

# The Single Plan for Student Achievement

**School:** Davis Senior High School  
**CDS Code:** 57726785732201  
**District:** Davis Joint Unified School District  
**Principal:** William Brown  
**Revision Date:** October 30, 2014

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:

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**Position:** Principal  
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**The District Governing Board approved this revision of the SPSA on 6/26/2014.**

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## 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
<b>Number Included</b>	1,086	1,064		628	595		31	33		198	208	
<b>Growth API</b>	863	876		895	897		709	795		915	915	
<b>Base API</b>	868	864		898	895		775	710		906	915	
<b>Target</b>	A	A		A	A					A	A	
<b>Growth</b>	-5	12		-3	2					9	0	
<b>Met Target</b>	Yes	Yes		Yes	Yes					Yes	Yes	

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
<b>Number Included</b>	185	156		104	97		201	198		83	68	
<b>Growth API</b>	736	755		657	718		748	752		538	584	
<b>Base API</b>	746	736		647	657		740	749		555	538	
<b>Target</b>	5	5		8			5	5				
<b>Growth</b>	-10	19		10			8	3				
<b>Met Target</b>	No	Yes		Yes			Yes	No				

#### 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	98	99	99	98	100	98	93	96	100	99	100	100
Number At or Above Proficient	445	496	435	276	288	252	7	18	--	90	107	77
Percent At or Above Proficient	84.1	83.4	80.7	89.0	88.1	90.6	53.8	75.0	--	90.9	88.4	84.6
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	No	Yes	Yes	Yes	--	--	--	Yes	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	96	97	98	98	100	99	96	99	100	83	96	92
Number At or Above Proficient	56	43	70	11	22	16	65	55	67	11	11	8
Percent At or Above Proficient	63.6	54.4	55.6	33.3	38.6	24.2	63.1	50.9	49.6	28.9	27.5	20.0
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	No	--	Yes	--	--	--	No	No	No	--	--	--

#### 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	97	99	99	98	99	98	93	96	100	96	100	100
Number At or Above Proficient	449	532	457	283	302	250	8	19	--	92	114	86
Percent At or Above Proficient	85.4	89.1	84.5	91.3	92.1	89.6	61.5	79.2	--	95.8	94.2	94.5
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	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	Yes

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	95	98	99	95	100	99	97	98	99	83	100	100
Number At or Above Proficient	51	55	84	15	39	32	66	73	81	11	14	19
Percent At or Above Proficient	58.0	69.6	66.1	45.5	68.4	48.5	63.5	68.9	60.9	28.9	33.3	43.2
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	No	--	No	--	--	--	No	Yes	No	--	--	--

#### 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	92	88	
Percent with Prior Year Data	97.8%	100.0%	
Number in Cohort	90	88	
Number Met	75	73	
Percent Met	83.3%	83.0%	
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	36	63	41	55		
Number Met	14	53	22	43		
Percent Met	38.9%	84.1%	53.7%	78.2%		
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		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
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
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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:

<b>SUBJECT: Core Academic Subjects</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
Increase academic performance of High Priority students---defined as those students with two or more D's/F's in core academic subjects of Math, ELA, Science, and Social Studies, by: 1) improving tracking and intervention strategies to identify, monitor, and engage High Priority students; 2) developing, administering, and refining authentic common assessments; and 3) using those results to improve instruction and identifying specific learning needs.
<b>Data Used to Form this Goal:</b>
Numbers of students earning D/F grades at the end of the 3rd Quarter and the courses associated with the students' grades. Two years of historical data on the number of D/F's received by students in core academic subjects each quarter. CARES work with sophomore students with D/F grades and poor attendance.
<b>Findings from the Analysis of this Data:</b>
Focusing on those students who are struggling in all core academic courses will support the allocation of site resources to have the greatest impact. The Committee expanded this site goal from prior years' plans which emphasized Math and ELA to broaden the scope of data to be tracked and evaluated while narrowing the definition of high priority students to remove those making adequate yearly progress in below grade-level math courses. This supports more targeted intervention for those students most at risk.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor D/F list each quarter in core academic subjects Monitor student performance on common assessments Track quarterly performance of High Priority students identified by CARES committee to receive additional interventions and assess effectiveness of intervention strategies Receive report from Intervention Coordinator each quarter

