considered in conjunction with a decline in grades 9-12 enrollment, the number of tests taken per enrolled 9-12 student remained constant.

### AP Tests Taken and Passed – 5 Year History



### AP Tests Taken and Passed Compared with Grades 9-12 Student Enrollment– 5 Year History

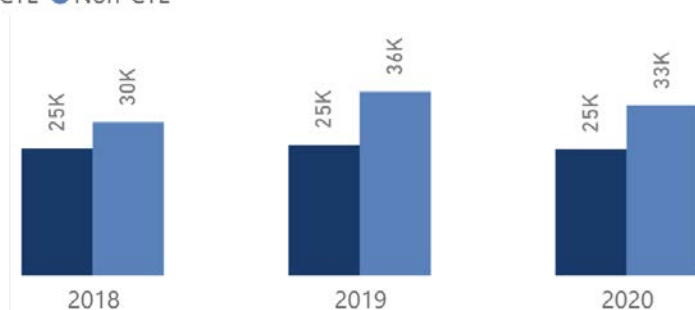
	2016	2017	2018	2019	2020
9-12 Enrollment	20,928	21,481	21,819	24,245	22,775
Tests Passed per 9-12 Student	0.24	0.25	0.25	0.23	0.24
Tests Taken per 9-12 Student	0.33	0.33	0.33	0.32	0.32

The district's advanced placement program is enhanced by the Intermountain Advanced Placement Institute which has been hosted by the district (in collaboration with The College Board) for several years. During summer of 2020, hundreds of AP teachers from around the country joined together for weeklong, in-depth training on curriculum, instructional strategies, and AP test expectations. Due to the COVID-19 pandemic, the institute was held for the first time remotely – with instructors and participants engaging virtually via zoom and other means.

## College Readiness – Concurrent Enrollment

### Concurrent Enrollment Course Completion

● CTE ● Non-CTE



During high school, students have the opportunity to concurrently complete college-level coursework as they meet their high school graduation requirements. This coursework is rigorous, free of tuition charges, and yields credits which are listed directly on transcripts at Utah colleges and universities.

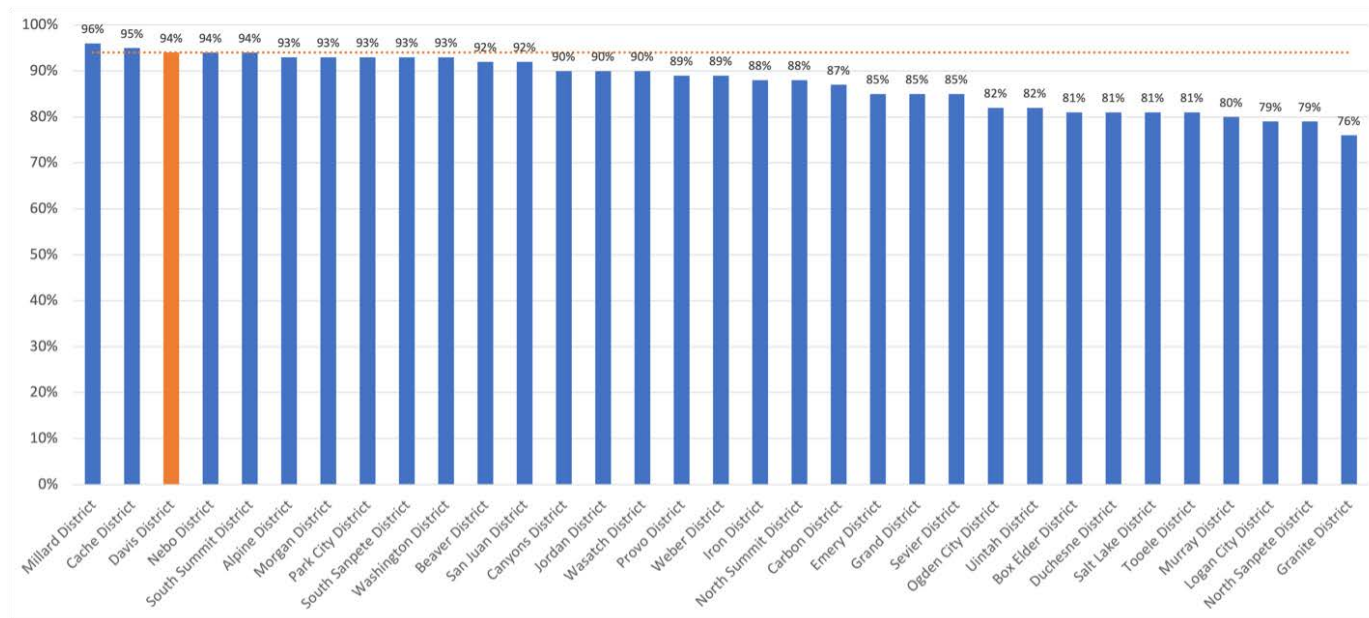
Partner universities provided needed flexibility for students to complete Concurrent Enrollment courses in spring 2020 despite COVID-19 closures. During the prior school year, Davis School District students earned over 58,000 Concurrent En-

rollment college credits, which was slightly lower than in prior years. Credit earned during high school yields an estimated annual college tuition savings of \$2.5 million. The chart on page 4 shows growth in concurrent enrollment credits earned over the last three years, both in Career and Technical Education courses as well as in traditional curricular courses.

