The Single Plan for Student Achievement

School: Davis School for Independent Study School

CDS Code: 57726785730098

District: Davis Joint Unified School District

Principal: Karrie Sequeira-Hernandez

Revision Date: May 28, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Karrie Sequeira-Hernandez

Position: Principal

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The District Governing Board approved this revision of the SPSA on 6/25/2015.

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School Vision and Mission

Davis School for Independent Study School's Vision and Mission Statements
Davis School for Independent Study provides an academically challenging course of study in an enriching educational environment that considers and supports each student as it fosters academic, personal, and social growth.

School Profile

Community
Davis School for Independent Study is located in Davis, California, a university community with a population of approximately 66,000. It 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 activities. DSIS has an extremely 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 and/or art classes, for workshops and tutorials or to study and take exams.

Enrollment
2014-15 Total:129
10th – 12th: 77
7th – 9th: 28
K – 6th :   24

Faculty
The DSIS faculty consists of 11 certificated faculty (full and part time), one part time administrator, one part time counselor, one part time psychologist, one part time resource teacher and one part time nurse. The school has access to the district's crisis counselor as needed. Our classified staff includes a full time administrative assistant, a part time registrar/records clerk, a part time library clerk and a part time computer aid specialist. Sixty percent of the certificated staff have ten or more years of teaching experience and all are fully credentialed.

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 18-week 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 the Learning Center at Davis Senior High School or at DSIS.

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 2014 Reported Post-Secondary Plans

Number Percent
of Students of Class

	Number of Students	Percent of Class
Four-Year College	6	26%
Two-Year Colleges and Vocational Programs	12	52%
Working Full-Time Or did not report	5	21%

The number of students going on to a 4 year college varies from year to year (8% - 36%).

State of California Academic Performance Index (API): DSIS earned an API score of 843 for the 2013 school year.

CAHSEE Performance (California High School Exit Exam): 100% of sophomores in 2014 passed the English Language Arts portion of the CAHSEE, 94 % passed the Math portion. 100% of seniors passed the CAHSEE.

PSAT National Merit Scholarhip Qualifying Test: Commended students: 2 in 2015, 1 in 2014

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

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included		63			47			3			3	
Growth API		843			877							
Base API		B										
Target		B										
Growth		B										
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included		6			1			10			12	
Growth API											786	
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	91	92		92	95		100	100		84	100	
Number At or Above Proficient	38	33		30	27		--			--		
Percent At or Above Proficient	79.2	73.3		81.1	81.8		--	--		--	--	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	82	77		--	100		100	100		87	89	
Number At or Above Proficient	--			--			--			8		
Percent At or Above Proficient	--	--		--	--		--	--		72.7	--	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	87	88		90	93		75	100		84	100	
Number At or Above Proficient	32	31		26	26		--			--		
Percent At or Above Proficient	68.1	73.8		70.3	81.3		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	73	74		--	67		100	93		80	82	
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	**Yes**	**Yes**	

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

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<u>School Goal #1</u>

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: WASC
LEA GOAL:
SCHOOL GOAL #1:
Action Plan Goal 1: Mathematics Program Improvement Current Reality: Success within our math program continues to be an area of focus. Many changes have occurred over the past three years to meet the needs of the students who are enrolled at our site for math instruction. We currently have our classes meet three days a week with an additional opportunity for students to attend a math tutorial. The math tutorial allows for a credentialed teacher to work either one on one with a student or in a small group. This is an opportunity for students to have questions answered, receive support, or at times remediation of concepts. This has not been highly attended. 2015-2016 SMART Goal: There will be a 20% increase of students utilizing the math tutorial. This will be measured by a sign-in log and data provided by the teacher.
Data Used to Form this Goal:
WASC Self-Study Process over the course of 2009-11; Mid cycle review in Spring of 2014.   CST/CAHSEE scores; semester grades; student demographics; student/parent questionnaires; staff input. The 2011 self-study identified declining math CST scores and low grades in math courses as critical deficits, therefore we examined our program to better meet student needs. In 2011-2012 our Algebra 1 class was increased from 2 to 3 days per week and subsequently the Algebra 1 CST in spring 2012 jumped from 25% Proficient and Advance (2011) to 37% Proficient and Advanced (2012). However, school-wide math proficiency was 47% in 2011 but fell to 46% proficiency in 2012. Looking more specifically at our own site and passing grades for the students taking courses showed the need to look specifically at a cumulative assessment. DSIS math teacher reports that the math tutorials are under utilized and would like for a school wide focus to be placed on the opportunity for students to receive the support needed.
Findings from the Analysis of this Data:
The math program configuration of courses meeting only twice a week for direct instruction was not meeting students' academic achievement needs as based on CST scores in mathematics and student grades. Since Algebra 1 showed significant improvement in CST scores (12% increase in proficiency) in 2012-2013, DSIS increased classroom instruction in Geometry and Algebra 2 to three days a week. Due to student requests for the 2013-2014 school year DSIS has added Trigonometry (meets 3 days per week) and Junior High Math (meets 2 days per week) to the schedule.

