

# 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:** 5-25-16

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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**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School and Student Performance Data .....	3
CAASPP Results (All Students) .....	3
Title III Accountability (School Data) .....	5
Title III Accountability (District Data).....	6
Planned Improvements in Student Performance .....	7
School Goal #1 .....	7
School Goal #2 .....	10
School Goal #3 .....	12
Summary of Expenditures in this Plan .....	14
Total Allocations and Expenditures by Funding Source .....	14
Total Expenditures by Goal .....	15
School Site Council Membership .....	16
Recommendations and Assurances.....	17

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	544	511	93.9	506	2671.2	53	29	11	6
All Grades	544	511	93.9	506		53	29	11	6

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	59	35	7	59	33	8	34	59	8	62	33	5
All Grades	59	35	7	59	33	8	34	59	8	62	33	5

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	544	514	94.5	507	2681.3	44	25	15	15
All Grades	544	514	94.5	507		44	25	15	15

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	55	29	16	52	36	12	48	41	11
All Grades	55	29	16	52	36	12	48	41	11

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	88	68	
Percent with Prior Year Data	100.0%	97.1%	
Number in Cohort	88	66	
Number Met	73	56	
Percent Met	83.0%	84.8%	
NCLB Target	59.0	60.5%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	41	55	31	45		
Number Met	22	43	15	37		
Percent Met	53.7%	78.2%	48.4%	82.2%		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</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) Incorporating principles of aligning courses:: sound grading principles, and developing, administering, and refining authentic common assessments; and 3) using those results to improve instruction and identify 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 Committee 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 Council 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 Team 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. Each department will produce a common syllabus for one synonymous course.	7/1/2016 - 6/30/2017	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
			Release time for Science teachers to conference and collaborate.			
			Release time for Social Studies teachers to conference and collaborate.			
CARES Intervention Team will meet at least quarterly to identify and discuss at-risk and High Priority students.	7/1/2016 - 6/30/2017	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
Intervention Team	7/1/2016 - 6/30/2017	Will Brown and Tom McHale	The Intervention Team will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs. Site General Fund to supplement CARES \$11,600		LCFF - Base	2,400
Library Resources	7/1/2016 - 6/30/2017	Will Brown and Bruce Cummings	Monitor and improve library resources		LCFF - Base	3,992



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID program coordination and support * AVID Coordinator .2 FTE * AVID Tutors (1 tutor per 7 students) * AVID materials, resource texts, field trips (not including subs) * AVID Summer Institute (5 participants, including administrator) * YCOE AVID Collaborative PD (not including subs)	7/1/2016 - 6/30/2017		AVID Coordinator .2 FTE		District Funded	20,000
			AVID Tutors (1 tutor per 7 students)		District Funded	3,500
			AVID materials, resource texts, field trips		District Funded	2,000
			AVID Summer Institute		District Funded	4,000
			YCOE AVID Collaborative PD		District Funded	600
Credit Recovery: The CARES Committee continues to pilot strategies and seeks to expand practices.	7/1/2016 - 6/30/2017					

## 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>
At least 67% of EL students will increase their CELDT scores by one level each year.
<b>Data Used to Form this Goal:</b>
<p>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, 15?) The Academic Center (AC) performance data from 2009-2015 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) For Fall Semester 2015, 88% of EL students received tutoring at the AC. (73/83) 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, 26 in Fall 2014, and 25 in Fall 2015.</p>
<b>Findings from the Analysis of this Data:</b>
<p>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. 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.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP Data,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.	7/1/2016 - 6/30/2017	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	28,820
			Academic Center Coordinator		LCFF - Supplemental	25,180
			Academic Center UCD Work Study Tutors		LCFF - Supplemental	24,500
Keep files of mandated English Learner notifications and documents.	7/1/2016 - 6/30/2017	Will Brown; and District EL Coordinator, and S. Currea	EL Coordinator VSA		District Funded	3,000
Library Resources	7/1/16 - 6/30/2017	Will Brown and Bruce Cummings	Monitor and improve library resources		LCFF - Base	4,500
Support additional professional development for all teachers in new EL standards.	7/1/16 - 6/30/2017	David Achimore				