### Graduation

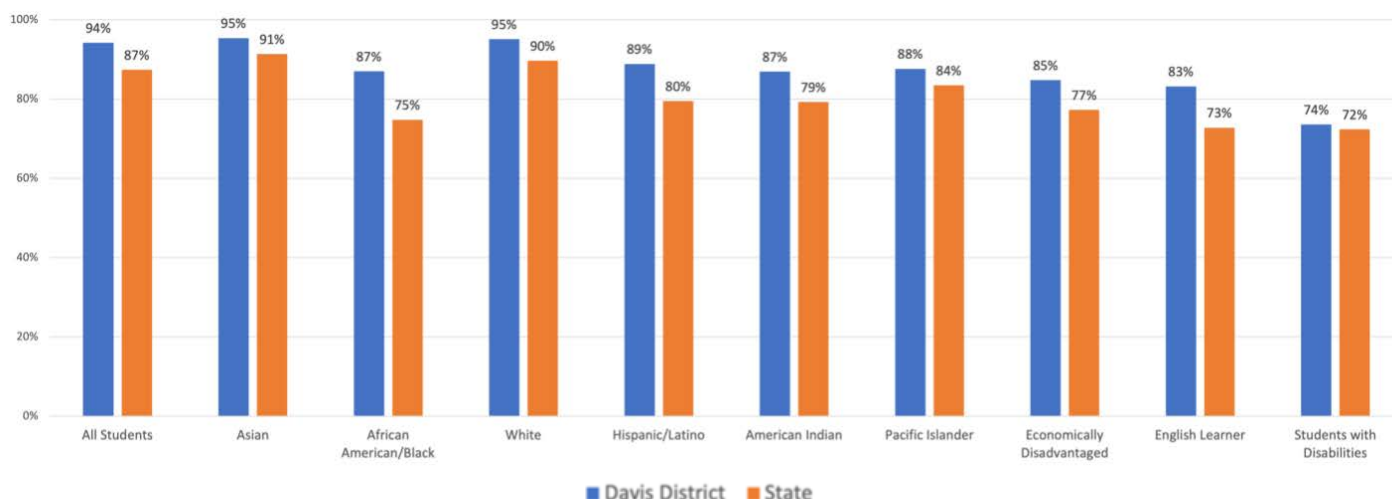
A key predictor of success in college, career, and in society is high school graduation. Beginning several years ago, the Davis School District began a targeted approach to dropout prevention where at-risk students are identified early using an Early Warning System of predictive data.

#### **Class of 2020 Graduation Rates of Districts in Utah**



Interventions are provided as needed by teachers, counselors, administrators, and others. Davis School District graduation rates have consistently increased through spring 2019. During the COVID-19 school closures in spring 2020, the individual student outreach continued. But for some students, services were interrupted. This led to a slight decline in spring 2020 graduation rates. Davis School District graduation rate in spring 2020 was third highest among all districts in Utah and highest among large districts. Subgroup graduation rates were higher than state rates for every subgroup.

#### **Class of 2020 Subgroup Graduation Rates District vs. State**



Continued on pg. 6

# Student Growth & Achievement, cont.

Provide well-rounded curriculum including character and life skills

## Career and Technical Education

In addition to robust college and university credit-bearing courses, Davis School District students have a variety of options for Career and Technical Education (CTE). The Davis School District is the only district in the State of Utah which is a recognized partner in all five of the Governor's Office of Economic Development - Talent Ready Utah Pathways (Utah Aerospace Pathway, Medical Innovations Pathway, Diesel Tech Pathway, Architecture Engineering and Construction Pathway, Tech Pathway). These pathways include a series of high school courses leading to internship opportunities with industry partners, job interviews after high school, post-secondary coursework at technical colleges and universities, and other opportunities for students. In the prior year, Davis School District had 199 CTE program completers, and 1,791 CTE program concentrators.

Strong recent program growth has resulted in Davis School District receiving the largest increase in state CTE funding among all Utah districts. Statewide CTE participation is measured by Average Daily Membership (ADM), and for the upcoming fiscal year, the Davis School District ADM is higher than all other districts in Utah (for the first time ever). Increased funding will be used to provide additional courses, supplies, technology, and resources for students to facilitate additional program growth.

Encourage creative, evidence-based programs and teaching strategies

## STEM Education

Instruction in science, technology, engineering, and mathematics (STEM) is a critical component of Davis School District's model for student achievement. Priorities have been placed on curriculum acquisition/development, teacher professional learning, project-based learning, and computer science efforts in the classroom. Additional priorities have been placed on out-of-classroom efforts such as building industry partnerships and providing STEM experiences through clubs, after-school programs, and competitions. Here are a few highlights of the STEM efforts of the past few years:

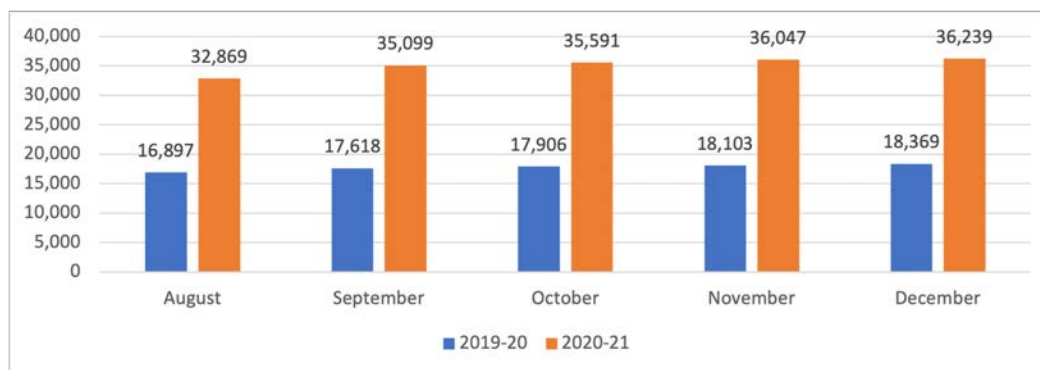
- 354 teacher professional learning opportunities
- 100% of Davis School District students receiving STEM education
- \$1.9 million in STEM grant awards
- 43% increase in advanced math enrollment since 2015
- 238 secondary STEM course offerings

Use technology to enhance and personalize student learning

## Digital and Personalized Learning

The Davis School District is actively seeking to improve digital and personalized learning options for students. As the only large-district recipient of Utah's Personalized, Competency-Based Learning (PCBL) grant, the district is developing a comprehensive model for PCBL. Current work includes the development of learner profiles which are patterned after Utah's Profile of a Graduate.