How the School will Evaluate the Progress of this Goal:
Math teacher reports quarter and semester grades to Math Focus Group and Principal in January and June. Passing rates at the semester will help provide the information necessary to ensure we are on the right track for a successful final exam. At that time if there is a slope or drop in semester grades, math focus group will generate ideas on how to support "re-teaching" or the utilization of math tutorial time for the students who are not passing or are in danger of failing the math courses. CST mathematics data analyzed in the fall by Principal and Math Focus Group and results are reported to Site Council and staff. Principal and Math Focus Group to report Action Plan progress to Board of Education, staff, Site Council, students and parents in fall and with annual reporting/approval of Single Plan for Student Achievement in spring. Action Plan will be modified, when necessary, at least annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer the widely utilized math tutorial program for students four times per week to assist with student learning. Increase role of UCD tutors in assisting the math teacher with tutorials. Communicate to students and parents that tutorial is mandatory for students in danger of failing a math course.	8/28/2013 - 6/12/2016	Math Teacher; Math Focus Group; Principal; Curriculum and Instruction Dept.; School Site Council.				
Direct resources to improve achievement in Mathematics; Identify and purchase supplemental materials to support math achievement.Currently we are using Key to Mathematics workbooks to support student learning.	8/28/2013 - 6/12/2016	Math teacher; Principal.	Math Supplies	4000-4999: Books And Supplies	LCFF - Base	500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: WASC
LEA GOAL:
SCHOOL GOAL #2:
Action Plan Goal 2: English Language Arts Program Improvement   Current Reality: 68% of DSIS students who took the 2012 CST scored proficient or advanced (69% in 2011) We are currently awaiting our data from the SBAC assessment and will update accordingly.   2015-2016 SMART Goal: The DSIS staff will work collaboratively to create a rubric for the writing prompt given at enrollment. This rubric will be aligned with common core and allow for a guiding piece towards instruction of the student. At the end of the year the rubric may be modified to suit the needs of the school site.
Data Used to Form this Goal:
Our WASC self-study identified an increase in students struggling with basic writing skills, earning low grades in English Language Arts courses, and arriving at DSIS deficient in ELA credits. The data used: CST/CAHSEE scores, semester grades, student demographics, student/parent questionnaires, staff input.
Findings from the Analysis of this Data:
For the 2012-2013 CST, DSIS students are scoring below the district goal of 89%. In addition, some students (10-12th grade) are entering DSIS with credit deficiencies in English Language Arts and exhibiting poor writing skills. Some of these students can improve their ELA skills with the flexibility that a non-college prep course curriculum offers. Our 7-9th grade students also need additional support in writing conventions, and can benefit from a once a week writing workshop.
How the School will Evaluate the Progress of this Goal:
English Language Arts Focus Group to analyze English Language Arts CST data, CAHSEE passing results, and transcripts for students taking ELA courses and will report to Principal, staff, and Site Council in spring. Secondary staff to discuss use of English Essay rubric during grade level staff meetings in fall and revise as necessary. Principal and English Language Arts Focus Group will report ELA progress to staff, Site Council, students and parents annually in fall and with reporting/approval of Single Plan for Student Achievement in the spring. Action Plan will be modified, when necessary, at least annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts Focus Group to provide instruction and support to other DSIS teachers regarding 9-10th grade students participating in the district-wide writing prompt. Staff will use information from the district-wide writing prompt and accompanying rubric to inform instruction. ELA focus group will evaluate use of District's writing rubric with DSIS secondary students. Elementary Team to develop and utilize an English essay rubric for 5-8th grade students. Teachers will work in age level or subject groups of 2 or 3 to develop common assessments/projects aligned to Common Core State Standards.	8/28/2013 - 6/12/2016	ELA Focus Group; Teachers, Principal.				
Direct resources to improve achievement in English Language Arts and adoption of Common Core State Standards. Will continue to purchase high-interest books for reluctant readers (grades 7-12) and increase non-fiction selections for grades K-12.	8/28/2013 - 6/12/2016	Staff	English Language Arts Resources	None Specified	LCFF - Base	500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: WASC
