School Year:    **2020-21**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|---|
| **School Name** | Davis Senior High School |
| **Address** | 315 West 14th St.<br>Davis, CA 95616-1914 |
| **County-District-School (CDS) Code** | 57726785732201 |
| **Principal** | Thomas P. McHale |
| **District Name** | Davis Joint Unified School District |
| **SPSA Revision Date** | |
| **Schoolsite Council (SSC) Approval Date** | |
| **Local Board Approval Date** | June, 2020 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

# School Vision and Mission

It is the mission of Davis Senior High School to educate students over a broad spectrum of academic and artistic areas; to expand their worlds socially and culturally; and to further their growth into mature, responsible adults.

# School Profile

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2019 CAASPP exam generated strong results. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information. Our students can find challenge and variety in the numerous electives, AP courses, career tech (CTE) classes and extracurricular programs such as Speech and Debate, while at the same time they can also access supports such as the Academic Center, Student Success Center, ACES, and MAST. Efforts continue in creating, maintaining, and structuring supports for all student to be as successful as possible, and programs for students who want an academic challenge are securely established.

Tom McHale serves as Davis Senior High School's principal in the 2018-19 school year. He has eleven years of school administration experience and served for fifteen years as a social studies teacher at D.S.H.S. Three assistant principals, Chandra Wengler, Mark Simi, and Sonam Singh, Athletic Director, Jeff Lorenson, and Head Counselor Cathie Pereira complete the DSHS administrative team, working with students, staff, parents and community members in many program areas. The school is focusing on collaboration among and between departments and grade level teams in order to improve learning for all students.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

During the course of the 2019-20 school year, DSHS Site Council members invited leaders to describe their program and how they relate to our school-wide goals. These included Counseling Department, Drug and Alcohol Counseling, Safety Team, Library, CTE, AVID, EL, MTSS and Academic Center. Site Council members discussed data from sources such as the YouthTruth Survey and Dashboard. Information gathered from these sources as well as information on student participation in AP courses and connectedness through coursework, electives and extracurricular activities informed our work on our WASC mid-cycle Report and our SPSA.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.11% | 0.17% | 0.44% | 2 | 3 | 8 |
| African American | 3.09% | 2.82% | 2.74% | 54 | 51 | 50 |
| Asian | 18.34% | 17.39% | 17.72% | 321 | 314 | 323 |
| Filipino | 2.17% | 1.66% | 1.92% | 38 | 30 | 35 |
| Hispanic/Latino | 18.46% | 19.93% | 21.17% | 323 | 360 | 386 |
| Pacific Islander | 0.11% | 0.22% | 0.22% | 2 | 4 | 4 |
| White | 52.11% | 52.55% | 50.36% | 912 | 949 | 918 |
| Multiple/No Response | 0.11% | 0.17% | 5.21% | 2 | 3 | 4 |
| | | | Total Enrollment | 1750 | 1,806 | 1,823 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 17-18 | 18-19 | 19-20 |
| Grade 10 | 611 | 628 | 605 |
| Grade 11 | 574 | 609 | 610 |
| Grade 12 | 565 | 569 | 608 |
| Total Enrollment | 1,750 | 1,806 | 1,823 |

