

School Year: **2019-20**

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. Davis, CA 95616-1914
County-District-School (CDS) Code	57726785732201
Principal	Thomas P. McHale
District Name	Davis Joint Unified School District
SPSA Revision Date	6-6-18
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 22, 2017

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.

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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 2018 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 ten years of school administration experience and served for fifteen years as a social studies teacher at D.S.H.S. Three assistant principals, Amelia Hess, Kellie Sequeira, Mark Simi, Athletic Director, Jeff Lorenson, and 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 2018-19 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, CARES and Academic Center. Site Council members discussed data from sources such as the YouthTruth Survey and Dashboard. Information gathered from these sources informed our work on our WASC mid-cycle Report and our SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.2%	0.11%	7	3	2
African American	2.2%	3.2%	3.09%	37	55	54
Asian	18.4%	19.3%	18.34%	309	329	321
Filipino	1.8%	1.9%	2.17%	30	32	38
Hispanic/Latino	17.6%	15.7%	18.46%	296	268	323
Pacific Islander	0.1%	0.1%	0.11%	2	2	2
White	54.7%	55.0%	52.11%	921	938	912
Multiple/No Response	0.1%	0.1%	0.11%	1	1	2
Total Enrollment				1,683	1,705	1750

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10	596	580	611
Grade 11	557	593	574
Grade 12	530	532	565
Total Enrollment	1,683	1,705	1,750

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	76	77	88	4.5%	4.5%	5.0%
Fluent English Proficient (FEP)	364	362	384	21.6%	21.2%	21.9%
Reclassified Fluent English Proficient (RFEP)	20	11	23	26.3%	14.5%	29.9%

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	550	580	571	526	532	493	517	529	488	95.6	91.7	86.3
All Grades	550	580	571	526	532	493	517	529	488	95.6	91.7	86.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2685.	2675.	2667.	60	55.01	54.51	27	28.92	25.20	8	9.45	10.25	5	6.62	10.04
All Grades	N/A	N/A	N/A	60	55.01	54.51	27	28.92	25.20	8	9.45	10.25	5	6.62	10.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	58.22	53.70	33	32.89	36.01	4	8.88	10.29
All Grades	62	58.22	53.70	33	32.89	36.01	4	8.88	10.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	66	65.15	63.22	28	26.70	25.83	6	8.14	10.95
All Grades	66	65.15	63.22	28	26.70	25.83	6	8.14	10.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	44.99	45.77	50	49.15	47.63	5	5.86	6.60
All Grades	45	44.99	45.77	50	49.15	47.63	5	5.86	6.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	68	61.17	59.09	29	32.77	30.79	3	6.06	10.12
All Grades	68	61.17	59.09	29	32.77	30.79	3	6.06	10.12

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	549	580	571	504	514	451	499	514	451	91.8	88.6	79
All Grades	549	580	571	504	514	451	499	514	451	91.8	88.6	79

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2691.	2676.	2681.	45	39.11	44.35	29	32.30	27.27	14	15.76	15.08	12	12.84	13.30
All Grades	N/A	N/A	N/A	45	39.11	44.35	29	32.30	27.27	14	15.76	15.08	12	12.84	13.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	59	54.78	58.35	27	27.49	25.17	13	17.74	16.48
All Grades	59	54.78	58.35	27	27.49	25.17	13	17.74	16.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	42.30	50.00	42	42.88	34.68	11	14.81	15.32
All Grades	47	42.30	50.00	42	42.88	34.68	11	14.81	15.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	48.05	50.33	37	42.22	40.35	8	9.73	9.31
All Grades	55	48.05	50.33	37	42.22	40.35	8	9.73	9.31

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	1608.8	1617.4	1599.8	30
Grade 11	1543.0	1531.0	1554.6	25
Grade 12	1576.8	1585.9	1567.1	22
All Grades				77

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	18	60.00	*	*	*	*	*	*	30
Grade 11	*	*	*	*	*	*	*	*	25
Grade 12	*	*	*	*	*	*	*	*	22
All Grades	37	48.05	14	18.18	15	19.48	11	14.29	77

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	23	76.67	*	*	*	*	*	*	30
Grade 11	12	48.00	*	*			*	*	25
Grade 12	12	54.55	*	*	*	*	*	*	22
All Grades	47	61.04	15	19.48	*	*	13	16.88	77