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will produce and implement common formative and summative assessments, and gather and analyze data to guide their instruction and improve student achievement.	7/1/2015 - 6/30/2016	Principal, Lead Teacher	Release time for English teachers to conference and collaborate		District Funded	2,250
			Release time for Math teachers to conference and collaborate.		District Funded	2,250
CARES Intervention Team will meet at least quarterly to identify and discuss at-risk and High Priority students.	7/1/2015 - 6/30/2016	Will Brown, Tom McHale and Intervention Coordinator	Release time for certificated and classified personnel to meet		LCFF - Base	1,500
			Release time for certificated and classified personnel to meet		District Funded	1,500
Hiring an Intervention Coordinator	7/1/2015 - 6/30/2016	Will Brown and Tom McHale	The Coordinator will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs.		LCFF - Base	14,000
Library Resources	7/1/2015 - 6/30/2016	Will Brown and Bruce Cummings	Monitor and improve library resources		LCFF - Base	4,010

## 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
Increase Academic Performance of EL Students
<b>SCHOOL GOAL #2:</b>
95% of EL and RFEP students will pass the CAHSEE exam by the end of their senior year. At least 67% of EL students will increase their CELDT scores by one level each year.
<b>Data Used to Form this Goal:</b>
2014 CAHSEE results for DHS EL students shows pass rates of ____ for ELA and ____ for Math 2013 CAHSEE results for DHS EL students shows pass rates of 66% for ELA and 82% for Math 2012 CAHSEE results for DHS EL students shows pass rates of 57% for ELA and 75% for Math For the 2012-13 school year, 64% of EL students increased one CELDT level 2013-14 school year 62% of students who increased one CELDT level Reclassification rates for DHS EL students remain steady at 21% for both 2012 and 2013 (Reclassification rates for 2014?) The Academic Center (AC) performance data from 2009-2014 shows a consistent or increasing use pattern by EL students, RFEP students, and mainstream students at DHS. For Fall Semester 2013, 92% of EL students received tutoring at the AC. (93/101) For Fall Semester 2014, 80% of EL students received tutoring at the AC.( 66/83) Number of sessions per EL student who received tutoring at the AC was 17 in Fall 2011, 17 in Fall 2012, 21 in Fall 2013, and 26 in Fall 2014.
<b>Findings from the Analysis of this Data:</b>
DHS EL students are continuing to improve CAHSEE pass rates in both ELA and Math, although Math scores are significantly higher, as expected. Since all students must pass the CAHSEE to graduate, this remains a top priority for DHS. Increasing use of the AC and a focus on the EL program by staff and administration at DHS strongly supports EL/RFEP student achievement. For those EL and RFEP students that seek tutoring at the AC, the number of times they use the AC has increased every year since 2012. CELDT Reclassification rates can be expected to move much more slowly year over year. Increased support of the AC by SSC will allow for an expansion of the tutoring program for EL/RFEP students, including those participating in the ACES or AVID programs.

**How the School will Evaluate the Progress of this Goal:**

CAHSEE results, CELDT Scores, Academic Center usage rates and demographic data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center. Fund additional tutors for the Academic Center. Improve students' awareness of the Academic Center. Support regular push-in of Academic Center tutors into ACES and AVID classes.	7/1/2015 - 6/30/2016	Principal Will Brown, Assistant Principal Tom McHale, Academic Center Coordinator Marie Michel, District EL Coordinator Mary Khan	Academic Center Tutors		District Funded	30,000
			Academic Center Coordinator		LCFF - Base	54,000
			Academic Center UCD Work Study Tutors		LCFF - Base	24,500
Keep files of mandated English Learner notifications and documents.	7/1/2014 - 6/30/2015	Will Brown; and District EL Coordinator Mary Khan, S Currea	EL Coordinator VSA		District Funded	3,000
Library Resources	7/1/15 - 6/30/2016	Will Brown and Bruce Cummings	Monitor and improve library resources		LCFF - Base	4,450
Support additional professional development for all teachers in new EL standards.		Anthony Vasquez				
Monitor and support the A-G approval process of the STEEL class by DJUSD to allow DHS to offer additional support for RFEP students.		Anthony Vasquez				

