



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 School for Independent Study School
Address	526 B St. Davis, CA 95616
County-District-School (CDS) Code	57726785730098
Principal	Robert Kinder
District Name	Davis Joint Unified School District
SPSA Revision Date	05/08/2020
Schoolsite Council (SSC) Approval Date	05/08/2020
Local Board Approval Date	

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

Davis School for Independent Study is a small, innovative school for students in grades K-12 offering differentiated, high-quality curricular pathways to pursue educational and career goals. We combine independent study, home school, on-site classes, access to other high school and community college courses, and community learning experiences all incorporating individually tailored, challenging and engaging curriculum. We value and prioritize in personal attention and strong relationships among staff, families and students.

School Profile

Community

Davis School for Independent Study is located in Davis, California, a university community with a population of approximately 66,000. The city of Davis is located 14 miles west of Sacramento. It is primarily middle to upper-middle income that places high value on education and civic involvement. More than 80% of the district-wide parent community, have college and post-graduate degrees.

School

Davis School for Independent Study, established in 1991, is a K-12 school organized to provide students and families with an alternate instructional methodology to that of the traditional schools in the district. It is a voluntary program and is accredited by the Western Association of Schools and Colleges. Students at the secondary level may be concurrently enrolled at the traditional junior or senior high school where they are able to access additional classes and participate in all activities. DSIS has a diverse student body. All students meet with an assigned teacher for at least one hour a week for the purpose of instruction and review of progress on assigned coursework. Almost all students return to the DSIS campus for additional time during the week for math, science, publications, study skills and/or art classes, for workshops and tutorials or to study and take exams.

Enrollment

2019-20 Total: 128

Faculty

The DSIS faculty consists of 12 certificated teachers (full and part-time), one full-time administrator, one part-time counselor, one part-time psychologist, one part-time resource teacher and part-time time nurse. The DSIS classified staff includes a full-time administrative assistant, a part-time registrar/records clerk, a part-time library tech and a part-time computer tech specialist.

Academic Information

Grades: Letter grades of A, B, C, D, F are given, with D the lowest passing grade; "Pass" grades are given in some P.E. classes. College preparatory courses show a "P" on the transcript. AP and Honors courses (except English 10 Honors) are given one extra point in calculating some GPAs. (The AP and Honors courses are available at Davis Senior High School.)

Grade Point Averages: State GPA is unweighted and based on courses from grade 10 on excluding P.E. Total GPA is based on all subjects taken in grades 9 – 12 and is weighted. College GPA is calculated on college preparatory courses in grades 10 and 11 and is weighted.

- The academic year is made up of two semesters. Students may take up to seven courses each semester. A limited summer school is available.
- Transcripts and Graduation Requirements may include courses taken in grade 9 at the local junior high schools.

Curriculum Information

DSIS offers college preparatory classes in English, History/ Social Science, Mathematics (up to Trigonometry), Biology, Psychology and Drawing & Painting. Students are able to concurrently enroll at Davis Senior High School to take AP and Honors classes, higher level math classes and foreign language.

Advanced Placement Courses (available at Davis Senior High School): Offered in Studio Art 2-D, Studio Art 3-D, Studio Art: Drawing, Art History; English Literature & Composition; Music Theory; U.S. History; U.S. Government; Human Geography; French Language; Japanese Language and Culture; Spanish Language and Literature; Microeconomics, Macroeconomics; Calculus AB; Calculus BC; Statistics; Chemistry; Physics; and Biology. Honors courses include Physics, Essentials of Music, American Literature, English 10 and French 4, German 4, Spanish 4, Chinese 4 and Japanese 4 .

Accelerated Courses: Students may take high school level mathematics and foreign language courses prior to grade 9. Students may concurrently enroll in college level courses at local colleges, community colleges and/or online college programs.

Special Education Courses: Students with special learning needs may be provided with academic support through our Study Skills course.