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10	15	50.00	*	*	*	*	*	*	30
Grade 11	*	*	*	*	*	*	*	*	25
Grade 12	*	*	*	*	*	*	*	*	22
All Grades	26	33.77	16	20.78	14	18.18	21	27.27	77

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	20	66.67	*	*	*	*	30
Grade 11	*	*	*	*	*	*	25
Grade 12	11	50.00	*	*	*	*	22
All Grades	39	50.65	22	28.57	16	20.78	77

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	22	73.33	*	*	*	*	30
Grade 11	14	56.00	*	*	*	*	25
Grade 12	16	72.73	*	*	*	*	22
All Grades	52	67.53	16	20.78	*	*	77

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	13	43.33	*	*	*	*	30
Grade 11	*	*	*	*	13	52.00	25
Grade 12	*	*	*	*	*	*	22
All Grades	23	29.87	25	32.47	29	37.66	77

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	13	43.33	14	46.67	*	*	30
Grade 11	*	*	12	48.00	*	*	25
Grade 12	*	*	*	*	*	*	22
All Grades	28	36.36	36	46.75	13	16.88	77

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,750	18.1%	5.0%	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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	5.0%
Foster Youth	3	0.2%
Homeless	5	0.3%
Socioeconomically Disadvantaged	316	18.1%
Students with Disabilities	152	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	3.1%
American Indian	2	0.1%
Asian	321	18.3%
Filipino	38	2.2%
Hispanic	323	18.5%
Two or More Races	96	5.5%
Pacific Islander	2	0.1%
White	912	52.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Blue

English Learner Progress



No Performance Color

College/Career



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

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:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>81.6 points above standard</p> <p>Declined -12.6 points</p> <p>481 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>25.3 points below standard</p> <p>Declined -35.9 points</p> <p>29 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>9.6 points below standard</p> <p>Declined -38.9 points</p> <p>82 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>57.4 points below standard</p> <p>Declined -20.6 points</p> <p>39 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.4 points below standard Declined -48.7 points 16 students	 No Performance Color 0 Students	 Green 120.4 points above standard Declined -3.1 points 98 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.9 points above standard Declined -8.9 points 74 students	 No Performance Color 103.1 points above standard Declined -11.3 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 87.6 points above standard Declined -15.2 points 259 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.4 points below standard 14 students	40.4 points above standard Maintained -1.3 points 15 students	88.6 points above standard Declined -9.8 points 355 students

Conclusions based on this data:

1.

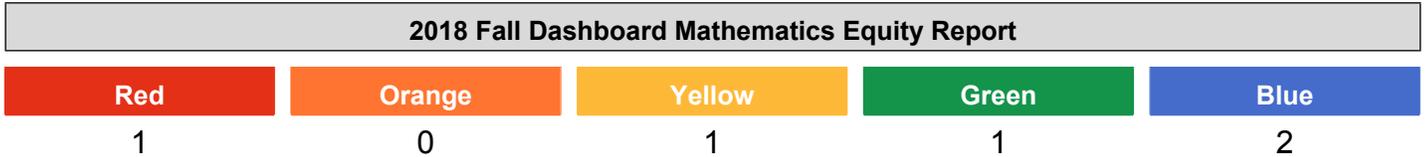
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>53.1 points above standard</p> <p>Increased 3.1 points</p> <p>439 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>7.1 points below standard</p> <p>Increased</p> <p>18.6 points 28 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>37.4 points below standard</p> <p>Declined -14.4 points</p> <p>73 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>116.1 points below standard</p> <p>Declined -10.2 points</p> <p>36 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 78.3 points below standard Declined -40.8 points 12 students	 No Performance Color 0 Students	 Blue 117.4 points above standard Increased 14.1 points 93 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 28 points below standard Increased 4 points 67 students	 No Performance Color 65.1 points above standard Increased 3.1 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 57.3 points above standard Increased 4.1 points 234 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82 points below standard Increased 78.1 points 13 students	59.2 points above standard Increased 21.2 points 15 students	54.1 points above standard Maintained 2.8 points 322 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
77	48.1%	18.2%	19.5%	14.3%

Conclusions based on this data:

1.