**Active Canvas Courses – Fall 2020 Compared to Fall 2019**



In response to the COVID-19 pandemic, the district initiated a fully remote instructional delivery during spring 2020 and continued with remote learning options through a hybrid (alternating-day) model in fall 2020. In order to facilitate remote instruction, the district provided Canvas (learning management system) training to all elementary teachers, and summer work included the

development of a comprehensive Learning First Canvas system, which is a set of instructional resources for all grades K-6 in all major content areas. The district also maintains a strong relationship with Microsoft Education and uses Office 365 tools regularly to provide instructional opportunities for students and essential collaboration opportunities for staff.



## **Focus Area:**

***Davis School District employees are valued, supported, and appreciated.***

## **Goals:**

- ***Attract, retain, recognize, and reward quality employees***
- ***Ensure employees are provided opportunities for input and participation in the decision-making process***
- ***Develop and support effective leadership across all employee groups***
- ***Provide and encourage quality professional learning***

# **Empowered Employees**

## **Attract and Retain**

The district is committed to demonstrating appreciation for employees through competitive pay and excellent benefits. This year, all employees received a 1.75 percent salary increase and continued funding of steps/levels, and an additional paid day for professional learning. All employees received a one-time 2 percent bonus on their November 30 paycheck. Over the past three years, a mid-level licensed educator's salary has increased 16 percent and support staff salaries have seen an increase of 14.5 percent. The district, in recognition of the intensive efforts of employees during the pandemic, paid all employees a 1 percent stipend; teachers were recognized for their work in digital and remote learning with an additional \$600 stipend.

The district continues to offer an excellent benefits package, which includes an Employee Assistance program with free counseling services for employees and their dependents to age 26. The new Wellness program gives employees who meet requirements a \$20 discount for each month's premium, recognizes Health Heroes who inspire others with positive changes in fitness or health, and engages employees in departments and schools through the work of Wellness Captains.

The pandemic provided extensive evidence of the district's commitment to employees. Ten days of COVID-19 leave was available to any employee who needed it and extended through the end of the 2020-21 school year.

Recruiting quality applicants con-

tinues to be a priority for the district and although the pandemic required changes to face-to-face teacher fairs, there were extensive efforts made to attract candidates. District recruiters and school administrators attended over 40 recruiting events.

Davis School District continues to develop strong university partnerships with multiple opportunities for university practicum students and student teachers. Our heightened efforts to make multiple connections with students throughout their university programs led us to welcome over 140 student teachers to district classrooms.



Stephanie Painter works as a teaching assistant at South Clearfield while studying to become a teacher at Western Governors University.

This year, 68 practicum students from Weber State University engaged in up to 76 hours of co-planning, co-teaching, and observing teachers, most of whom were at our Teacher Academy Schools — South Clearfield and Sunburst Elementary. Forty-three mentor-teachers, including five Special Education teachers, prepared for mentoring practicum students through professional learning focused on best practices in mentoring, teacher clarity, co-teaching, and metacognitive teaching practices.

The district also housed 16 student teachers from Utah State University and Southern Utah University in Lagoon-sponsored apartments at no cost to student teachers — a value of \$19,800. The district

**Continued on pg. 8**



# Empowered Employees, cont.

collaborated with Western Governors University, Davis Education Foundation, the district's Equity Department, and private donors, to offer \$500 student teacher scholarships each semester; over the past three years, Davis has awarded a total of \$48,000 to student teachers to supplement living expenses during student teaching.

Recruiting teachers and future teachers from diverse backgrounds continues to be a focus. Presentations on teaching as a profession are made to Latinos In Action groups and Education Pathway students. The Equity Department is working with a variety of organizations, at both local and national levels, and WSU's Diversity Department to provide scholarships for underrepresented students. A Latinos in Action future teacher scholarship is awarded each year.

Learn & Earn is also a unique recruiting program designed for those who always wanted to teach but did not think a pathway was available for them. This partnership between Davis District, the Davis Foundation, and WGU provides tuition for 17 Learn & Earn Teaching Assistants and a stipend of \$1,500 during their demonstration teaching. District funds, supplemented by a Department of Workforce Services grant, enables Learn & Earn participants to work as TA's for 10 hours per week with trained mentor teachers at one of two DSD Teacher Academy Schools.

Also key to retention is a quality mentoring program. Induction programs for new educators, administrators, and employees positively impact retention rates. New educators received two paid days to attend New Educator Orientation focusing on district programs and curriculum. Targeted competency-based training provides new teachers with a tiered system of support that includes school and district mentors and support groups. New administrators and classified supervisors also benefit from structured training in venues such as Rookie Rap and Evaluate Davis New Supervisor Training.

## Recognize and Reward

Employee recognition is an area of continued focus and one of critical importance. Employee recognition happens in multiple venues, including Board Meetings, the district Facebook page, Twitter, Board Briefs, etc.

Michelle Berg received the DSD Teacher of the Year Award, which includes a car lease and insurance for a year. In February, Victoria Hinojosa, a teacher at Wasatch Elementary, received the 2020 Heidi Martin Mighty Heart

Educator of Excellence Award, which included \$10,000 to be spent at her school.

In addition to the annual Best of Davis Awards, where 40 certified and classified staff receive a cash award and jacket, there were a variety of other celebrations of DSD employees. For example, cookie deliveries were made to over 1,000 Davis "Remote Teachers of the Week" and Nutrition Services, Custodial Services, and Related Services employees were similarly recognized for their excellence.

Departments celebrated outstanding employees by implementing department specific awards.

In support of employees, the Davis Education Foundation provided Christmas for 10 employee families through the Helping Our Own Project.

The Foundation made \$475,000 in grants available to teachers throughout the district including Innovative Teaching grants, Cash for Classrooms, Davis Goes Green and New Teacher Grants.



Photo taken May 2020

Michelle Berg was named Teacher of the Year for 2020.

## Ensure Employees Are Provided Opportunities for Input and Participation

Thousands of employees participate in or chair a variety of school and district committees including, but not limited to, Joint Staff Study Committee (JSSC), Community Councils, District Calendar Committee, Student Fee Committee, Administrative Hiring and Equity Committees. The Negotiations Team represents all employee groups and monthly Principal Liaison, DEA Liaison, and DCEA meetings provide opportunities for mutual support and productive, collaborative discussions regarding questions, concerns, and changes to policies or practices.