Graduation Requirements

English: 8 Semester(s), 40.0 Credits

Math: 2 Semester(s), 10.0 Credits

Algebra: 2 Semester(s), 10.0 Credits

Physical Science: 2 Semester(s), 10.0 Credits

Life Science: 2 Semester(s), 10.0 Credits

P.E.: 4 Semester(s), 20.0 Credits

Geography: 1 Semester(s), 5.0 Credits

World History: 2 Semester(s), 10.0 Credits

U.S. History: 2 Semester(s), 10.0 Credits

U.S. Government: 1 Semester(s), 5.0 Credits

Economics: 1 Semester(s), 5.0 Credits

Practical Arts: 1 Semester(s), 5.0 Credits

Fine Arts: 1 Semester(s), 5.0 Credits

Health: 1 Semester(s), 5.0 Credits

Community Service: 1 Semester(s), 1.0 Credits

Elective Courses: 59.0 Credits

Total Required: 210.0 Credits

Class of 2017 Reported Post-Secondary Plans

Number	Percent
of Students of Class	
Four-Year College	41%

Two-Year Colleges and 23 85%

Vocational Programs

Working Full-Time 9 4%

Or did not report

State of California Academic Performance Index (API): DSIS earned an API score of 843 for the 2013 school year. API was not calculated in 2017.

PSAT National Merit Scholarship Qualifying Test: Commended students:

CLASS RANK: DSIS does not rank

AP/HONORS COURSES

DSHS and DSIS do not recommend taking more than the following AP./Honors course loads:

2 – 10th 3 - 11th 3 – 12th

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

Monthly site council meetings held to plan to for, allocate funding and execute SPSA plans

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.80%	2.94%	0%	3	3	0
African American	0.93%	1.96%	2.15%	1	2	2
Asian	6.54%	4.9%	3.23%	7	5	3
Filipino	0.93%	0.98%	0%	1	1	0
Hispanic/Latino	11.21%	11.76%	11.83%	12	12	11
Pacific Islander	%	%	0%			0
White	70.09%	64.71%	69.89%	75	66	65
Multiple/No Response	%	%	11.83%			1
Total Enrollment				107	102	93

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	2	2	2
Grade 1	2	2	1
Grade 2	4	2	2
Grade3	3	5	1
Grade 4	4	3	3
Grade 5	3	3	3
Grade 6	3	4	5
Grade 7	9	9	7
Grade 8	3	10	10
Grade 9	18	7	13
Grade 10	8	20	12
Grade 11	21	13	22
Grade 12	27	22	12
Total Enrollment	107	102	93

Conclusions based on this data:

1. 19-20 school year saw an increase in enrollment

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	0	1	2	0	1.0%	2.2%
Fluent English Proficient (FEP)	4	8	8	3.7%	7.8%	8.6%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. DSIS has a low EL population

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 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	5	*	*	4	*	*	4			80
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	12	*	*	10	*	*	10			83.3
Grade 8	16	*	11	13	*	7	13	*	7	81.3		63.6
Grade 11	32	20	18	27	13	8	27	13	8	84.4	65	44.4
All Grades	63	55	58	52	37	37	52	37	37	82.5	67.3	63.8

* 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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2620.	*	*	30.77	*	*	46.15	*	*	7.69	*	*	15.38	*	*
Grade 11	2663.	2690.	*	37.04	61.54	*	51.85	30.77	*	11.11	7.69	*	0.00	0.00	*
All Grades	N/A	N/A	N/A	36.54	45.95	43.24	48.08	32.43	43.24	9.62	16.22	8.11	5.77	5.41	5.41

Reading 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	61.54	*	*	23.08	*	*	15.38	*	*
Grade 11	66.67	84.62	*	33.33	15.38	*	0.00	0.00	*
All Grades	61.54	67.57	56.76	32.69	21.62	29.73	5.77	10.81	13.51

Writing 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	53.85	*	*	30.77	*	*	15.38	*	*
Grade 11	37.04	61.54	*	59.26	38.46	*	3.70	0.00	*
All Grades	40.38	37.84	43.24	53.85	62.16	48.65	5.77	0.00	8.11

Listening 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	30.77	*	*	69.23	*	*	0.00	*	*
Grade 11	37.04	53.85	*	59.26	46.15	*	3.70	0.00	*
All Grades	38.46	37.84	32.43	59.62	54.05	59.46	1.92	8.11	8.11

Research/Inquiry 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	53.85	*	*	23.08	*	*	23.08	*	*
Grade 11	44.44	69.23	*	55.56	30.77	*	0.00	0.00	*
All Grades	51.92	56.76	43.24	40.38	37.84	51.35	7.69	5.41	5.41