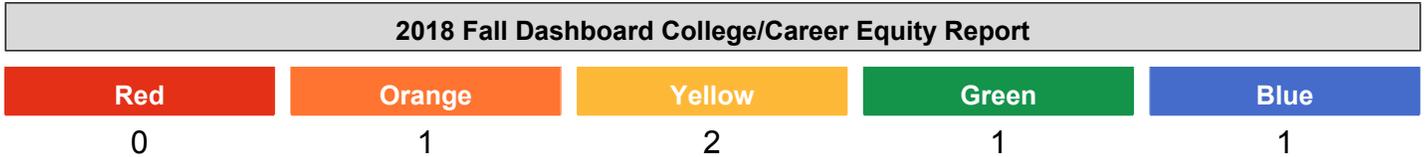
School and Student Performance Data

Academic Performance College/Career

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>73.4% prepared</p> <p>Declined -6.9%</p> <p>556 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>41.7% prepared</p> <p>Maintained 1.7%</p> <p>48 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>18.2% prepared</p> <p>Declined -6.8%</p> <p>11 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>51.8% prepared</p> <p>Declined -5.7%</p> <p>137 students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>18.9% prepared</p> <p>Increased 7.1%</p> <p>53 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 47.1% prepared 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 90.7% prepared Maintained -1.4% 107 students	 No Performance Color 76.9% prepared 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43% prepared Maintained 0.2% 93 students	 No Performance Color 73.5% prepared Maintained 1.3% 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 78.3% prepared Declined -7.6% 290 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
76.5% Prepared	80.3 Prepared	73.4 Prepared
12% Approaching Prepared	9.4 Approaching Prepared	12.2 Approaching Prepared
11.6% Not Prepared	10.3 Not Prepared	14.4 Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

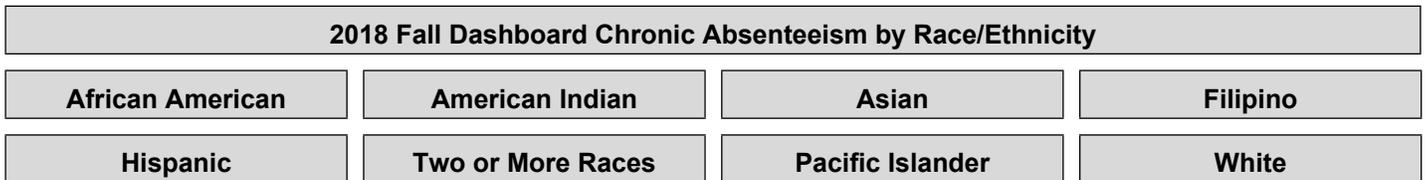
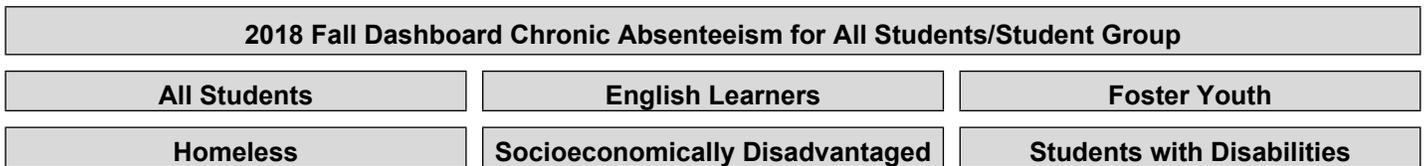
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

- 1.

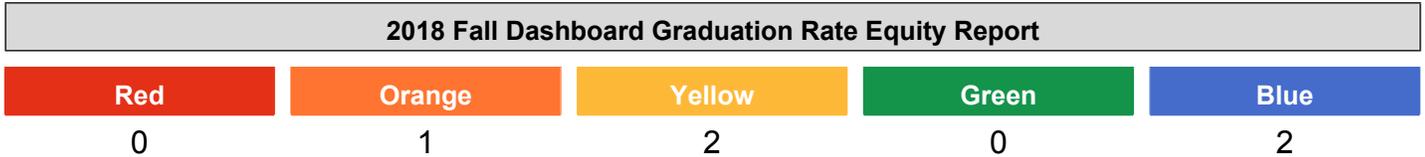
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 95.5% graduated Maintained -0.3% 556 students	<p>English Learners</p>  No Performance Color 81.3% graduated Declined -8.8% 48 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 72.7% graduated Declined -10.6% 11 students	<p>Socioeconomically Disadvantaged</p>  Yellow 89.1% graduated Maintained -0.1% 137 students	<p>Students with Disabilities</p>  Yellow 79.2% graduated Increased +17.5% 53 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.1% graduated 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 98.1% graduated Maintained +0.1% 107 students	 No Performance Color 92.3% graduated 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 88.2% graduated Declined -1.4% 93 students	 No Performance Color 91.2% graduated Declined -3.3% 34 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 97.6% graduated Maintained +0.9% 290 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
95.8% graduated	95.5% graduated