Multiple opportunities for input are gathered



through parent, student and employee surveys including Evaluate Davis Surveys, the Climate Survey, and feedback on specific initiatives and events.

Collaborative decision-making and a focus on feedback is on display throughout the district in a wide range of department initiatives. For example, community councils provide input on Personalized and Competency Based Learning, teachers and IT staff work together to support teachers with Canvas Collaborators in each school, and annual surveys of drivers and assistants provide feedback for Transportation.

Additionally, a wide variety of collaborative teams provide opportunities for teacher leadership and input. Teacher leadership committees support professional learning in Davis.

## Develop and Support Effective Leadership Across All Employee Groups

Nearly 350 school and district leaders participated in Summer Leadership Conference. Monthly leadership meetings focus on leadership topics, include guest speakers, and provide opportunities to share best practices.

The Equity Department initiated a Future Leaders of Color group to support teachers and staff in developing leadership skills.

The Career and Technical Education Department moved away from a centralized leadership model to giving specific CTE content responsibilities to school coordinators. Support leadership incorporates Deloitte and Disney concepts in monthly leadership meetings. Leader development is also a focus in individual departments.

## Provide and Encourage Quality Professional Learning

In Davis, professional learning is widespread and all employees have opportunities to learn and grow in their professions.

All employees have or will have received Implicit Bias 1 training, with many schools and departments moving into Implicit Bias 2 trainings. To ensure all employees receive this information, the New Employee Online Implicit Bias training is under development and will be required for all new employees.

To date, over 3,300 participants have engaged in a variety of SEL trainings on topics such as self-care, restorative practices, progress monitoring, bullying and intervention.



Cook Elementary teacher Jenni Evans received a Cash for Classroom grant.

Elementary teachers participated in four days of Canvas training specifically geared to their grade level.

Over 1,300 educators participated in the 20/20 Vision Conference, Davis District's first virtual conference, which included a wide variety of presenters and topics.

The mid-summer AP Summer Institute continues to provide excellent professional learning for the district's AP teachers with expert presenters from around the country.

MyPL courses, formerly known as PDPro, are designed to build a personalized playlist of professional learning. Educators can select from 20 courses on a variety of topics.

Utah Microcredentials has moved from pilot status to the only educator digital system endorsed and supported by Utah School Board of Education with more than 80 microcredentials available. In Davis District, 946 microcredentials are in progress or have been earned.

Friday 15 webinars are short, 15-minute professional learning sessions focusing on strategies and tools to enhance remote and hybrid learning. Featuring classroom and district educators, Friday 15 covers topics such as Canvas support, engagement strategies for online and in-person learning, tech tools and tips, SEL and more.

From Nutrition Services to secretaries to Covid-19 aides, professional learning is also a priority for classified employees. Custodians hold monthly training on leadership strategies and Facility Managers conduct ongoing training for part-time custodial staff. Transportation supervisors received training on supportive, effective and kind cross-training. Accounting and Finance employees meet for in-service in their respective departments.

# Safety & Security



## Focus Area:

*Davis School District creates an environment where physical and emotional safety are paramount.*

## Goals:

- *Provide safe and secure physical spaces*
- *Value stakeholder voices*
- *Foster a welcoming environment*
- *Establish and communicate safety protocols*

Provide safe and secure physical spaces

### COVID-19

The last few months of the 2019-20 school year and beginning of 2020-21 school year brought with it some unique challenges with the onset of the COVID-19 pandemic. As in other instances, Davis

Additionally, parents were given educational options for their students. That included the expansion of Davis Connect, an online school option. Up to 5,800 students enrolled in Davis Connect.

In schools, students were encouraged regularly to practice good hygiene practices, surfaces were cleaned regularly and more than 120 COVID aides were employed to help DCHD with contract tracing for exposures to the COVID-19 virus.

The district followed protocols outlined in the Utah COVID-19 School Manual adopted by the Utah Association of Local Health



A school nurse prepares to administer a rapid COVID-19 test at a clinic in the Freeport Center.

School District approached the safety of its students and employees with the utmost concern as the pandemic arose.

The district began meeting regularly with the Davis County Health Department (DCHD) in early February 2020 and communicated best health practices as school continued.

The 2019-20 school year ended with students learning remotely as COVID-19 made its way across the country. Students returned physically to school in August, initially on a hybrid schedule — one day in-person and one day remote. All employees were provided with Personal Protective Equipment and schools received hand sanitizer and cleaning products to be used between classes.

The district's Big 5 (hygiene etiquette, staying home when sick, wearing face coverings, physical distancing and cleaning and disinfecting) was communicated regularly.

Departments, Utah Department of Health and the State of Utah.

Davis School District also collaborated with the DCHD to ensure employees and parents had access to ongoing current COVID-19 information. District school nurses helped create testing centers at district locations and assisted in the mass vaccination clinic in Farmington.

### Building safety

The district continues to ensure safety through the installation of secure vestibules and security cameras. As of January 2021, all but eight schools have a secure vestibule system. Three of those schools are in the design phase and will be completed within the year.

In existing buildings with glass in vestibules and commons areas, over time, the district will begin to install bullet resistant films. This will give first responders more time to arrive at the site, while protecting the occupants of the building if exiting the premises is not a viable option.

Upgraded digital security cameras also continue to be a focus. All schools have some type of security camera, but the goal is to upgrade every school to make them accessible through the new video management system. Four schools are in the process with 83 schools already complete.

Additionally, lighting upgrades are underway in three school parking lots.