Conclusions based on this data:

1. DSIS has had families choose to opt of of testing more consistently. Efforts being made to decrease that number.

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 3	*	*	*	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	*	*	*	*			
Grade 5	*	*	*	*	*	*	*	*	*			
Grade 6	*	*	*	*	*	*	*	*	*			
Grade 7	*	*	12	*	*	10	*	*	10			83.3
Grade 8	16	*	11	12	*	8	12	*	8	75		72.7
Grade 11	32	20	18	26	13	7	26	13	7	81.3	65	38.9
All Grades	63	55	58	50	33	35	50	33	35	79.4	60	60.3

* 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 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	2608.	*	*	41.67	*	*	25.00	*	*	16.67	*	*	16.67	*	*
Grade 11	2619.	2666.	*	7.69	30.77	*	38.46	38.46	*	42.31	23.08	*	11.54	7.69	*
All Grades	N/A	N/A	N/A	22.00	33.33	28.57	32.00	27.27	28.57	34.00	21.21	37.14	12.00	18.18	5.71

Concepts & Procedures 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8				50.00	*	*	33.33	*	*
Grade 11				11.54	53.85	*	65.38	38.46	*
All Grades				30.00	45.45	28.57	46.00	27.27	62.86

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	41.67	*	*	50.00	*	*	8.33	*	*
Grade 11	19.23	30.77	*	57.69	61.54	*	23.08	7.69	*
All Grades	28.00	30.30	28.57	54.00	54.55	65.71	18.00	15.15	5.71

Communicating Reasoning 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	16.67	*	*	66.67	*	*	16.67	*	*
Grade 11	11.54	38.46	*	76.92	53.85	*	11.54	7.69	*
All Grades	18.00	33.33	28.57	70.00	51.52	62.86	12.00	15.15	8.57

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 5	*		*		*		*	
Grade 6		*		*		*		*
Grade 10		*		*		*		*
Grade 11		*		*		*		*
All Grades							*	*

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
All Grades	*	*		*		*		*	*	*

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
All Grades	*	*		*		*		*	*	*

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
All Grades	*	*		*		*		*	*	*

Listening 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
All Grades	*	*		*		*	*	*

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
All Grades	*	*		*		*	*	*

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
All Grades	*	*		*		*	*	*

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
All Grades	*	*		*		*	*	*

Conclusions based on this data:

1. Not enough students for data

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
102	18.6	1.0	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	1.0
Socioeconomically Disadvantaged	19	18.6
Students with Disabilities	9	8.8







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	2.0
American Indian	3	2.9
Asian	5	4.9
Filipino	1	1.0
Hispanic	12	11.8
Two or More Races	13	12.7
White	66	64.7

Conclusions based on this data:

1. Total enrollment for year 128

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. ADA is based on work completed. This results in a lower than average absentee rate.

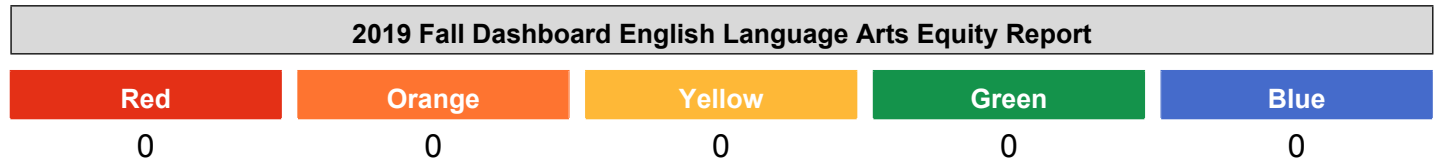
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 97.8 points above standard Increased Significantly +22 points 24		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 114.1 points above standard Increased ++7.2 points 12

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 Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only 102.3 points above standard Increased Significantly ++26.8 points 22
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Conclusions based on this data:

1. Cohort numbers too small for dashboard data

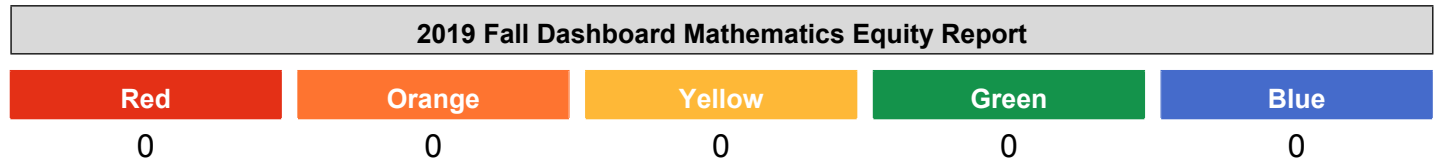
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div>  <p>No Performance Color</p> <p>38.4 points above standard</p> <p>Increased Significantly ++27.3 points 24</p> </div>	English Learners <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 62.4 points above standard Increased Significantly ++16.4 points 12

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
Less than 11 Students - Data Not Displayed for Privacy 1		40.2 points above standard Increased Significantly ++29.4 points 22

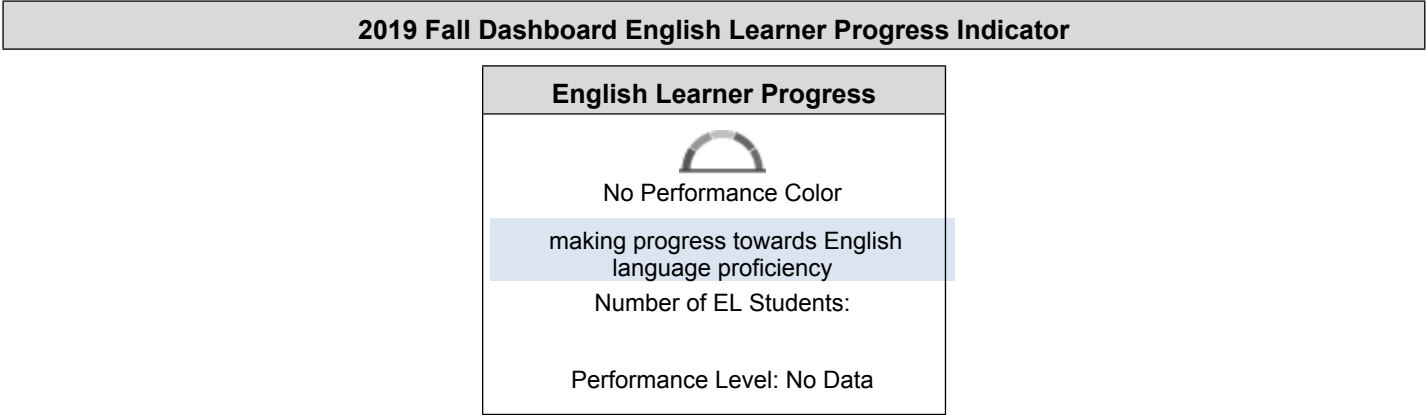
Conclusions based on this data:

1.

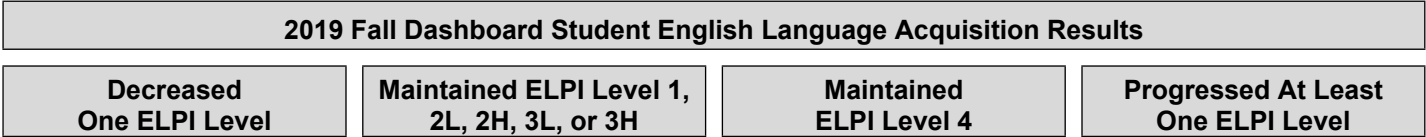
School and Student Performance Data

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.



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.



Conclusions based on this data:

1.

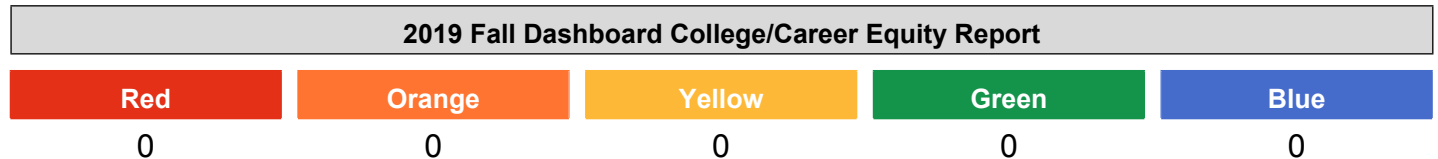
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color 34.8 Declined Significantly -11.9 23	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 43.8 Declined -8.9 16

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	46.7 Prepared	34.8 Prepared
Approaching Prepared	23.3 Approaching Prepared	26.1 Approaching Prepared
Not Prepared	30 Not Prepared	39.1 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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

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
 Red 37.3 Increased +12.3 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 46.2 Increased +9.8 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Red 28.1 Increased +4.6 32

Conclusions based on this data:

1.

