The Single Plan for Student Achievement

School: Davis School for Independent Study School

CDS Code: 57726785730098

District: Davis Joint Unified School District

Principal: Sarah Roseen

Revision Date: May 17, 2016

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 .

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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.   The city of Davis is located 14 miles west of Sacramento. It is primarily middle to upper-middle income that places high value on education and civic involvement. More than 80% of the district-wide parent community, have college and post-graduate degrees.

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

Enrollment
2016-2017 Total: 140
10th – 12th: 65
7th – 9th: 42
K – 6th :   23

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

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

Grade Point Averages: State GPA is unweighted and based on courses from grade 10 on excluding P.E. Total GPA is based on all subjects taken in grades 9 – 12 and is weighted. College GPA is calculated on college preparatory courses in grades 10 and 11 and is weighted.
- The academic year is made up of two semesters. Students may take up to seven courses each semester. A limited summer school is available.
- Transcripts and Graduation Requirements may include courses taken in grade 9 at the local junior high schools.

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

Advanced Placement Courses (available at Davis Senior High School): Offered in Studio Art 2-D,Studio Art 3-D, Studio Art: Drawing, Art History; English Literature & Composition; Music Theory; U.S. History; U.S. Government; Human Geography; French Language;

Japanese Language and Culture; Spanish Language and Literature; Microeconomics, Macroeconomics; Calculus AB; Calculus BC; Statistics; Chemistry; Physics; and Biology. Honors courses include Physics, Essentials of Music, American Literature, English 10 and French 4, German 4, Spanish 4, Chinese 4 and Japanese 4 .

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

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

Graduation Requirements
English: 8 Semester(s), 40.0 Credits
Math: 2 Semester(s), 10.0 Credits
Algebra: 2 Semester(s), 10.0 Credits
Physical Science: 2 Semester(s), 10.0 Credits
Life Science: 2 Semester(s), 10.0 Credits
P.E.: 4 Semester(s), 20.0 Credits
Geography: 1 Semester(s), 5.0 Credits
World History: 2 Semester(s), 10.0 Credits
U.S. History: 2 Semester(s),10.0 Credits
U.S. Government: 1 Semester(s), 5.0 Credits
Economics: 1 Semester(s), 5.0 Credits
Practical Arts: 1 Semester(s), 5.0 Credits
Fine Arts:1 Semester(s), 5.0 Credits
Health: 1 Semester(s), 5.0 Credits
Community Service: 1 Semester(s), 1.0 Credits
Elective Courses: 59.0 Credits
Total Required: 210.0 Credits

Class of 2016 Reported Post-Secondary Plans----------------------coming in May

Number Percent
of Students of Class

Four-Year College

Two-Year Colleges and
Vocational Programs

Working Full-Time
Or did not report

State of California Academic Performance Index (API): DSIS earned an API score of 843 for the 2013 school year. API was not calculated in 2014 or 2015.

PSAT National Merit Scholarship Qualifying Test: Commended students:

CLASS RANK: DSIS does not rank

AP/HONORS COURSES
DSHS and DSIS do not recommend taking more than the following AP./Honors course loads:
2 – 10th   3 - 11th   3 – 12th

Comprehensive Needs Assessment Components

<u>Data Analysis</u>

Please refer to the School and Student Performance Data section where an analysis is provided.

<u>Surveys</u>

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

<u>Classroom Observations</u>

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

<u>Analysis of Current Instructional Program</u>

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

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 3	2	1	50.0	1	*	*	*	*	*
Grade 4	2	0	0.0	0	*	*	*	*	*
Grade 5	4	4	100.0	3	*	*	*	*	*
Grade 6	4	4	100.0	4	*	*	*	*	*
Grade 7	8	7	87.5	7	*	*	*	*	*
Grade 8	16	12	75.0	12	**2576.4**	8	42	50	0
Grade 11	38	20	52.6	20	**2616.4**	35	25	30	10
All Grades	74	48	64.9	47		29	33	27	8

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	**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 3	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	17	75	8	17	75	8	8	83	8	25	67	8
Grade 11	55	30	15	45	35	20	25	60	15	30	55	15
All Grades	40	45	15	43	40	17	30	60	11	32	57	11