## 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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
Improve School Climate and Student Connectedness
<b>SCHOOL GOAL #3:</b>
Continue to administer annual survey to assess and track DHS students' attitudes regarding school climate, focusing especially on student connectedness to school, feeling safe, and being connected to a caring adult on campus.
<b>Data Used to Form this Goal:</b>
Annual DHS School survey results from school years 2013-14 and 2014-15. Presentations by Friendship Day facilitators, Link Crew advisors, LEAD class representative, CARES Committee representative, and Climate Committee advisor at Site Council meetings.
<b>Findings from the Analysis of this Data:</b>
Numerous groups, classes, and committees are supporting a positive school climate at DHS. Their hard work and focus is having a positive impact on student connectedness, student engagement, feelings of safety and connection to a caring adult. For those students surveyed, the percentage of students reporting that they feel safe at school was 85% in Spring 2014 and 86% in Spring 2015. For those students surveyed, the percentage of students reporting that they have at least one adult on campus to whom they can turn with a problem was 73% in Spring 2014 and 77% in 2015. For those students surveyed, the percentage of students reporting that they are NOT connected to any group, club, team, or activity on campus was 33% in Spring 2014 and 22% in 2015.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual DHS Climate Survey in the spring of 2016; Student use of Academic Center Feedback on program impact from representatives of Friendship Day, Link Crew, LEAD class, Student Government, CARES, and Climate Committee.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue year-long sophomore student orientation and support program and implement informational programs and peer tutoring programs.	7/1/2015 - 6/30/2016	Will Brown and Bill Williams	LEAD		LCFF - Base	500
			Link Crew		LCFF - Base	1,000
The DHS Climate Committee will sponsor an anti-drug and alcohol program and coordinate a Human Relations Week	7/1/2015 - 6/30/2016	Principal, Will Brown and Climate Committee Advisors	Jon Daily Presentations		LCFF - Base	450
			Human Relations Week		LCFF - Base	550

## 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	104,960	0.00
District Funded	39,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	39,000.00
LCFF - Base	104,960.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	25,510.00
<b>Goal 2</b>	115,950.00
<b>Goal 3</b>	2,500.00

## 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
Tom McHale (Alternate)			X		
Sarah O'Keefe		X			
Will Brown	X				
Alice Belenis				X	
Alyssa Gimenez					X
Molly Bernard					X
Marie Michel			X		
Rick Gonzalez				X	
Phil Raymond		X			
Vicki Rich		X			
Martha Fiehn					X
Tracy Kaplan				X	
Bruce Cummings		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>

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) 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

X 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

Site Leadership 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 5/15/2014.

Attested:

William Brown

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Tracy Kaplan

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Davis Senior High School

### Funding Source: District Funded

**\$39,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time for English teachers to conference and collaborate		\$2,250.00	Core Academic Subjects	Teachers will produce and implement common formative and summative assessments, and gather and analyze data to guide their instruction and improve student achievement.
Release time for Math teachers to conference and collaborate.		\$2,250.00	Core Academic Subjects	Teachers will produce and implement common formative and summative assessments, and gather and analyze data to guide their instruction and improve student achievement.
Release time for certificated and classified personnel to meet		\$1,500.00	Core Academic Subjects	CARES Intervention Team will meet at least quarterly to identify and discuss at-risk and High Priority students.
EL Coordinator VSA		\$3,000.00	English Language Development	Keep files of mandated English Learner notifications and documents.
Academic Center Tutors		\$30,000.00	English Language Development	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center.Fund additional tutors for the Academic Center.Improve students' awareness of the Academic Center.Support regular push-in of Academic Center tutors into ACES and AVID classes.

District Funded Total Expenditures: \$39,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$104,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Center Coordinator		\$54,000.00	English Language Development	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center.Fund additional tutors for the Academic Center.Improve students' awareness of the Academic Center.Support regular push-in of Academic Center tutors into ACES and AVID classes.

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Academic Center UCD Work Study Tutors	\$24,500.00	English Language Development	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center. Fund additional tutors for the Academic Center. Improve students' awareness of the Academic Center. Support regular push-in of Academic Center tutors into ACES and AVID classes.
Monitor and improve library resources	\$4,450.00	English Language Development	Library Resources
LEAD	\$500.00	School Climate	Continue year-long sophomore student orientation and support program and implement informational programs and peer tutoring programs.
Link Crew	\$1,000.00	School Climate	Continue year-long sophomore student orientation and support program and implement informational programs and peer tutoring programs.
Jon Daily Presentations	\$450.00	School Climate	The DHS Climate Committee will sponsor an anti-drug and alcohol program and coordinate a Human Relations Week
Human Relations Week	\$550.00	School Climate	The DHS Climate Committee will sponsor an anti-drug and alcohol program and coordinate a Human Relations Week
The Coordinator will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs.	\$14,000.00	Core Academic Subjects	Hiring an Intervention Coordinator
Monitor and improve library resources	\$4,010.00	Core Academic Subjects	Library Resources
Release time for certificated and classified personnel to meet	\$1,500.00	Core Academic Subjects	CARES Intervention Team will meet at least quarterly to identify and discuss at-risk and High Priority students.

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LCFF - Base Total Expenditures: \$104,960.00

LCFF - Base Allocation Balance: \$0.00

Davis Senior High School Total Expenditures: \$143,960.00