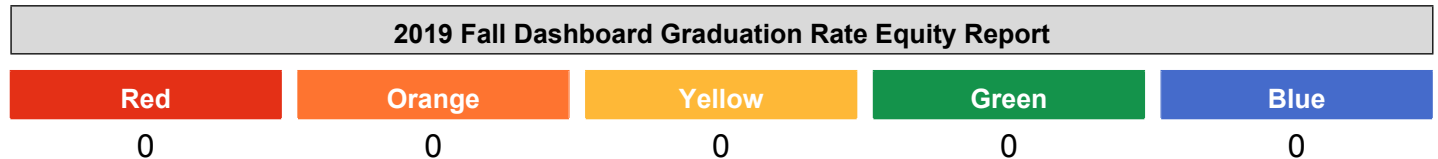
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">100</div> Increased +13.3 23	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 100 Increased +5.3 16

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
86.7	100

Conclusions based on this data:

1.

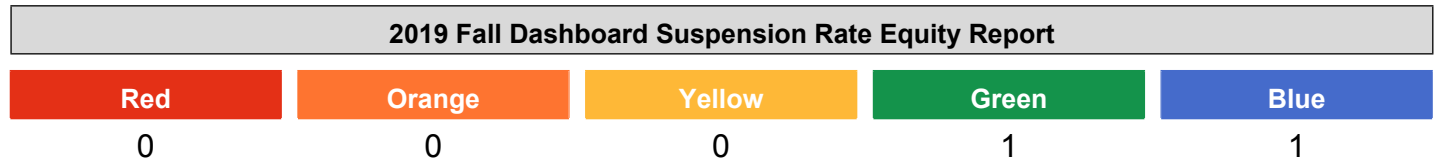
School and Student Performance Data

Conditions & Climate Suspension Rate

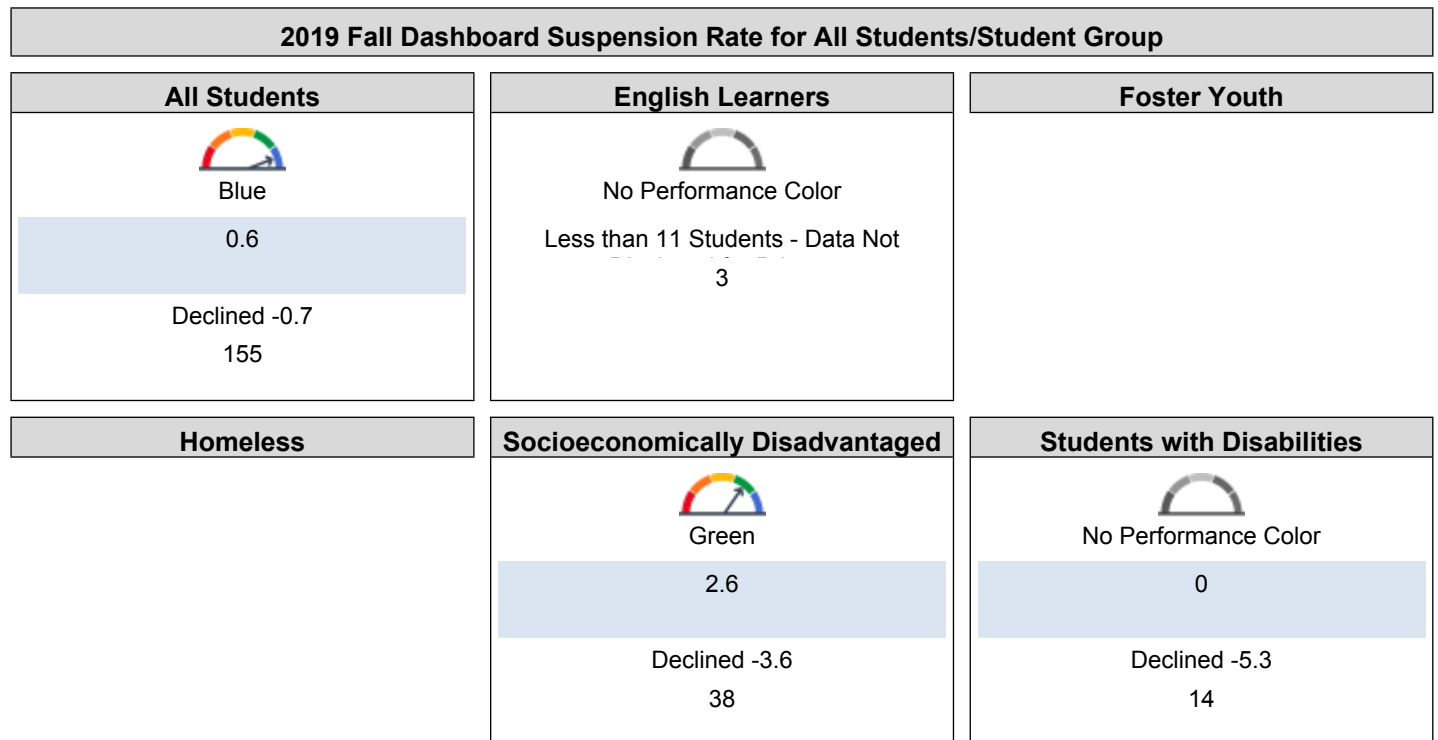
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