Conclusions based on this data:

- 1.

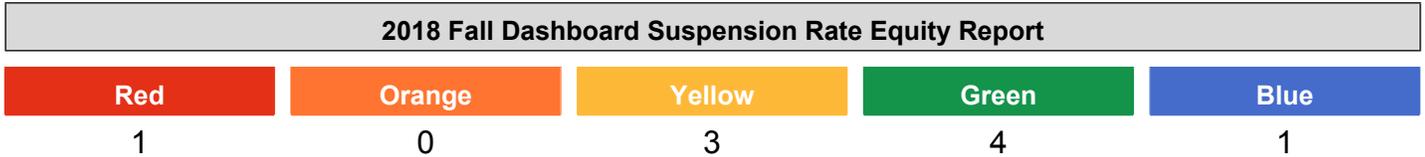
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 2.3% suspended at least once Declined -1.2% 1802 students	<p>English Learners</p>  Red 10.2% suspended at least once Increased 3.4% 98 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color 18.2% suspended at least once Increased 1.5% 11 students	<p>Socioeconomically Disadvantaged</p>  Yellow 6.7% suspended at least once Declined -2.3% 356 students	<p>Students with Disabilities</p>  Yellow 7.6% suspended at least once Declined -4% 170 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 8.8% suspended at least once Declined -8.8% 57 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 1.2% suspended at least once Declined -1.5% 327 students	 Blue 0% suspended at least once Maintained 0% 38 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.4% suspended at least once Declined -1.6% 343 students	 Green 3% suspended at least once Declined -2% 101 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 1.4% suspended at least once Declined -0.9% 932 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.2% suspended at least once	3.5% suspended at least once	2.3% suspended at least once

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

Teachers in every department will produce and implement common formative and summative assessments through academic conference, pilot them by the end of the first semester, and gather and analyze data to guide their instruction and improve student achievement. Each department will produce a common syllabus for one synonymous course.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019- 6/30/2020

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

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.

Students to be Served by this Strategy/Activity

10th Grade Students in the Achievement Gap

Timeline

7/1/2019- 6/30/2020

Person(s) Responsible

Administration and CARES Leadership Team

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
Amount	1,500
Source	District Funded
Description	CARES Leadership Team organizes meetings, monitors student progress, and coordinates conferencing

Strategy/Activity 3

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

7/1/2019- 6/30/2020

Person(s) Responsible

Administration, MTSS Team

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
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Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2019 - 6/30/2020

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

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

Students to be Served by this Strategy/Activity

AVID Students

Timeline

7/1/2019- 6/30/2020

Person(s) Responsible

Principal Tom McHale,
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

7/1/2019- 6/30/2020

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

7/1/2019-6/30/2020

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

7/1/2019-6/30/2020

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

7/1/2019-6/30/2020

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

7/1/2019- 6/30/2020

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

7/1/2018 - 6/30/2019

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

Supplemental Materials for Best Practices Research

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration, Department Chairs

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	District Funded
Description	Staff will explore 21st century teaching and learning through the Graduate Profile Indicators

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

7/01/2019-6/30/2020

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 2017 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

7/1/2019 - 6/30/2020

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

7/1/2019- 6/30/2020

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

7/1/2019-6/30/2020

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

7/1/2019-6/30/2020

Person(s) Responsible

Administration

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	10,000
Source	LCFF - Supplemental
Description	Funds will support drug and alcohol counseling
Amount	3,500
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