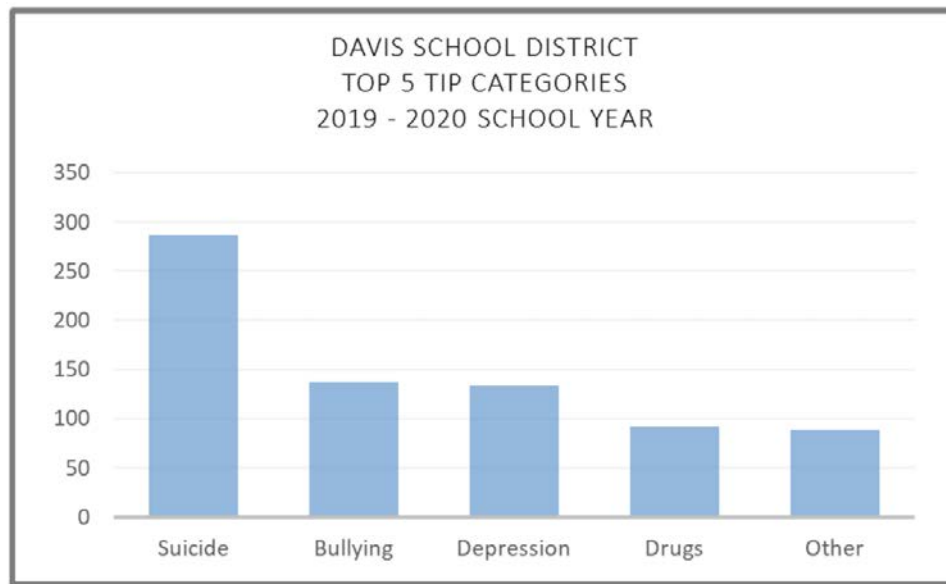
The district continues with the belief that the best app for safety is the human app. Students and community members are encouraged to follow the mantra, “See Something, Say Something.” The SafeUT app is available for anonymous reporting of something seen, heard or experienced that makes an individual uncomfortable.

The SafeUT Crisis and Tip Line is set up to help anyone with emotional crises, bullying, relationship problems, mental health, or suicide-related issues. Valuable tips allow district personnel to respond and intervene in a timely manner to prevent, properly investigate, act upon, restore, and maintain safety. Those numbers went from 2,349 chats and 1,974 tips in 2018-2019 to 1,936 chats and 1,374 tips in 2019-20.

A School Safety Grant is being used to train local teams on the Comprehensive School Threat Assessment Guidelines (CSTAG). This will help schools be prepared to identify safety threats particularly substantial and transient threats to the school environment.

The Local Case Management Team (LCMT) continues to function as a multi-disciplinary team at the school level and is designed to deliver effective interventions earlier and efficiently to focus on student outcomes and progress. Training and consultations are provided to teams to support them in effective implementation of tier 1 practices and tiers 2-3 interventions based on individual student needs in the areas of academics, behavior, and attendance.

The District Case Management Team (DCMT) continues to promote and ensure a culture of safety and due process for all students K-12 in all schools. The DCMT as-



The table above shows the five highest categories of tips to the SafeUT app.

esses student risk and provides schools with safety plans in accordance with student risk levels.

### Value stakeholder voices

The school district safety committee is organized with four components: Physical Structures (harden targets, secure

vestibules), Standard Response (drills, security cameras, ID badges), Law Enforcement collaboration (Student Resource Officer trainings, meetings with chiefs of police), Responsive Services (e.g., early identification screening with the Student Risk Screening Scale, LCMT, SafeUT app and wrap-around services)

With the onset of the COVID-19 pandemic, many expressed concerns about the mental well-being of students.

The district’s Social Emotional Learning (SEL) department responded with a COVID-19 teacher toolkit to help teachers, parents, and students during the onset of the pandemic.

The toolkit resources create a culture of caring while transitioning to online learning. The toolkit provides online curriculum, activities, strategies and book recommendations to address SEL competencies.

Also, about 595 elementary teachers, counselors, and administrators representing 39 schools and the Teaching and Learning Department were trained to implement the Sanford Harmony free Pre-K-6 curriculum for SEL direct instruction.

School Safety Student Advisory Boards were created in 12 schools (seven elementary, four junior highs, and one high school). Advisory boards meet quarterly to discuss and provide feedback on school safety issues which may include conflict-resolution, violence prevention, emergency response, mental health awareness, SafeUT, and creating a positive school culture and climate.

Additionally, during the past year, Mental Health

**Continued on pg. 12**



# Safety & Security, cont.

Screening Nights were available to K-12 students and families in the Davis School District. Screening nights were conducted through community partnerships with the Davis County Health Department and Davis Behavioral Health. Historically mental health screening events have been held in person at a school location.

However, due to the COVID crisis, adjustments

were made to proceed with a “Virtual Screener” using a Zoom platform. As result of collaborative efforts between integrative educational therapists, safe school clinicians, psychologists, and family resource facilitators, COVID barriers were minimized so that 120 students and families could participate in mental health screening services. In addition,

27 families were connected to additional community resources. Because of the success of the “Virtual Screening” nights, it is anticipated that similar accommodations will be made to continue to offer digital mental health opportunities going forward.

A School Climate Survey has also been designed for all schools to use to measure SEL practices. Survey information is collected from parents, students, staff, and administration and aligned with the SEL district plan.

## Foster a welcoming environment

The district has continued its partnership with Dr. David Parker, who has extensive experience working with municipalities and law enforcement groups across the nation and will be working with our Security Department and SROs.

The Educational Equity Department has been working in conjunction with the Davis School District Professional Learning and Quality Teaching department and Weber State University to provide Implicit Bias Training to preservice student teachers.

Efforts to hire more teachers with diverse backgrounds through recruitment have been expanded in diverse areas. Recruitment has also been at the forefront of work

with the Association of Latino Administrators and Superintendents (ALAS) and National Association for the Advancement of Colored People. These groups have provided support and instructional materials.

The Equity Department is working with community partners to provide scholarships for future teachers from diverse backgrounds.



A WSU practicum student works with an elementary student at Sunburst Elementary.

The group Future Leaders of Color has been created to promote and mentor Davis School District employees to leadership roles. The department also promotes student success through MESA, Latinos in Action, Multicultural clubs and the Martin Luther King, Jr. speech contest.

Through these trainings the safety and security of students increases

by educating teachers with strategies to understand cultural diversity and student success. These trainings are used to bring awareness of individual students’ backgrounds and increase acceptance of all.

Additionally, a monthly newsletter is sent out to all administrators with information about diversity and special populations to celebrate and acknowledge differences within the schools.

## Establish and communicate safety protocols

At the beginning of the 2020-21 school year, the Utah State Legislature amended the state fire code to suspend physical evacuation drills for schools until March 1.