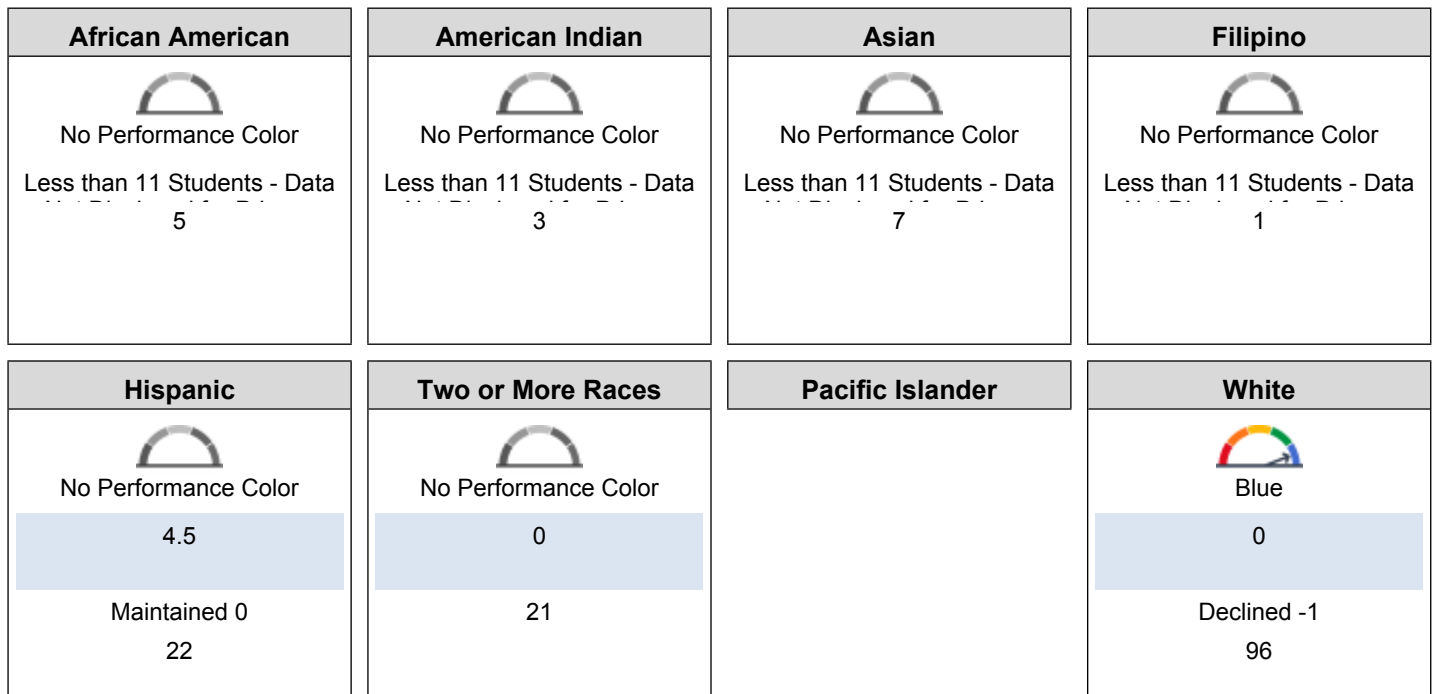
This section provides number of student groups in each color.