7/1/2019- 6/30/2020

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: 2018-19

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
<p>Teachers in every department will produce and implement common formative and summative assessments through academic conference, pilot them by the end of the first semester, and gather and analyze data to guide their instruction and improve student achievement. Each department will produce a common syllabus for one synonymous course.</p>		<p>Release time for English teachers to conference and collaborate District Funded 3,250</p>	
		<p>Release time for Math teachers to conference and collaborate. District Funded 3,250</p>	
		<p>Release time for Science teachers to conference and collaborate.</p>	
		<p>Release time for Social Studies teachers to conference and collaborate.</p>	
<p>CARES Intervention Team will meet at least once a month to identify and discuss at-risk and High Priority students. The team will assign mentors with regular outreach to students. CARES team will create and support a system of academic conferencing for Social Studies, English, Science, and Math.</p>		<p>Release time for certificated and classified personnel to meet LCFF - Base 2,500</p>	
		<p>Release time for certificated and classified personnel to meet District Funded 1,500</p>	
<p>CARES Leadership Team</p>		<p>The Intervention Team will organize and lead</p>	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		CARES meetings, monitor student progress, and coordinate academic conferencing LCFF - Base 2,955	
Library Resources		Monitor and improve library resources LCFF - Base 3,992	
		LCFF - Supplemental 4,500	
<p>AVID program coordination and support</p> <ul style="list-style-type: none"> * AVID Coordinator .2 FTE * AVID Tutors (1 tutor per 7 students) * AVID materials, resource texts, field trips (not including subs) * AVID Summer Institute (5 participants, including administrator) * 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 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 District Funded 26,000	
<p>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</p>		Academic Center Tutors District Funded 30,000	
		Academic Center Coordinator LCFF - Base 25,400	
		Academic Center Coordinator LCFF - Supplemental 28,600	
		Academic Center UCD Work Study Tutors LCFF - Supplemental 24,500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
into ACES and AVID classes.		Academic Center Lead Tutor LCFF - Base 2,000	
Keep files of mandated English Learner notifications and documents.		Academic Center Science Tutors LCFF - Base 7,000	
DHS EL Mentors working through the DHS Academic Center		EL Dist. Para Mandates District Funded 3,000	
		EL Mentor VSA District Funded 7,750	
		EL Mentor Coordinator VSA District Funded 1,000	

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: 2018-19

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
School Visits		District Funded 500	
		LCFF - Base	
		LCFF - Supplemental	
		LCFF - Supplemental	
		LCFF - Base	
Supplemental Materials for Best Practices Research		District Funded 500	
		District Funded	
		District Funded	
		LCFF - Supplemental	

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: 2018-19

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
Continue year-long sophomore student orientation and support program and implement informational programs		Link Crew LCFF - Base 1,000	
Assemblies and Student Support Workshops <ul style="list-style-type: none"> • Careers • Student Health and Wellbeing • DHS Graduates 		Assemblies LCFF - Base 1,050	
DHS Parent Liaison for Low SES students		Counseling staff VSA District Funded 5,000	
Health and Wellness Program Coordinator		Coordinate Program LCFF - Base 4,000	

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: 2018-19

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: 2018-19

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: 2018-19

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: 2018-19

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: 2018-19

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	225,740.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	46,956	6.00
LCFF - Supplemental	64,440	0.00
District Funded	114,350	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	114,350.00
LCFF - Base	46,950.00
LCFF - Supplemental	64,440.00

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	44,900.00
	LCFF - Base	2,050.00
	LCFF - Supplemental	64,440.00

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
Kellie Sequeira (Alternate)	Other School Staff
Sarah O'Keefe	Classroom Teacher
Nick Curro	Parent or Community Member
Eugene Chen	Secondary Student
Joy Klineberg	Parent or Community Member
Bruce Cummings	Classroom Teacher
Anna Seahill	Secondary Student
Hiram Jackson	Parent or Community Member
Vicki Rich	Classroom Teacher
Elodia Alvarez	Other School Staff

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:

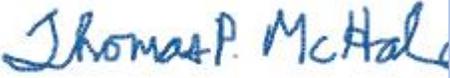
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Climate Committee Site Leadership Committee

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 5-16-19.

Attested:

	Principal, Thomas P. McHale on 5/31/19
	SSC Chairperson, Joy Klineberg on 6/3/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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 measurable 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