Monthly drills have been conducted as in-class instruction for students. The procedure for a specific emergency is addressed during that instruction.

The District Risk Management Department provided schools with talking points for each drill type and a timeline of the specific drills students should receive instruction on each month. Schools are able to provide age-appropriate safety instruction without the risk of congregating students.

Current legislation may continue the suspension of physical drills through the end of this school year.

# Fiscal Responsibility

## Provide internal and external oversight

In the world of school finance, COVID-19 certainly left its mark.

At the beginning of the 2020 Utah Legislative session, it appeared as if lawmakers would increase the value of the

Utah Governor Gary Herbert was also monumental. It moved all K-12 students to a remote learning environment in an effort to curb the spread of the Coronavirus. His original intent was to keep students out of school buildings for two weeks and return them to in-person classes following the previously scheduled

Spring Break. That goalpost, so to speak, kept moving, however, because of the unpredictability of what's now known as COVID-19. In the end, students didn't return to classes until the beginning of the 2020-21 school year.

## Align fiscal resources with Board goals

While the district had provided online learning to a relative small group of it students in the past, every teacher now needed to provide education to each student in an online format.

Recognizing the enormous strain educators were under, the Davis School District

Board of Education — which ended the 2019-20 school year with an estimated surplus of \$7.5 million — unanimously provided a 2 percent one-time stipend for all employees. It also approved a \$600 stipend for teachers for ongoing work in digital and remote learning.

Priorities that the school board has had have been to increase teacher compensation and provide separate salary increases for coaches, building administrators and fine arts teachers. The district's budget has been able to cover those priorities.

**Continued on pg. 14**

## Focus Area:

*Davis School District provides for oversight and efficient use of public and private funds.*

## Goals:

- *Provide internal and external oversight*
- *Align fiscal resources with Board goals*
- *Operate finances with transparency*
- *Provide ongoing training in fiscal management*



A ribbon cutting is held at West Bountiful Elementary in the fall of 2020.

state's weighted pupil funding formula by six percent. That value is the amount established each year in the public education budget to yield a funding formula to educate students across the state.

But because of the strain that the global pandemic could place on Utah, lawmakers built some flexibility into the state budget and pared that increase back to 1.8 percent. It was more than expected though, since public education officials were instructed to make alternate plans for reductions of 2, 4 and 6 percent in revenues.

A March 2020 announcement by



# Fiscal Responsibility, cont.

During that time, the district completed the sale of the last of the \$55 million in bonds which were part of the \$298 million bond proposal that voters approved back in 2015. The last construction projects in the bond included finishing West Bountiful, Sunburst and South Clearfield elementary schools. As of presstime, the rebuild of South Clearfield Elementary is still underway, while West Bountiful and Sunburst elementaries opened for students in the fall.

About \$6 million of that \$55 million bond sale was also earmarked to defray the costs of ongoing maintenance to other district buildings.

Related to COVID-19, the district spent \$1.03 million on items such as student and employee face masks, custodial supplies, plexiglass barriers, hand sanitizing stations and signage.

In an effort to provide all students the ability to receive online instruction at home, the district doubled its efforts with the annual computer refresh, which put more devices in schools for use by students and teachers. A check-in/check-out software was developed to help schools inventory equipment.

Additionally, the district expanded its Zoom licensing and purchased 1,200 internet hot spots using a \$300,000 grant. Additional filtering devices were also installed to handle the number of emails flowing in and out of the system to keep students and teachers connected.

Students and employees also benefitted from the great on-going relationship the district has with the Davis County Health Department. Because of a \$700,000 allocation from Davis County and another \$500,000 from district coffers, the Davis School District was able to hire nearly 120 COVID aides across the school district; two part-timers at secondary schools and one part-timer at elementary schools who help keep schools a healthy place to be.

## Operate finances with transparency

During the past year, the district has continued to receive external audits from Squire & Company involving financial, state compliance, student count, federal compliance and school level audits. It also undergoes public accounting audits, conducts internal audits of district programs, provides online training to schools and departments in accounting, payroll, accounts payable and purchasing.



Construction continues at South Clearfield Elementary. The school is being rebuilt thanks to the voter-approved 2015 bond.

The district is also transparent with its finances by providing quarterly updates in the state transparency website, filing annual reports to the state auditor for Project Kids, posting its Comprehensive Annual Financial Report and annual budget to the district website, and holding annual budget hearings in June with proposed budgets available for public inspection.

Finally, for 38 straight years, the district has been the recipient of a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA).

The Certificate of Achievement is a prestigious national award, recognizing conformity with the highest standards for preparation of state and local government financial reports. A governmental unit must publish an easily readable and efficiently organized comprehensive annual financial report, whose contents conform to program standards. Such reports must satisfy both generally accepted accounting principles and applicable legal requirements.

In addition to the GFOA award, the district was awarded the Association of School Business Officials (ASBO) Certificate for Excellence in Financial Reporting. This is the first year the District has applied for and received this award.

## Provide ongoing training in fiscal management

It also holds one-on-one meetings with every new secretary and new school principal to review its accounting system and fiscal policies. They help those employees know how to access their individual budget summaries and monitor annual expenses.





## **Focus Area:**

**Davis School District develops connections with parents and community.**

## **Goals:**

- **Recognize parents as the student's first teacher**
- **Create multiple means of communication with all stakeholders**
- **Include parents as a vital part of the decision-making process**
- **Foster productive partnerships with business and community groups**

# **Parent & Community Connections**

## **Recognize parents as student's first teacher**

Parent and community connections are essential to the success of students and families in the Davis School District. The COVID-19 pandemic has made normal connection between the district and families extra challenging. In spite of this unforeseen challenge, every department and organization within the district has made extraordinary efforts to forge strong connections.



A parent joins his children in saying goodbye to teachers at an elementary school after schools were closed due to the COVID-19 pandemic.

We continue to recognize parents as the student's first teacher and rely on parental engagement in the decision-making processes in our schools.