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **17-18** | **18-19** | **19-20** | **17-18** | **18-19** | **19-20** |
| **English Learners** | 88 | 87 | 90 | 5.0% | 4.8% | 4.9% |
| **Fluent English Proficient (FEP)** | 384 | 374 | 396 | 21.9% | 20.7% | 21.7% |
| **Reclassified Fluent English Proficient (RFEP)** | 23 | 4 | 21 | 29.9% | 4.5% | 24.1% |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 580 | 571 | 606 | 532 | 493 | 444 | 529 | 488 | 442 | 91.7 | 86.3 | 73.3 |
| All Grades | 580 | 571 | 606 | 532 | 493 | 444 | 529 | 488 | 442 | 91.7 | 86.3 | 73.3 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2675. | 2667. | 2679. | 55.01 | 54.51 | 58.14 | 28.92 | 25.20 | 23.98 | 9.45 | 10.25 | 11.31 | 6.62 | 10.04 | 6.56 |
| All Grades | N/A | N/A | N/A | 55.01 | 54.51 | 58.14 | 28.92 | 25.20 | 23.98 | 9.45 | 10.25 | 11.31 | 6.62 | 10.04 | 6.56 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 58.22 | 53.70 | 59.05 | 32.89 | 36.01 | 30.09 | 8.88 | 10.29 | 10.86 |
| All Grades | 58.22 | 53.70 | 59.05 | 32.89 | 36.01 | 30.09 | 8.88 | 10.29 | 10.86 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 65.15 | 63.22 | 62.05 | 26.70 | 25.83 | 29.55 | 8.14 | 10.95 | 8.41 |
| All Grades | 65.15 | 63.22 | 62.05 | 26.70 | 25.83 | 29.55 | 8.14 | 10.95 | 8.41 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 44.99 | 45.77 | 47.29 | 49.15 | 47.63 | 48.19 | 5.86 | 6.60 | 4.52 |
| All Grades | 44.99 | 45.77 | 47.29 | 49.15 | 47.63 | 48.19 | 5.86 | 6.60 | 4.52 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 61.17 | 59.09 | 56.14 | 32.77 | 30.79 | 36.59 | 6.06 | 10.12 | 7.27 |
| All Grades | 61.17 | 59.09 | 56.14 | 32.77 | 30.79 | 36.59 | 6.06 | 10.12 | 7.27 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 580 | 571 | 606 | 514 | 451 | 379 | 514 | 451 | 379 | 88.6 | 79 | 62.5 |
| All Grades | 580 | 571 | 606 | 514 | 451 | 379 | 514 | 451 | 379 | 88.6 | 79 | 62.5 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2676. | 2681. | 2697. | 39.11 | 44.35 | 52.24 | 32.30 | 27.27 | 21.64 | 15.76 | 15.08 | 12.66 | 12.84 | 13.30 | 13.46 |
| All Grades | N/A | N/A | N/A | 39.11 | 44.35 | 52.24 | 32.30 | 27.27 | 21.64 | 15.76 | 15.08 | 12.66 | 12.84 | 13.30 | 13.46 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 54.78 | 58.35 | 64.38 | 27.49 | 25.17 | 17.94 | 17.74 | 16.48 | 17.68 |
| All Grades | 54.78 | 58.35 | 64.38 | 27.49 | 25.17 | 17.94 | 17.74 | 16.48 | 17.68 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 42.30 | 50.00 | 54.50 | 42.88 | 34.68 | 31.22 | 14.81 | 15.32 | 14.29 |
| All Grades | 42.30 | 50.00 | 54.50 | 42.88 | 34.68 | 31.22 | 14.81 | 15.32 | 14.29 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 48.05 | 50.33 | 53.03 | 42.22 | 40.35 | 37.20 | 9.73 | 9.31 | 9.76 |
| All Grades | 48.05 | 50.33 | 53.03 | 42.22 | 40.35 | 37.20 | 9.73 | 9.31 | 9.76 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested |  |
|  | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 10 | 1608.8 | 1557.6 | 1617.4 | 1560.4 | 1599.8 | 1554.6 | 30 | 22 |
| Grade 11 | 1543.0 | 1559.5 | 1531.0 | 1562.3 | 1554.6 | 1556.1 | 25 | 26 |
| Grade 12 | 1576.8 | 1501.2 | 1585.9 | 1490.0 | 1567.1 | 1512.0 | 22 | 13 |
| All Grades |  |  |  |  |  |  | 77 | 61 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |  |
|  | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 60.00 | 27.27 | * | 36.36 | * | 9.09 | * | 27.27 | 30 | 22 |
| 11 | * | 30.77 | * | 15.38 | * | 34.62 | * | 19.23 | 25 | 26 |
| 12 | * | 15.38 | * | 0.00 | * | 38.46 | * | 46.15 | 22 | 13 |
| All Grades | 48.05 | 26.23 | 18.18 | 19.67 | 19.48 | 26.23 | 14.29 | 27.87 | 77 | 61 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |  |
|  | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 76.67 | 50.00 | * | 13.64 | * | 13.64 | * | 22.73 | 30 | 22 |
| 11 | 48.00 | 34.62 | * | 38.46 |  | 11.54 | * | 15.38 | 25 | 26 |
| 12 | 54.55 | 15.38 | * | 30.77 | * | 7.69 | * | 46.15 | 22 | 13 |
| All Grades | 61.04 | 36.07 | 19.48 | 27.87 | * | 11.48 | 16.88 | 24.59 | 77 | 61 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |  |
|  | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 50.00 | 18.18 | * | 22.73 | * | 27.27 | * | 31.82 | 30 | 22 |
| 11 | * | 7.69 | * | 26.92 | * | 42.31 | * | 23.08 | 25 | 26 |
| 12 | * | 15.38 | * | 0.00 | * | 30.77 | * | 53.85 | 22 | 13 |
| All Grades | 33.77 | 13.11 | 20.78 | 19.67 | 18.18 | 34.43 | 27.27 | 32.79 | 77 | 61 |

| Listing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 66.67 | 18.18 | * | 63.64 | * | 18.18 | 30 | 22 |
| 11 | * | 7.69 | * | 65.38 | * | 26.92 | 25 | 26 |
| 12 | 50.00 | 0.00 | * | 46.15 | * | 53.85 | 22 | 13 |
| All Grades | 50.65 | 9.84 | 28.57 | 60.66 | 20.78 | 29.51 | 77 | 61 |

*(Title above reads: Listening Domain — Percentage of Students by Domain Performance Level for All Students)*

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 73.33 | 68.18 | * | 9.09 | * | 22.73 | 30 | 22 |
| 11 | 56.00 | 69.23 | * | 15.38 | * | 15.38 | 25 | 26 |
| 12 | 72.73 | 46.15 | * | 23.08 | * | 30.77 | 22 | 13 |
| All Grades | 67.53 | 63.93 | 20.78 | 14.75 | * | 21.31 | 77 | 61 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 43.33 | 27.27 | * | 40.91 | * | 31.82 | 30 | 22 |
| 11 | * | 11.54 | * | 50.00 | 52.00 | 38.46 | 25 | 26 |
| 12 | * | 15.38 | * | 23.08 | * | 61.54 | 22 | 13 |
| All Grades | 29.87 | 18.03 | 32.47 | 40.98 | 37.66 | 40.98 | 77 | 61 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 10 | 43.33 | 13.64 | 46.67 | 50.00 | * | 36.36 | 30 | 22 |
| 11 | * | 11.54 | 48.00 | 76.92 | * | 11.54 | 25 | 26 |
| 12 | * | 7.69 | * | 53.85 | * | 38.46 | 22 | 13 |
| All Grades | 36.36 | 11.48 | 46.75 | 62.30 | 16.88 | 26.23 | 77 | 61 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **1806** | **18.3** | **4.8** | **0.2** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 87 | 4.8 |
| **Foster Youth** | 4 | 0.2 |
| **Socioeconomically Disadvantaged** | 331 | 18.3 |
| **Students with Disabilities** | 172 | 9.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 51 | 2.8 |
| **American Indian** | 3 | 0.2 |
| **Asian** | 314 | 17.4 |
| **Filipino** | 30 | 1.7 |
| **Hispanic** | 360 | 19.9 |
| **Two or More Races** | 92 | 5.1 |
| **Pacific Islander** | 4 | 0.2 |
| **White** | 949 | 52.5 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|