## 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 the YouthTruth Survey and California Healthy Kids 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>
YouthTruth Survey 2015 and California Healthy Kids Survey 2015 results 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. Include data from YouthTruth Survey and CHKS Survey here....
<b>How the School will Evaluate the Progress of this Goal:</b>
YouthTruth Survey and California Healthy Kids Survey results 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.	7/1/2016 - 6/30/2017	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.	7/1/2016 - 6/30/2017	Principal, Will Brown and Climate Committee Advisors	Jon Daily Presentations		LCFF - Base	450
Developing a New Schedule with a later start to the school day.	7/1/2016 6/30/2017					

## 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	43,940	778.00
LCFF - Supplemental	49,680	0.00
District Funded	69,100	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	69,100.00
LCFF - Base	43,162.00
LCFF - Supplemental	49,680.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,992.00
Goal 2	116,000.00
Goal 3	1,950.00

## 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

Signature

Site Leadership Committee

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**

**\$69,100.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
AVID Coordinator .2 FTE		\$20,000.00	Core Academic Subjects	AVID program coordination and support* AVID Coordinator .2 FTE* AVID Tutors (1 tutor per 7 students)* AVID materials, resource texts, field trips (not including subs)* AVID Summer Institute (5 participants, including administrator)* YCOE AVID Collaborative PD (not including subs)
AVID Tutors (1 tutor per 7 students)		\$3,500.00	Core Academic Subjects	AVID program coordination and support* AVID Coordinator .2 FTE* AVID Tutors (1 tutor per 7 students)* AVID materials, resource texts, field trips (not including subs)* AVID Summer Institute (5 participants, including administrator)* YCOE AVID Collaborative PD (not including subs)
AVID materials, resource texts, field trips		\$2,000.00	Core Academic Subjects	AVID program coordination and support* AVID Coordinator .2 FTE* AVID Tutors (1 tutor per 7 students)* AVID materials, resource texts, field trips (not including subs)* AVID Summer Institute (5 participants, including administrator)* YCOE AVID Collaborative PD (not including subs)
AVID Summer Institute		\$4,000.00	Core Academic Subjects	AVID program coordination and support* AVID Coordinator .2 FTE* AVID Tutors (1 tutor per 7 students)* AVID materials, resource texts, field trips (not including subs)* AVID Summer Institute (5 participants, including administrator)* YCOE AVID Collaborative PD (not including subs)
YCOE AVID Collaborative PD		\$600.00	Core Academic Subjects	AVID program coordination and support* AVID Coordinator .2 FTE* AVID Tutors (1 tutor per 7 students)* AVID materials, resource texts, field trips (not including subs)* AVID Summer Institute (5 participants, including administrator)* YCOE AVID Collaborative PD (not including subs)
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.

## Davis Senior High School

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. Each department will produce a common syllabus for one synonymous course.
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. Each department will produce a common syllabus for one synonymous course.
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.

District Funded Total Expenditures: \$69,100.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$43,940.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Monitor and improve library resources		\$4,500.00	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.
The Intervention Team will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs.		\$2,400.00	Core Academic Subjects	Intervention Team

## Davis Senior High School

Monitor and improve library resources	\$3,992.00	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.
Academic Center Coordinator	\$28,820.00	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.

LCFF - Base Total Expenditures: \$43,162.00

LCFF - Base Allocation Balance: \$778.00

### Funding Source: LCFF - Supplemental

**\$49,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Center Coordinator		\$25,180.00	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.
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.

LCFF - Supplemental Total Expenditures: \$49,680.00

LCFF - Supplemental Allocation Balance: \$0.00

## Davis Senior High School

Davis Senior High School Total Expenditures: \$161,942.00