LEA GOAL:
SCHOOL GOAL #3:
Action Plan Goal 3: Collaboration on Strategies to Support Student Learning Current Reality: DSIS teachers continue to collaborate weekly during prep periods and collaboration hour to implement the Common Core Standards. 2015-2016 SMART Goal: Collaboration among DSIS independent study teachers will produce one school-wide assessment in either English Language Arts and/or Social Studies for 7-12 grade students that are aligned to common core standards.
Data Used to Form this Goal:
Common Core State Standards; WASC Self Study over the course of 2009-11; Mid-Cycle WASC visit report. CST/CAHSEE scores; semester grades; student demographics; student/parent questionnaires; staff input; NCLB "highly qualified" criteria for secondary science teacher.
Findings from the Analysis of this Data:
The mid-cycle WASC visit in the Spring of 2014 suggested a common assessment be implemented at our site. This aligns with DJUSD strategic plan goal #3 and will allow for the teachers to work collaboratively in creating an assessment. Student learning will benefit by increased collaboration between independent study teachers as they implement Common Core State Standards. Weekly collaboration by teachers provides curricular consistency across all grade levels and creates rich performance tasks aligned to Common Core. Consolidating all secondary science instruction with one highly qualified teacher benefits student learning and enables timely implementation of Common Core State Standards in Science. DSIS staff reports an increase in mental health, special education, and social-emotional needs in students that impacts student learning. As a result, special education services were increased and RTI protocols were implemented beginning in 2012-2013. The varying needs of students have continued in the 2013-2014 school year and the importance of collaboration is evident.
How the School will Evaluate the Progress of this Goal:
CAHSEE pass rate; CST scores in the Proficient or Advanced range; increased number of students meeting a-g requirements; transcript reviews; longevity at DSIS.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify new curriculum, supplies and resources to support student learning; utilize the four I-Pads purchase in 2012-2013 when working with Limited English Proficient students at DSIS; work with District Technology department and DSIS Technology committee to identify and purchase apps that can aid English learners (i.e. translation and grammatical functions apps).	8/28/2013 - 6/12/2016	DSIS teachers; DSIS technology committee; Principal; District Technology Department	EL Materials		LCFF - Base	500
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.	8/28/2013 - 6/12/2016	DSIS Staff	School Activities/Field Trips		LCFF - Base	1,100
			Yearbook		LCFF - Base	500
			Library		LCFF - Base	200
			Common Core Instructional Materials		LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School counselor holds grade level information nights (9-12 grade) for students and parents on topics related to post-secondary college and vocational options. Counselor also meets individually with students during time of course selections for upcoming year, providing information on courses needed for graduation, courses needed to meet college entrance requirements, and courses/resources in the community related to student's career interest (i.e. ROP courses, community college courses). Counselor annually arranges for a Sacramento City College speaker to provide information on advanced education courses and specifically for those wishing to attend Sacramento City College upon graduation. Counselor facilitates community service club to enable students to meet a Community Service graduation requirement. For 2014-2015 the community service club will be combined with the 7-12th grade social lunch club to bolster participation in both activities. Counselor will work with secondary teachers to incorporate career development education into grade level curriculum.	8/28/2013 - 6/12/2016	Counselor; Teachers, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue with .4 FTE Special Education Department Resource Teacher support. A 7-9th grade resource class meets twice a week and a 10-12th grade class meets once a week. The 7-9th grade class focuses on study skills and the 10-12 th grade class focuses on social functioning and career exploration. A Writing Workshop for grades 7-9 continues to meet once a week to provide additional support in writing strategies and conventions.	8/28/2013 - 6/12/2016	Principal; District Special Education Department; Special Education teacher; Junior high writing class teacher	Materials for Study Skills Classes		LCFF - Base	400