**Academic Performance**

**English Language Arts**

Blue

**Mathematics**

Blue

**College/Career**

Yellow

**Academic Engagement**

**Graduation Rate**

Blue

**Conditions & Climate**

**Suspension Rate**

Orange

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 1 | 2 | 1 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Blue | No Performance Color | No Performance Color |
| 90.3 points above standard | 72.6 points below standard | 0 Students |
| Increased ++8.7 points | Declined Significantly -47.3 points | |
| 439 | 26 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 8.2 points above standard | 64.2 points below standard |
| | Increased Significantly ++17.8 points | Maintained ++0.3 points |
| 2 | 82 | 28 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 113.7 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| | | Declined -6.6 points | |
| 7 | 1 | 91 | 10 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Blue |
| 17.1 points above standard | 115.3 points above standard | 0 Students | 111.5 points above standard |
| Declined -5.8 points | Increased ++12.3 points | | Increased Significantly ++23.9 points |
| 87 | 25 | | 217 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

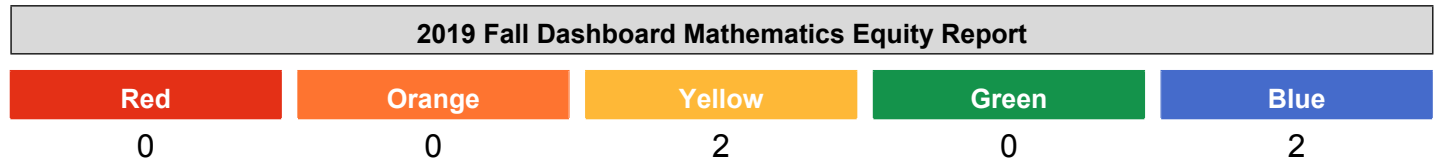| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 125.9 points below standard | 1.7 points above standard | 102 points above standard |
| Declined Significantly -30.5 points | Declined Significantly -38.8 points | Increased ++13.4 points |
| 15 | 11 | 314 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 2 | 0 | 2 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | No Performance Color | |
| 63.8 points above standard | 79.1 points below standard | |
| Increased ++10.7 points | Declined Significantly -72 points | |
| 371 | 22 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Yellow | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 35 points below standard | 130.2 points below standard |
| | Maintained ++2.4 points | Declined -12.1 points |
| 1 | 59 | 21 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>6 | | Blue<br><br>132.4 points above standard<br><br>Increased Significantly ++15 points<br>80 | No Performance Color<br><br>Less than 11 Students - Data Not Displayed for Privacy<br><br>10 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow<br><br>32.8 points below standard<br><br>Declined -4.8 points<br><br>65 | No Performance Color<br><br>69.3 points above standard<br><br>Increased ++4.2 points<br><br>21 | | Blue<br><br>74.5 points above standard<br><br>Increased Significantly ++17.2 points<br>188 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 189.4 points below standard<br><br>Declined Significantly -107.4 points<br><br>12 | Less than 11 Students - Data Not Displayed for Privacy<br><br>10 | 66.3 points above standard<br><br>Increased ++12.2 points<br><br>273 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 46 making progress towards English language proficiency |
| Number of EL Students: 50 |
| Performance Level: Low |
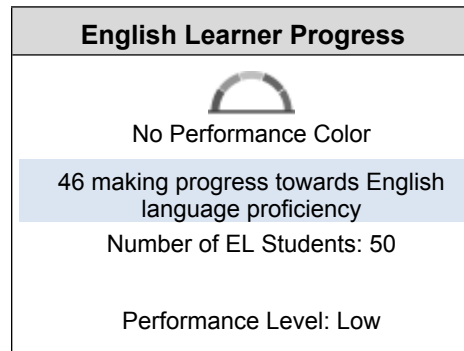
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