The district recognizes and values its responsibility to involve, inform and include all stakeholders through multiple means of communication. In order to prepare our students for a global economy, the Davis School District is committed to fostering productive partnerships with business, civic leaders and community members who will invest in our students.

Here are just a few examples of the parent partnerships that are occurring in the Davis School District.

- 3,000 "Hospital Bags" were distributed to parents of newborns providing parenting tips and an introduction to Davis School District.
- Davis Early Head Start provided childcare services for 16 first responders in

the summer of 2020, allowing them to continue working with COVID patients.

- Davis Head Start offered 100 percent virtual classroom experiences for 45 children and families allowing parents a choice between virtual or in-person education experiences.

- A total of 799 children were served in either Early Head Start, Head Start or Title I Preschools with 373 children on the waitlist for services.

- Head Start children with 90 percent or greater attendance scored 15 points higher on the Kindergarten Entrance test conducted at the beginning of the year.

- Head Start, in collaboration with the Davis Special Education Department, provided special education services to nearly 18 percent of children enrolled in Head Start or Early Head Start.

## **Create multiple means of communication with all**

In 2017, a uniform webpage format was adopted. That design was updated in 2019. Schools, as well as the district, regularly update vital communication points, school/district calendars and important information, including the number of positive COVID cases of students and staff.

On average, the district's homepage receives between 1 million and 1.5 million views per month. Currently, the most visited page is the homepage and the dashboard which provides more information about COVID-19 cases in schools. The Canvas login page is also accessed by about half of the website visitors.

- The district's newsletter, Uniquely Davis, was published seven times during the 2019-20 school year. It is distributed through

**Continued on pg. 16**

## Parent & Community, cont.

Peachjar to every household in the district. It is also highlighted on the District website. On average, 18,000 households open Uniquely Davis.

- Board Briefs is written after each board meeting and workshop. The publication was published 18 times during the 2019-20 school year. It is distributed through Peachjar to every household in the district. On average, 17,000 households open the “Board Briefs” document.

- MyDSD is available for “real time” parental viewing, communication and connection to student accounts, transcripts, grades, health and testing information.

- Canvas, a Learning Management System, is now utilized by teachers districtwide. Assignments and due dates are communicated through the LMS. Over the summer, its use increased from about 1,700 users to 3,700 users.

The District also communicates regularly with parents through social media channels, including Facebook, Instagram, Twitter, YouTube and a mass notification email system (School Messenger during 2019-20 and now Blackboard). The district has more than 25,000 followers on Facebook, almost 7,200 on Instagram, nearly 6,000 on Twitter and about 2,600 subscribers on YouTube.

With the understanding that the public could not attend Board of Education meetings due to seating restrictions, those meetings are now livestreamed on YouTube.

### Include parents as a vital part of the decision-making process

At each of the traditional schools, there is an active Community Council that fulfills the leadership role outlined by state statute. Each year the parent and school leadership of the Community Council meets to participate in the Davis District Learning First Day, which is used to analyze specific school data and configure Trustlands spending and School Improvement Plans.

There are 999 Community Council members districtwide (645 Elementary, 237 Junior High, 117 High School).

There also are currently 11,079 PTA Members. The district appoints an administrative representative who meets quarterly — along with the Superintendent — with Region Leadership. The PTA has quarterly meetings at the district office for all council leaders to make sure they are aware of the district’s direction.

There are multiple district committees that parents/community members serve on. Some of those include: Safety and Security, Educational Equity, Davis Educational Foundation, Textbook Adoption, Calendar Committee, Instructional Materials Adoption, Homework Guidelines,



A Smart Smiles hygienist talks to a student about the cleaning tool.

Curriculum Review, Book Review and multiple ad-hoc committees.

Each year, 31,000 College and Career Readiness meetings are held with students, school guidance counselors and parents.

### Foster productive partnerships with business and community groups

The Davis Education Foundation Board represents more than 34 businesses and community individuals that support Davis School District and willingly invest their time and resources to enhance our schools.

In response to the global pandemic, the community came together to ensure students, teachers and families received all essential resources needed to stay in school. Examples of our CARES and COVID-19 responses are as follows:

#### CARES Projects

- Clearfield City contributed \$150,000 to construct a Teen Drop-in Center for youth experiencing homelessness or extreme living conditions.



- Provided more than \$225,000 for Child Care Support for more than 200 families within the district and community to offset expenses during the hybrid schedule.

- Contributed more than \$160,000 to children in crisis through donations.

- Awarded \$75,000 in Family Hardship and Heritage Grants to more than 200 families in crisis to assist with rent, utilities, medical assistance, and childcare.

- Partnered with the District superintendency to support the “Covid Connect” project and provided \$441,000 for technology to support remote learning to schools.

- Provided \$75,000 of individual teacher grants for PPE for classrooms that serve Clearfield residents.

- Offered outreach to families through home visits, email, phone calls, individual student and parent mentoring with Family Service Workers (FSWs). Each have a case load of individual students referred by the Local Case Management Team. The program has 10 FSWs in 20 schools serving over 3,000 students and families. About \$60,000 of funding was provided for extra-duty pay so FSWs, counselors, and therapists could provide outreach, tutoring, and connection to services for students who have not been attending or engaging with school. Individual outreach efforts were documented to over 388 students and families over a three-week period.

### Community services

Davis School District and the Davis Education Foundation believe that community engagement is essential for successful schools. This year in partnership with businesses, community agencies and volunteers, more than a dozen events were held to benefit both the community and the students of Davis School District. Examples include:

- Chevron’s Fuel your School Program contributed \$111,526 to fund 167 projects in Davis School District, impacting 16,706 students.

- Clothing and personal essentials purchased for more than 1,000 children during the Annual Child Spree and Jr. High Spree, which included more than 600 volunteers. It was possible thanks to more than \$150,000 in donations from corporations (America First, Citi) and individual community members.

- More than 3,000 students served and more than \$280,000 raised throughout the holiday season, including about 365 families helped through a partnership with the

Salvation Army. KSL and Larry H. Miller provided coats and warm clothing.

- Mali Turner, a senior at NHS, chose to give her Make-a-Wish donation to the students of Davis School District. She shopped for gifts and provided hygiene kits.