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.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	0.6

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Learning

Goal Statement

Maintain current standard for appropriate Technology, careers programs (internship, CTE etc), and applicable staff professional development.

LCAP Goal

LCAP Goal 1

Basis for this Goal

DSIS is still a hybrid school utilizing a Learning management system. Our students have need of various technology tools and services we can provide for them.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
WASC Committee recommendations	nearly have a 1:1 device ratio	1:1 device ration
We did not have a successful internship program 19-20	need to revisit Internship from 18-19 school year	active internships by spring 2021

Planned Strategies/Activities

Strategy/Activity 1

Identify necessary technology (hardware and software) needed to maintain student engagement and compatibility with our school's online programs.

Students to be Served by this Strategy/Activity

ALL Stdents

Timeline

20-21 school year

Person(s) Responsible

Principal, Teaching staff organized by grade level supervising teacher teams, site council

Proposed Expenditures for this Strategy/Activity

Amount

3200

Source	LCFF - Supplemental
Description	ipads, chromebooks, updated desktop PCs, connectivity tools for projector and updated projectors
Amount	800
Source	LCFF - Base
Description	ipads, chromebooks, updated desktop PCs, connectivity tools for projector and updated projectors

Strategy/Activity 2

Build internship program with emphasis on CTE pathways

Students to be Served by this Strategy/Activity

Students with interest in vocational careers

Timeline

20-21 school year

Person(s) Responsible

Principal, teacher of internship, counselor

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

LCAP Goal

LCAP Goals 2

Basis for this Goal

DSIS has seen an increase proficiency in CAASP score. While maintaining this trend, we also seek to decrease the rate of student opt-outs of standardized testing which has increase over the las 3 years.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP/CAST testing	scores	increase in proficient and above
Standardized testing participation rates	increase participation rate from previous school years	increase of 5%

Planned Strategies/Activities

Strategy/Activity 1

Utilize data from interim CAASPP and CAST tests to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

Students to be Served by this Strategy/Activity

All

Timeline

20-21 school year

Person(s) Responsible

ALL DSIS staff.

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Develop additional common assessments and rubrics for core subjects.

Students to be Served by this Strategy/Activity

ALL students

Timeline

20-21 school year

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive and Safe Environment MTSS

Goal Statement

Improve school culture and inclusion with focus on MTSS and related programs that include all students or focused groups and ensure that our students feel safe in all ways when coming to DSIS.

LCAP Goal

LCAP Goal 3

Basis for this Goal

School survey reflects high levels of anxiety and depression amongst our student population.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth data	70-80% satisfaction	80-85% satisfaction
DSIS student survey data	60% identify they have anxiety coming to school	decrease at least 10%

Planned Strategies/Activities

Strategy/Activity 1

Develop K-12 multi-age student activities and events and field trips with support from Leadership class as applicable.

Students to be Served by this Strategy/Activity

All students

Timeline

20-21 school year

Person(s) Responsible

DSIS staff and Leadership class

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

LCFF - Base

Budget Reference	4000-4999: Books And Supplies
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Description	School Activities/Field Trips
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Strategy/Activity 2

Implement strategies focused on students social/emotional needs via our "calm and collected" class

Students to be Served by this Strategy/Activity

ALL

Timeline

20-21 school year

Person(s) Responsible

Principal, DSIS Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
---------------	-----

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

Description	Events funding
--------------------	----------------

Strategy/Activity 3

Furniture to create safe environments

Students to be Served by this Strategy/Activity

all students

Timeline

20-21 school year

Person(s) Responsible

Principal, DSIS Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
---------------	------