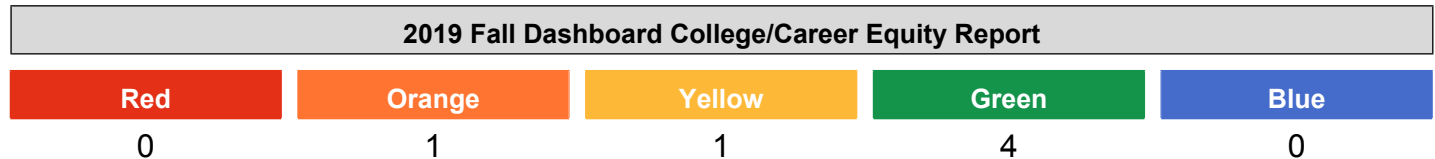| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 11 | 16 | 9 | 14 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 1 | 4 | 0 |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Green | No Performance Color |
| 69.1 | 45.7 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -4.3 | Increased +4 | |
| 560 | 35 | 1 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Yellow |
| Less than 11 Students - Data Not Displayed for Privacy | 47.3 | 28.3 |
| | Declined -4.5 | Increased +9.5 |
| 5 | 129 | 60 |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| 40 | 0 Students | 87.5 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -7.1 | | Declined -3.2 | 9 |
| 20 | | 104 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 45.3 | 83.3 | Less than 11 Students - Data Not Displayed for Privacy | 70.6 |
| Increased +2.3 | Increased Significantly +9.8 | 1 | Declined -7.7 |
| 95 | 24 | | 306 |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|---|---|
| **Class of 2017** | **Class of 2018** | **Class of 2019** |
| **Prepared** | 73.4 **Prepared** | 69.1 **Prepared** |
| **Approaching Prepared** | 12.2 **Approaching Prepared** | 14.3 **Approaching Prepared** |
| **Not Prepared** | 14.4 **Not Prepared** | 16.6 **Not Prepared** |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

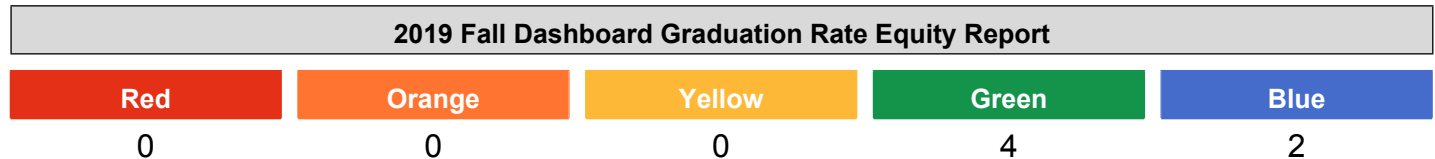**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 0 | 4 | 2 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Blue | Green | No Performance Color |
| 96.8 | 89.2 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +1.3 | Increased +7.9 | |
| 562 | 37 | 1 |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Green | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 91.6 | 85.3 |
| | Increased +2.3 | Increased +4.2 |
| 5 | 131 | 61 |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Blue | No Performance Color |
| 95 | 0 Students | 99 | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained +0.6 | | Maintained +0.9 | |
| 20 | | 104 | 9 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Blue |
| 92.8 | 100 | Less than 11 Students - Data Not Displayed for Privacy | 97.1 |
| Increased +4.5 | Increased +8.8 | | Maintained -0.6 |
| 97 | 24 | 1 | 306 |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year | |
|---|---|
| **2018** | **2019** |
| 95.5 | 96.8 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 4 | 2 | 0 |
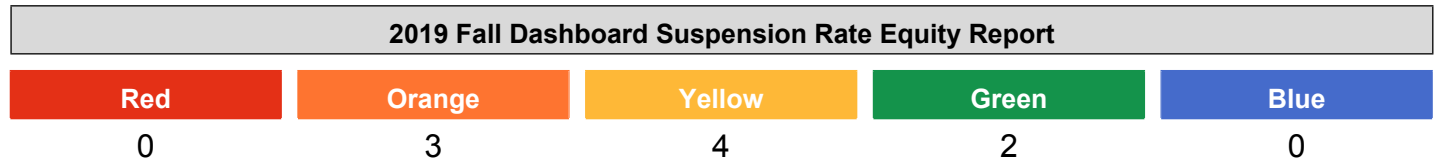
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Orange | Yellow | No Performance Color |
| 3.3 | 6.9 | Less than 11 Students - Data Not Displayed for Privacy |
| | | 5 |
| Increased +1 | Declined -3.3 | |
| 1852 | 101 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Green |
| Less than 11 Students - Data Not Displayed for Privacy | 6.8 | 5.9 |
| 7 | | |
| | Maintained +0.1 | Declined -1.7 |
| | 382 | 202 |

## 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Yellow | No Performance Color | Green | Orange |
| 7.8 | Less than 11 Students - Data Not Displayed for Privacy 4 | 1.3 | 3.3 |
| Declined -0.9 | | Maintained 0 | Increased +3.3 |
| 51 | | 320 | 30 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | Yellow | No Performance Color | Orange |
| 4.4 | 3.2 | Less than 11 Students - Data Not Displayed for Privacy 4 | 3.2 |
| Maintained +0.1 | Maintained +0.2 | | Increased +1.8 |
| 383 | 95 | | 965 |

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|---|---|---|
| | 2.3 | 3.3 |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Core Academic Subjects

### Goal Statement

Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)

### LCAP Goal

Close the Achievement Gap

### Basis for this Goal

Student enrollment in courses
Scores on 11th grade CAASPP
D/F Lists
CDE Dashboard Grid

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

### Planned Strategies/Activities

## Strategy/Activity 1

English, Math, Science and Social Studies teachers will collaborate to develop course consistency in at least one course.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

7/1/2020- 6/30/2021

### Person(s) Responsible

Administration and Lead Teachers

### Proposed Expenditures for this Strategy/Activity

| Amount | 6,500 |
|---|---|

| Source | District Funded |
|---|---|
| **Budget Reference** | 1000-1999: Certificated Personnel Salaries |
| **Description** | Release time for English, Math, Science and Social Studies teachers to conference and collaborate |
| **Source** | District Funded |
| **Budget Reference** | None Specified |