- In 2019, more than \$5 million was raised by the Foundation for classroom and innovation grants. Boeing Corporation awarded and invested more than \$250,000 to better prepare students and teachers with the skills they need to be successful in STEM initiatives. Marathon Oil provided \$90,000 to install 20 InfiniD labs and close the engineering gap in middle grades.

- In partnership with Bountiful Food Pantry, 117,450 pantry packs and food insecurity services were



Students show off new shoes thanks to a generous donation from Mountain America Credit Union.

provided. Additional hunger assistance was provided through the three community food pantries at Clearfield, Northridge and Layton High schools. More than \$160,000 was raised by our students in their holiday giving programs.

- The Young Automotive Group hosts four free family events throughout the school year. The events generated more than \$40,000 and provided more than 1,000 pantry packs and 400 hygiene kits.

- Chevron and Hogan Construction honored the great work of 40 Davis School District employees through the Best of Davis Awards. In addition, the Teacher of the Year received a year lease and insurance from Young Automotive and Golden West Credit Union.

In 2019-20, the Foundation, in partnership with the Lifeline Inc. Foundation, funded 2.5 FTE to provide a clinical licensed therapist at each level of instruction.





## **Focus Area:**

***Davis School District promotes a healthy, respectful, and collaborative culture.***

## **Goals:**

- ***Teach and model personal accountability***
- ***Promote a growth mindset***
- ***Create an environment of respect***
- ***Demonstrate exemplary customer service from all employees***

# Culture

The Davis School District promotes a healthy, respectful, and collaborative culture. This is the foundation of Learning First and student success.

## **Teach and model personal accountability**

While the district continues to foster its culture of responsiveness, the primary emphasis will continue to be promoting a culture of prevention and early intervention for students. Greater use of data by school teams has aided them in identifying students early and providing them with appropriate instruction and supports.

Schools have increased frequency and the quality of Local Case Management Team (LCMT) meetings with an emphasis on individual student problem-solving and school-wide problem-solving.

The implementation of school SEL plans supported by district-wide Social Emotional Learning (SEL) and existing multi-tiered behavior supports, creates a positive environment and safe learning culture.

Educators are working to improve their own competencies and knowledge in SEL areas to model and teach students SEL skills such as personal responsibility, growth mindset, and respect for self and others. Schools are implementing positive behavior supports to establish a culture of positive interactions among students and adults providing exemplary service to students and parents.

## **Promote a growth mindset**

A districtwide initiative has been established for pre-K-12 with implementation focused in four areas: Foundational Support and Planning; strengthen adult SEL; promote SEL for students through school plans and district support; practice continuous improvement using the SEL walkthrough tool and district climate survey.

School teams design implementation

plans based on the SEL goal from the School Improvement Plan.

SEL curriculums are being implemented with students in schools across the district, including: Sanford Harmony in 35



Columbia Elementary students set up a flag display for Veterans Day.

schools, Move This World in 13 schools, nine Mindful Schools and five Second Step schools.

School counselors have increased to 157 with 102 in secondary schools, 52 in elementary schools, and three online, serving nearly 71,000 students in 92 schools.

Counselors provide tiered supports to individual students, small groups, and classrooms

More than 30,000 College and Career Readiness planning meetings were held with students and parents in both virtual and face-to-face formats.

## **Create an environment of respect**

The Davis School District Educational Equity Department, which oversees an Educational Equity Committee made up of parent volunteers, community partners and district staff, directly impacts the overall culture of Davis School District.



A 2020 graduate poses during the diploma walk at Northridge High School.

This year, the district has expanded the focus and direction of diversity training. Since January 2020, the department has provided training in 54 elementary schools, 15 junior high schools, seven high schools, and eight departments with 13 additional schools scheduled. It has also provided 15 additional trainings specific to school requests. Training for the School Cultural Liaisons has increased to include presentations from USBE and the Educational Equity department. The hope is to provide ongoing, organized conversation with school leaders to talk about equity in their school communities. Each school has identified a liaison to be trained as a conduit for starting the conversation in schools.

HOPE Squads exist in all secondary schools. Currently, 35 elementary schools have Jr. HOPE Squads.

HOPE Squads provide outreach to connect to students and help set an environment where respect is expected.

Multi-tiered systems of support and positive behavioral interventions and supports continue to focus on preventative and proactive strategies in all schools.

School teams and faculties have continued to receive individualized trainings online and in-person on positive behavior supports, classroom management, restorative practices, and trauma-sensitive practices to improve school practices and culture.

To help students who would not qualify for Medicaid or traditional community mental health services, the district established Integrative Educational Therapists who provide services to those “gap” students. In the 2019-20 school year, clinical services decreased, which is directly related to COVID-19 barriers.

The SEL Department produced and provided a number of resources addressing various needs during the school soft closure and into the new school year. These resources included webinars, videos, PowerPoint, scholarly articles to address trauma sensitive practices, physical exercise demonstrations and strategies for schools and families. Additionally, a variety of self-care and partner webinars with CASEL, Pure Edge, and Sanford Harmony have been promoted to all faculty and staff.

Over 600 employees have been trained in rest, breath, and move strategies from Pure Edge, Inc. This includes schools and departments. These strategies help adults understand the neuroscience of the brain and reaction to stress and anxiety. The strategies provide employees with a variety of methods to strengthen their personal well-being.

Because of the virus the district also set up parent support groups as well as Trauma Yoga sessions for district employees. With the impact of COVID-19, Trauma Informed Yoga is a holistic approach that focuses on the entire mind-body system. The classes offered by Integrative Educational Therapists are a safe and supportive space, for all district employees to focus on cultivating inner-peace, relaxation and bringing their mind and bodies back into alignment. With the focus more on the process than capabilities, all levels are welcome.

Family Service Workers also continue to provide outreach to families through home visits, email, phone calls, individual student and parent mentoring. The program has 10 Family Service Workers in 20 schools serving over 3,000 students and families.



# Davis School District

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*In February 2021, the Board of Education adopted updates to its strategic plan. Those updates and the district's continuing efforts to align its work with those goals and strategies will be shared in the next annual report.*