Planned Improvements in Student Performance

<u>School Goal #4</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: WASC
LEA GOAL:
SCHOOL GOAL #4:
Action Plan Goal 4: Professional Growth System for Staff Current Reality: DSIS staff working as a Professional Learning Community focused on meeting WASC goals and implementing the Common Core standards. 2015-2016 SMART Goal: Staff will attend at least one professional development opportunity within our district or community. .
Data Used to Form this Goal:
Davis Joint Unified School District strategic plan strategy 1, 2014 WASC Mid-Cycle Review, 2010-2011 WASC evaluation and self-study; District Common Core Implementation Plan; DSIS Common Core Implementation Plan.
Findings from the Analysis of this Data:
Davis community collaborated to create a strategic plan. Input was given by staff memebers, teachers, administrators, and the community at large. The WASC evaluation revealed that DSIS needed a cohesive professional learning plan. In addition, the full implementation of Common Core State Standards requires ongoing training for teachers in areas of performance tasks, complex text acquisition, and increased use of nonfiction material.
How the School will Evaluate the Progress of this Goal:
The goal is for teachers to come back to site and become the resident "expert" or will share the information with the staff. They will become a resource within the area of professional development that was received. Staff meetings; Grade Level Meetings; Collaboration time; Professional Learning workshops.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
include information about alternative education programs, Common Core Standards, and online instructional skills and methodologies.	8/28/2013 - 6/12/2016	Teachers; Principal, Curriculum & Instruction Dept.t	Conferences/On-Site Trainings		LCFF - Base	1,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attend Professional Learning Communities trainings and support offered by the District. Seek current offerings from the Director of Curriculum & Instruction.	8/28/2013 - 6/12/2016	Teachers; Principal C&I				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: WASC
LEA GOAL:
SCHOOL GOAL #5:
Action Plan Goal 5: Online Learning Tools for Instruction Current Reality: DSIS offers Blended Online courses to DSIS students and DJUSD students. Both students enrolled at DSIS and students within the district may take the course and not be enrolled at our school This course allows for credit completion and credit recovery.; Teachers utilize on-line resources to enhance independent study learning for students. 2014-2015 SMART Goal: Beginning fall 2014, Hybrid Online offerings will be expanded to include English 9, as well as continuing with US History, Modern World Civilizations, English 10P and American Literature. The courses are for all high school DJUSD students who need credit recovery, those going abroad junior year, and those with scheduling conflicts at traditional sites. DSIS teachers will add at least one on-line resource to curriculum for each independent study course that they teach.
Data Used to Form this Goal:
WASC Visiting Committee, DSIS Staff, District Staff recommendation to move DSIS into online learning as a result of competition from distance learning charter schools, and student/teacher surveys. Meetings with DJUSD counselors at traditional sites have identified the need in future years to have English 9P and Health offered online. Teacher, student and parent requests to increase use of on-line resources to enrich independent study curriculum.
Findings from the Analysis of this Data:
The WASC Visiting Committee recommended that staff research and implement online courses to enhance course offerings at DSIS. The DSIS staff worked with the DJUSD Technology and Student Services departments to create the infrastructure, curriculum, and platform to launch online hybrid courses for Fall Semester 2012 with plans to increase offerings in future years. Independent Study schools around California are incorporating more online learning into their curriculum and parents and students have been requesting this programmatic addition to DSIS for some time. Students, teachers, and parents request access to wireless while at DSIS to aid in curriculum access and delivery.
How the School will Evaluate the Progress of this Goal:
Staff meetings; Grade Level Meetings, Collaboration time; District level evaluation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide English and Social Studies hybrid online courses through DSIS; Research online course platform options, both free models and those that require a subscription fee (DSIS currently using free version of Blackboard); District installed wireless at DSIS during the summer of 2013 to assist with student learning and curriculum delivery; Implement "bring your own device" protocols developed by the District's Technology Committee to ensure safe internet usage on campus; Begin using I-pads and chromebooks for English Learners in the hybrid courses to provide translation and grammar support.	8/28/2013 - 6/12/2016	Principal; DSIS Hybrid Online Teachers; DSIS Technology Committee; DJUSD Technology Committee, DJUSD Technology Department; District Office.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DSIS teachers will continue to incorporate technology--such as Power Point, 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 was installed in North and South Wings in summer 2013 to enable students and parents to "bring their own devices", and use school-owned I-pads/chromebooks to access internet in school library and Room 1; Teachers will maintain their personal webpages for communication with parents and students; Teachers will utilize Turn-it-In subscription program to check essays for plagiarism; DSIS Technology Committee to evaluate technology options and make further recommendations to school staff.	8/28/2013 - 6/12/2016	Teachers; Principal; DSIS Technology Committee; DJUSD Technology Department				
In Fall 2014 we will be outfitted with 10 chromebooks for our students to use. Within our site there will be a manager of the chromebooks to manage calendar, train teachers, and support students/teachers as needed. Google documents will be introduced to the site as a whole during staff meetings.	8/28/2014 - 6/12/2016	Teachers; Principal; DSIS Technology Committee	Technology Upgrades		LCFF - Base	800