# Strategy/Activity 2

Establish a Multi-tiered System of Supports (MTSS) for all students focusing on Tier 1.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020- 6/30/2021

## Person(s) Responsible

MTSS

## Proposed Expenditures for this Strategy/Activity

| Source | LCFF - Base |
|---|---|
| **Amount** | 1,500 |
| **Source** | District Funded |
| **Description** | MTSS Leadership Team organizes meetings and monitors student progress |

# Strategy/Activity 3

## Students to be Served by this Strategy/Activity

## Timeline

## Person(s) Responsible

## Proposed Expenditures for this Strategy/Activity

| Source | LCFF - Base |
|---|---|

# Strategy/Activity 4

Provide library resources appropriate for English Learners and at-promise students

## Students to be Served by this Strategy/Activity

All

## Timeline

| 7/1/2020 - 6/30/2021 |
|---|

## Person(s) Responsible

| Principal Tom McHale and Librarian Bruce Cummings |
|---|

## Proposed Expenditures for this Strategy/Activity

| Amount | 5,000 |
|---|---|
| Source | LCFF - Base |
| Description | Monitor and improve library resources |
| Source | LCFF - Supplemental |

# Strategy/Activity 5

| AVID program coordination and support<br>* AVID Coordinator .2 FTE<br>* AVID Tutors (1 tutor per 7 students)<br>* AVID materials, resource texts, field trips (not including subs)<br>* AVID Summer Institute (5 participants, including administrator)<br>* YCOE AVID Collaborative PD (not including subs) |
|---|

## Students to be Served by this Strategy/Activity

| AVID Students |
|---|

## Timeline

| 7/1/2020- 6/30/2021 |
|---|

## Person(s) Responsible

| Principal Tom McHale,<br>AVID Coordinator Kelly McInturf |
|---|

## Proposed Expenditures for this Strategy/Activity

| Amount | 20,000 |
|---|---|
| Source | District Funded |
| Description | AVID Coordinator .2 FTE |
| Amount | 3,000 |
| Source | District Funded |
| Description | AVID Tutors |
| Amount | 4,000 |
| Source | District Funded |
| Description | AVID class materials, curriculum, resource texts, recruiting expenses & field trips |

| | |
|---|---|
| **Amount** | 4,000 |
| **Source** | District Funded |
| **Description** | AVID Summer Institute |
| **Amount** | 600 |
| **Source** | District Funded |
| **Description** | Sacramento County Office of Education Collaborative AVID PD |

## Strategy/Activity 6

DHS World Civilizations Bilingual Paraeducator, 1.0 FTE

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

7/1/2020- 6/30/2021

## Person(s) Responsible

Administration, Teacher David Achimore

## Proposed Expenditures for this Strategy/Activity

| | |
|---|---|
| **Amount** | 26,000 |
| **Source** | District Funded |
| **Budget Reference** | 2000-2999: Classified Personnel Salaries |
| **Description** | Bilingual Paraeducator, 1.0 FTE |

## Strategy/Activity 7

Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center.
Fund additional tutors for the Academic Center.
Improve students' awareness of the Academic Center.
Support regular push-in of Academic Center tutors into ACES and AVID classes.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Principal Tom McHale, Academic Center Supervisor, Elodia Alvarez, District EL Coordinator Ricardo Perez

## Proposed Expenditures for this Strategy/Activity

| Amount | 31,000 |
|---|---|
| Source | District Funded |
| Description | Academic Center Tutors |

| Amount | 25,400 |
|---|---|
| Source | LCFF - Base |
| Description | Academic Center Coordinator |

| Amount | 28,600 |
|---|---|
| Source | LCFF - Supplemental |
| Description | Academic Center Coordinator |

| Amount | 24,500 |
|---|---|
| Source | LCFF - Supplemental |
| Description | Academic Center UCD Work Study Tutors |

| Amount | 2,000 |
|---|---|
| Source | LCFF - Base |
| Description | Academic Center Lead Tutor |

| Amount | 7,000 |
|---|---|
| Source | LCFF - Base |
| Description | Academic Center Science Tutors |

# Strategy/Activity 8

Keep files of mandated English Learner notifications and documents.

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Principal Tom McHale; Ricardo Perez, David Achimore, and Para-educator support

## Proposed Expenditures for this Strategy/Activity

| Amount | 3,000 |
|---|---|
| Source | District Funded |

| Description | EL Dist. Para Mandates |
|---|---|

## Strategy/Activity 9

DHS EL Mentors working through the DHS Academic Center

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

7/1/2020-6/30/2021

### Person(s) Responsible

Administration, and Elodia Alvarez, Academic Center Coordinator

### Proposed Expenditures for this Strategy/Activity

| Amount | 7,750 |
|---|---|
| Source | District Funded |
| Description | EL Mentor VSA |

| Amount | 1,000 |
|---|---|
| Source | District Funded |
| Description | EL Mentor Coordinator VSA |

## Strategy/Activity 10

Provide additional professional development for all teachers in English Learner teaching strategies

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

7/1/2020- 6/30/2021

### Person(s) Responsible

Administration, All teachers, Ricardo Perez

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

21st Century Teaching and Learning

### Goal Statement

In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.