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

Budget Reference	4000-4999: Books And Supplies
-------------------------	-------------------------------

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

Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	2-5% increase in proficiency	
CAST		
School surveys		

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Utilize data from interim CAASPP and CAST tests to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.			
Develop additional common assessments and rubrics for core subjects.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Review, common assessments and pretests led to an increase each year of proficiency

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

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 2

Providing access to curriculum, word processing, and goal-setting/organizational tools online that is the same for every student. This requires a technology plan to be put into place.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase number of technology devices available for students	enough to support all students on site at any given time (40-45)	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop Technology Plan			
Purchase updated tech items; such as I pads, Chromebooks, informational TV for front office		Purchase Technology 4000-4999: Books And Supplies LCFF - Base 4700	
		Purchase Technology 4000-4999: Books And Supplies LCFF - Supplemental 1000	

Analysis

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

We are working towards the goal of 1:1 devices onsite DSIS

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

Getting very close when averaging 50 students on site any given time.

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

We spent less since district funded some chromebooks

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.

goal mostly remains intact for 20-21

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Increase the percentage of students who report positive rankings on "School Culture" questions on the Youth Truth Survey from 78% to 88% by increasing school-wide opportunities for participation, and broadening our methods of communicating with families in order to foster increased participation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth truth data	80-85% satisfaction	

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting school activities and key dates; Seek input from student groups to plan high-interest events; Enhance school website to promote events.		School Activities/Field Trips 4000-4999: Books And Supplies LCFF - Base 300	
Implement strategies focused on students social/emotional needs.			
Leadership class sponsored activities		School Activities 4000-4999: Books And Supplies LCFF - Supplemental 700	

Analysis

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

Increase in field trips, and events. Especially those run by Leadership class

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

Technically, goal met. But we still want to improve.

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 4

Explore expanding online learning opportunities.

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
Maintain Schoology access as a standard platform for monitoring student progress and a resource/portal for access to curriculum.			
Examine the effectiveness of the blended courses using completion data and end of year test scores. Implement blended Social Science courses. Explore online Health curriculum.			
DSIS teachers will continue to incorporate technology such as google, Internet sources, instructional software programs, and other online learning tools in workshops, classes, and curriculum to enrich instruction, foster subject area comprehension, and increase student engagement; Wireless internet access is available in the North and South Wings to enable students and parents to "bring their own devices", and use school-owned iPads/ Chromebooks. Teachers will maintain their personal webpages			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
for communication with parents and students; Teachers will utilize online plagiarism programs to check essays for plagiarism			

Analysis

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

Per aforementioned strategies, goal attained

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

Very

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

NA

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

Develop a facility use plan that supports student learning and staff collaboration

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Library furniture needs upgrading		

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop a facility use plan that supports student learning and staff collaboration.			
Purchase new tables and chairs for library		Purchase Tables 4000-4999: Books And Supplies LCFF - Supplemental 2100	

Analysis

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

We did not purchase this. Instead opted to upgrade some of our homeschool classroom furniture

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.

We will continue to make this a priority in 20-21

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

DSIS high school students indicate on surveys that they would like to have more college/career readiness preparation during their high school years.

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
Create and maintain online document that shows students places where they can complete their community service requirements.			
Expose students to educational opportunities and careers through field trips to colleges, guest speakers, internships, and job placement.			

Analysis

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

Various sruveys have been adminisitered

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.

Goal met, no longer needed. It is ongoing practice now.

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	8,200.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	5000	0.00
LCFF - Supplemental	3200	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	5,000.00
LCFF - Supplemental	3,200.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	200.00
4000-4999: Books And Supplies	4,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF - Base	800.00
	LCFF - Base	200.00
4000-4999: Books And Supplies	LCFF - Base	4,000.00
	LCFF - Supplemental	3,200.00
None Specified	None Specified	0.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Rob Kinder	Principal
Allison Chan	Classroom Teacher
Matt Haines	Classroom Teacher
Shaney Whitbeck	Other School Staff
Summer Rejmankova	Parent or Community Member
Meg Gurley	Parent or Community Member
Ravid Tal	Secondary Student
	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

Other: School Climate 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 5/7/2020.

Attested:



Principal, Robert Kinder on 05/07/20



SSC Chairperson, Ravid Tal on 05/07/20

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