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	$6,200	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	6,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00
Goal 2	500.00
Goal 3	3,200.00
Goal 4	1,200.00
Goal 5	800.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cindy Martell			X		
Amy Thomson		X			
Jamie Wales		X			
Anna Otto				X	
Karrie Hernandez	X				
Marcia Berry				X	
Elianna Ellenberger					X
Lauren Babcock					X
Rebekah Harrington					X
Numbers of members of each category:	**1**	**2**	**1**	**2**	**1**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	_____ Signature
English Learner Advisory Committee	_____ Signature
Special Education Advisory Committee	_____ Signature
Gifted and Talented Education Program Advisory Committee	_____ Signature
District/School Liaison Team for schools in Program Improvement	_____ Signature
Compensatory Education Advisory Committee	_____ Signature
Departmental Advisory Committee (secondary)	_____ Signature
X Other committees established by the school or district (list): School Climate Committee	_____ Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 5/28/2015.

Attested:

Karrie Sequeira-Hernandez
_____
    Typed Name of School Principal   Signature of School Principal   Date

Amy Thomson
_____
    Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

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        State Compensatory Education Advisory Committee

        _____
        Signature

        English Learner Advisory Committee

        _____
        Signature

        Special Education Advisory Committee

        _____
        Signature

        Gifted and Talented Education Program Advisory Committee

        _____
        Signature

        District/School Liaison Team for schools in Program Improvement

        _____
        Signature

        Compensatory Education Advisory Committee

        _____
        Signature

        Departmental Advisory Committee (secondary)

        _____
        Signature

X   Other committees established by the school or district (list):

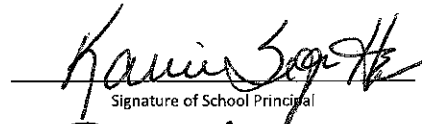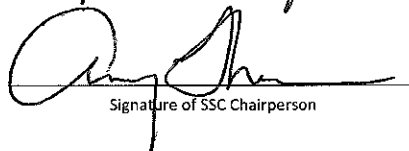   School Climate Committee

        _____
        Signature

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Attested:

Karrie Sequeira-Hernandez   5-28-15
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Amy Thomson   5-28-15
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Budget By Expenditures

Davis School for Independent Study

Funding Source: LCFF - Base   **$6,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Supplies	4000-4999: Books And Supplies	$500.00	WASC	Direct resources to improve achievement in Mathematics; Identify and purchase supplemental materials to support math achievement.Currently we are using Key to Mathematics workbooks to support student learning.
English Language Arts Resources	None Specified	$500.00	WASC	Direct resources to improve achievement in English Language Arts and adoption of Common Core State Standards. Will continue to purchase high-interest books for reluctant readers (grades 7-12) and increase non-fiction selections for grades K-12.
EL Materials		$500.00	WASC	Identify new curriculum, supplies and resources to support student learning; utilize the four I-Pads purchase in 2012-2013 when working with Limited English Proficient students at DSIS;
School Activities/Field Trips		$1,100.00	WASC	Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting
Yearbook		$500.00	WASC	Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting
Library		$200.00	WASC	Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting
Common Core Instructional Materials		$500.00	WASC	Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting

Davis School for Independent Study

Materials for Study Skills Classes	$400.00	WASC	Continue with .4 FTE Special Education Department Resource Teacher support. A 7-9th grade resource class meets twice a week and a 10-12th grade class meets once a week. The 7-9th
Conferences/On-Site Trainings	$1,200.00	WASC	include information about alternative education programs, Common Core Standards, and online instructional skills and methodologies.
Technology Upgrades	$800.00	WASC	In Fall 2014 we will be outfitted with 10 chromebooks for our students to use. Within our site there will be a manager of the chromebooks to manage calendar, train teachers, and support students/teachers as needed. Google documents will be introduced to the site as a whole during staff meetings.

LCFF - Base Total Expenditures:	$6,200.00
LCFF - Base Allocation Balance:	$0.00
Davis School for Independent Study Total Expenditures:	$6,200.00