### LCAP Goal

Explore and advance 21st Century Teaching and Learning Opportunities

### Basis for this Goal

Tracking site visits
Collecting data on teacher collaboration
Collect research on best practices analyzed by staff
Action plan created through year's inquiry
Pre and post surveys to be collected from staff on inquiry
DJUSD Graduate Profile inquiry

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

### Planned Strategies/Activities

### Strategy/Activity 1

Teachers will incorporate school-wide learning outcomes (Graduate Profile Competencies) into their instructional practices.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

7/1/2020 - 6/30/2021

### Person(s) Responsible

Administrators, teachers and paraeducators

### Proposed Expenditures for this Strategy/Activity

| Source | District Funded |
|--------|-----------------|
| Source | LCFF - Base |
| Source | LCFF - Supplemental |
| Source | LCFF - Supplemental |
| Source | LCFF - Base |

# Strategy/Activity 2

Health Science Seed Funds

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Administration, Department Chairs

## Proposed Expenditures for this Strategy/Activity

| Amount | 1,000 |
|--------|-------|
| Source | District Funded |
| Description | Health Science teacher will use funds to support the new introductory course |

# Strategy/Activity 3

Expand and improve CTE program to incorporate 21st century teaching and learning

## Students to be Served by this Strategy/Activity

All students

## Timeline

7/01/2020-6/30/2021

## Person(s) Responsible

Administration, CTE teachers, prospective CTE staff, District Office

## Proposed Expenditures for this Strategy/Activity

| Source | District Funded |
|--------|-----------------|
| Source | District Funded |

# Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

**Source**                          LCFF - Supplemental

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Inclusive School Environment

### Goal Statement

Increasing a positive school climate, focusing especially on student connectedness to school, school safety, and student participation.  Explore opportunities for cultural awareness and health and wellness.

### LCAP Goal

Create an inclusive school environment for all students

### Basis for this Goal

YouthTruth Survey 2019 results
Percentage of students engaged in extracurricular activities---sports, clubs, ASB events, etc.
Inclusive/cooperative instructional strategies used in classrooms

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

### Planned Strategies/Activities

### Strategy/Activity 1

Focus on transition of students from 9th to 10th grades and continue year-long sophomore student orientation and support program through Link Crew and implement informational programs

#### Students to be Served by this Strategy/Activity

10th Grade Students

#### Timeline

7/1/2020 - 6/30/2021

#### Person(s) Responsible

Principal Tom McHale, Teacher Bill Williams

### Proposed Expenditures for this Strategy/Activity

| Amount | 1,000 |
|---|---|
| Source | LCFF - Base |
| Description | Link Crew |

## Strategy/Activity 2

Assemblies and Student Support Workshops
- Careers
- Student Health and Wellbeing
- DHS Graduates

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020- 6/30/2021

## Person(s) Responsible

DSHS Administration

## Proposed Expenditures for this Strategy/Activity

| Amount | 1,050 |
|---|---|
| Source | LCFF - Base |
| Description | Assemblies |

## Strategy/Activity 3

DHS Parent Liaison for Low SES students

## Students to be Served by this Strategy/Activity

Students at-risk

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Principal Tom McHale, Parent Liaison

## Proposed Expenditures for this Strategy/Activity

| Amount | 5,000 |
|---|---|
| Source | District Funded |
| Description | VSA |

## Strategy/Activity 4

Develop an integrated Student Health and Wellness Program

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020-6/30/2021

## Person(s) Responsible

Adlministration

## Proposed Expenditures for this Strategy/Activity

| Amount | 2,000 |
|---|---|
| Source | LCFF - Base |
| Description | Provide seed funds to expand Health and Wellness supports on campus. |

| Amount | 11,360 |
|---|---|
| Source | LCFF - Supplemental |
| Description | Funds will support drug and alcohol counseling |

| Amount | 3,948 |
|---|---|
| Source | LCFF - Base |
| Description | Lunchtime Intramural Coordinator |

| Amount | 1,340 |
|---|---|
| Source | LCFF - Supplemental |
| Description | Supplies for Lunchtime Intramural Program |

# Strategy/Activity 5

Evaluate and integrate attendance support programs and practices

## Students to be Served by this Strategy/Activity

All Students

## Timeline

7/1/2020- 6/30/2021

## Person(s) Responsible

Administration, Truancy Lead, Attendance Assistants, Student Success Center

## Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

**Subject**

**Goal Statement**

**LCAP Goal**

**Basis for this Goal**

**Expected Annual Measurable Outcomes**

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

**Planned Strategies/Activities**

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

## Subject

## Goal Statement

## LCAP Goal

## Basis for this Goal

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

## Planned Strategies/Activities

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 6

**Subject**

**Goal Statement**

**LCAP Goal**

**Basis for this Goal**

**Expected Annual Measurable Outcomes**

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |

**Planned Strategies/Activities**

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 7

**Subject**

**Goal Statement**

**LCAP Goal**

**Basis for this Goal**

**Expected Annual Measurable Outcomes**

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

**Planned Strategies/Activities**

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 8

**Subject**

**Goal Statement**

**LCAP Goal**

**Basis for this Goal**

**Expected Annual Measurable Outcomes**

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

**Planned Strategies/Activities**

### Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 1

Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 1

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Each department will produce a common syllabus for one synonymous course. | | Release time for English, Math, Science and Social Studies teachers to conference and collaborate 1000-1999: Certificated Personnel Salaries District Funded 6,500<br><br>None Specified District Funded | |
| CARES Intervention Team will meet at least once a month to identify and discuss at-risk and High Priority students. CARES team will create and support a system of academic conferencing for Social Studies, English, Science, and Math. (This was suspended.) | | LCFF - Base<br><br>CARES Leadership Team organizes meetings, monitors student progress, and coordinates conferencing  District Funded 1,500 | |
| Establish a Multi-tiered System of Supports (MTSS) for all students focusing on Tier 1. | | LCFF - Base | |
| Provide library resources appropriate for English Learners and at-promise students | | Monitor and improve library resources  LCFF - Base 5,000<br><br>LCFF - Supplemental | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| AVID program coordination and support<br>* AVID Coordinator .2 FTE<br>* AVID Tutors (1 tutor per 7 students)<br>* AVID materials, resource texts, field trips (not including subs)<br>* AVID Summer Institute (5 participants, including administrator)<br>* YCOE AVID Collaborative PD (not including subs) | | AVID Coordinator .2 FTE District Funded 20,000 | |
| | | AVID Tutors District Funded 3,000 | |
| | | AVID class materials, curriculum, resource texts, recruiting expenses & field trips<br><br>District Funded 4,000 | |
| | | AVID Summer Institute District Funded 4,000 | |
| | | Sacramento County Office of Education Collaborative AVID PD District Funded 600 | |
| DHS World Civilizations Bilingual Paraeducator, 1.0 FTE | | Bilingual Paraeducator, 1.0 FTE 2000-2999: Classified Personnel Salaries District Funded 26,000 | |
| Continue to integrate Academic Center services with support of DHS classroom curriculum.<br>Continue to make connections with students served by the Academic Center.<br>Fund additional tutors for the Academic Center.<br>Improve students' awareness of the Academic Center.<br>Support regular push-in of Academic Center tutors into ACES and AVID classes. | | Academic Center Tutors District Funded 31,000 | |
| | | Academic Center Coordinator LCFF - Base 25,400 | |
| | | Academic Center Coordinator LCFF - Supplemental 28,600 | |
| | | Academic Center UCD Work Study Tutors LCFF - Supplemental 24,500 | |
| | | Academic Center Lead Tutor LCFF - Base 2,000 | |
| | | Academic Center Science Tutors LCFF - Base 7,000 | |
| Keep files of mandated English Learner notifications and documents. | | EL Dist. Para Mandates District Funded 3,000 | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| DHS EL Mentors working through the DHS Academic Center | | EL Mentor VSA District Funded 7,750 | |
| | | EL Mentor Coordinator VSA District Funded 1,000 | |
| Provide additional professional development for all teachers in English Learner teaching strategies | | | |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Academic Center: Students received tutoring from trained UCD tutors and connected to our campus through the community there.
MTSS: The MTSS Committee through its first year implementation process examined data---D/F lists, truancy, etc. to determine patterns and areas of focus. Teachers examined barriers to learning in their classrooms and began implement a strategy to overcome barrier and gather data from strategy implementation.
EL Mentor Tutors: Through the Academic Center UCD tutors met with EL Students and served as mentors.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Academic Center: 788 students received tutoring at the Academic Center. 80/89 EL students participated. The Academic Center provided more than 5,200 individual tutoring sessions. 35/61 mainstream students noted improved grades in at least one class; 18/20 EL students and 20/30 RFEP students with ten or more tutoring sessions.
MTSS: The Committee combined efforts with our Professional Development Team to focus on Tier 1 interventions.Teachers, through their lateral teams, focused on a strategy to implement to overcome a barrier to learning in their classrooms.
This endeavor was suspended due to the closure of our school.
EL Mentor Tutors: The program served 89 EL students. Tutors met with students to build positive relationships, help them to connect to school, and assist them to access resources. Student created SMART goals to help them focus on their academics and mentors helped them to address challenges.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

English, Math, Social Studies and Science will continue their work on courses consistency focusing on one course. The MTSS Team will continue fostering Tier 1 supports in the classroom. More analysis of impact of tutoring on grade improvement will take place.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 2

In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 2

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Teachers will incorporate school-wide learning outcomes (Graduate Profile Competencies) into their instructional practices. | | District Funded | |
| | | LCFF - Base | |
| | | LCFF - Supplemental | |
| | | LCFF - Supplemental | |
| | | LCFF - Base | |
| Supplemental Materials for Best Practices Research | | Staff will explore 21st century teaching and learning through the Graduate Profile Indicators  District Funded 1,000 | |
| Expand and improve CTE program to incorporate 21st century teaching and learning | | District Funded | |
| | | District Funded | |
| | | LCFF - Supplemental | |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Graduate Profile: Department Lateral Teams selected one or two Graduate Profile competencies and documented strategies they were implementing in their classrooms.  As part of the evaluation process, Temporary and Probationary 1 and  2 teachers selected two Graduate Profile competencies to focus on this year.
CTE: DHS developed a rationale for CTE programming, reviewed data, and expanded and further defined pathway opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Graduate Profile: Teachers became more aware of the Graduate Profile Competencies. Teachers documented and shared their practices. New teachers documented the implementation of strategies to foster student achievement of the Graduate Profile competencies. Their worked formed a focus of discussion on professional growth with the principal. CTE: DHS submitted facilities grants successfully to enhance three pathways. Teachers achieved required certification. Pathway programs were enhanced, restructured, and expanded from three to six. Student enrollment in our pathways increased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Seed money will be provided to the new Health Sciences Pathway

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 3

Increasing a positive school climate, focusing especially on student connectedness to school, school safety, and student participation.  Explore opportunities for cultural awareness and health and wellness.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 3

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Focus on transition of students from 9th to 10th grades and continue year-long sophomore student orientation and support program through Link Crew and implement informational programs | | Link Crew  LCFF - Base 1,000 | |
| Assemblies and Student Support Workshops<br>• Careers<br>• Student Health and Wellbeing<br>• DHS Graduates | | Assemblies  LCFF - Base 1,050 | |
| DHS Parent Liaison for Low SES students | | VSA  District Funded 5,000 | |
| Develop an integrated Student Health and Wellness Program | | Provide seed funds to expand Health and Wellness supports on campus.  LCFF - Base 2,000 | |
| | | Funds will support drug and alcohol counseling LCFF - Supplemental 10,000 | |
| | | Lunchtime Intramural Coordinator  LCFF - Base 3,500 | |

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| | | Supplies for Lunchtime Intramural Program LCFF - Supplemental 1,340 | |
| Evaluate and integrate attendance support programs and practices | | | |

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Link Crew: This support program for incoming 10th grade students began with the orientation before the school year began.
Connections with JHS: DHS personnel---Librarian, counselors, office staff---visited Harper JHS at lunch to meet with students.  CTE Pathways representatives visited 9th graders at the three junior high schools to encourage them to get involved and join a pathway.
Parent Liaison: Through phone calls and meetings, staff engaged with our EL students and families to provide support and help them access our school's resources.
Drug and Alcohol Intervention: Through a Recovery Happens counselor, students struggling with alcohol and drug use, were supported and counseled.
Lunchtime Intramurals: Two PE teachers organized this program to promote physical fitness, connectedness to school, and friendships. Students participated in organized games and tournaments in basketball and badminton as well as open gym opportunities until the closure of school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Link Crew: Nearly 100 Link Crew Leaders conducted the orientation for more than 500 students. Leaders and student participated in activities throughout the year such as Homecoming, lunch events and a donation drive. Leaders checked in with their students to offer help with academics and social needs.
Connections with JHS: Students and teachers reported the CTE presentations were very useful and helped them to better understand our programs and school. Enrollment in our programs increased.
Parent Liaison: Staff made phone calls to families whose students were truant or needed assistance. Staff served as translators, tutored students, and helped organize and facilitate ELAC meetings. ELAC meetings were the best attended meetings in recent memory. Staff collaborated with counselors and administrators to coordinate support and intervention efforts. Staff provided excellent support through the distance learning period---helping students and families to access and navigate necessary technology and delivering hard copies of curriculum to families.
Drug and Alcohol Intervention: The Recovery Happens counselor met with students every Friday. She worked with approximately 40 students. Most students were seen for alcohol, marijuana, vaping, with other students being seen for use of mushrooms, opiates, acid, and other substances. She met with some students only once with a few students over two years.
Lunchtime Intramurals: The program ran each week, M-W-F and between 20-40 students participated each day. The activities fostered fellowship and good-natured competition. Students could make up PE credit. Students had a safe place on campus to connect with others. Students who were no longer in PE or were not involved in organized athletics had opportunities to participate. Students reported their positive experiences through surveys and other means.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Work focusing on 9-10th grade transition will expand with greater collaboration with JHS administrators and teachers.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 4

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 4

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 5

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 5

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 6

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 6

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 7

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 7

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

## SPSA Year Reviewed: 2019-20

## Goal 8

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|

## Strategies/Activities for Goal 8

| Planned Strategy/Activity | Actual Strategy/Activity | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 227,548.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF - Base | 47398 | 0.00 |
| LCFF - Supplemental | 65700 | -100.00 |
| District Funded | 0 | -114,350.00 |

# Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| District Funded | 114,350.00 |
| LCFF - Base | 47,398.00 |
| LCFF - Supplemental | 65,800.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 8,050.00 |
| 1000-1999: Certificated Personnel Salaries | 6,500.00 |
| 2000-2999: Classified Personnel Salaries | 26,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | District Funded | 75,850.00 |
| | District Funded | 6,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 6,500.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 26,000.00 |
| | LCFF - Base | 45,348.00 |
| | LCFF - Base | 2,050.00 |
| | LCFF - Supplemental | 65,800.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Tom McHale | Principal |
| Mark Simi (Alternate) | Other School Staff |
| Sarah O'Keefe | Classroom Teacher |
| Nick Curro | Parent or Community Member |
| Eugene Chen | Secondary Student |
| Stephanie Schoen | Parent or Community Member |
| Bruce Cummings | Classroom Teacher |
| Caroline Johnson | Secondary Student |
| Hiram Jackson | Parent or Community Member |
| Vicki Rich | Classroom Teacher |
| Elodia Alvarez | Other School Staff |
| Jack Driggers | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
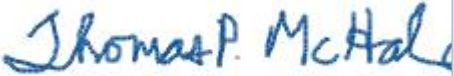
| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |
| | Departmental Advisory Committee |
| | Other: School Climate Committee<br>Site Leadership Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-21-19.

Attested:

| | |
|---|---|
| | Principal, Thomas P. McHale on 6/16/20 |
| | SSC Chairperson, Hiram Jackson on 6/16/20 |

# Addendum

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?  A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal.  Strategies and activities that are implemented to achieve the identified goal may be grouped together.  A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

## Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## Annual Review and Update
The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

## Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# Appendix B: Select State and Federal Programs

## Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program