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 3	2	1	50.0	1	*	*	*	*	*
Grade 4	2	0	0.0	0	*	*	*	*	*
Grade 5	4	4	100.0	2	*	*	*	*	*
Grade 6	4	4	100.0	4	*	*	*	*	*
Grade 7	8	7	87.5	7	*	*	*	*	*
Grade 8	16	12	75.0	12	**2576.3**	17	42	17	25
Grade 11	38	21	55.3	21	**2566.5**	5	19	38	38
All Grades	74	49	66.2	47		14	29	24	29

Grade Level	**CONCEPTS & PROCEDURES** Applying mathematical concepts and procedures			**PROBLEM SOLVING & MODELING/DATA ANALYSIS** Using appropriate tools and strategies to solve real world and mathematical problems			**COMMUNICATING REASONING** 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 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	33	42	25	25	67	8	17	50	33
Grade 11	10	48	43	5	71	24	5	71	24
All Grades	28	40	32	21	60	19	15	60	26

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

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			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	59.0		
Met Target			

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						
Number Met						
Percent Met						
NCLB Target	22.8	49.0				
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	**2014-15**	**2015-16**
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		
	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		
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				
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**
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
Met Target for AMAO 3	**No**		

Conclusions based on this data:

1.

Planned Improvements in Student Performance

<p align="center"><u>School Goal #1</u></p>

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: Mathematics
LEA GOAL:
LCAP Goal 3, 4, 5
SCHOOL GOAL #1:
There will be a 20% increase of students utilizing the math tutorial, as 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 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.   CAASPP 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 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
Offer math tutorial for students six times per week to assist with student learning. Increase role of UCD tutors in assisting the math teacher with tutorials. Explore the use of peer tutors, as recommended by the math teacher. Communicate to students and parents that tutorial is required for students in danger of failing a math course.	8/2013 - 6/2017	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.	8/2013 - 6/2017	Math teacher; Principal.	Math Supplies		LCFF - Base	400

Planned Improvements in Student Performance

<u>**School Goal #2**</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: English Language Arts
LEA GOAL:
LCAP Goals 3, 4, 5
SCHOOL GOAL #2:
The DSIS staff will work collaboratively to create one common assessment and one corresponding rubric for each of the English classes.
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. In addition, the self-study identified a need for common assignments/assessments.
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 CAASPP data 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**
Teachers will collaborate in course-alike groups to develop one common assessment and one corresponding rubric for each English course. Student data will be reviewed and analyzed. Discussions moving forward will be around pre and post assessments to show growth.	8/2013-6/2017	DSIS Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	8/2013-6/2017	Staff	English Language Arts Resources		LCFF - Base	400

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: School Climate
LEA GOAL:
LCAP Goal 6, 7, 8
SCHOOL GOAL #3:
Increase the percentage of students who report positive rankings on "School Culture" questions on the Youth Truth Survey from 78% to 80% by increasing school-wide opportunities for participation, and broadening our methods of communicating with families in order to foster increased participation.
Data Used to Form this Goal:
Youth Truth Survey: 78% reported a positive ranking on the "School Culture" questions.
Findings from the Analysis of this Data:
While DSIS receives high marks from its students in the area of "School Culture," more can be done to ensure that every student feels connected to our school.
How the School will Evaluate the Progress of this Goal:
The Youth Truth survey, or a similar survey, will be re-administered in the spring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	8/28/2015 - 6/12/2016	DSIS staff	School Activities/Field Trips		LCFF - Base	1,100
			Yearbook		LCFF - Base	500
			Library		LCFF - Base	200

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 10-12th 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

School Goal #4

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: Professional Growth
LEA GOAL:
LCAP Goal 1, 6, 8
SCHOOL GOAL #4:
Staff will attend at least one professional development opportunity within our district or community. .
Data Used to Form this Goal:
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:
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:
As teachers attend professional development, they will be given the opportunity to share with the rest of the staff. This will happen during: 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
Attend conferences related to Independent Study and the Common Core. Provide on-site staff development by "lead learners."	8/28/2013 - 6/12/2016	Teachers; Principal, Curriculum & Instruction Dept.t	Conferences/On-Site Trainings		LCFF - Base	1,200
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

<u>**School Goal #5**</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: Online Learning Tools for Instruction
LEA GOAL:
LCAP Goal 1, 2, 3, 4, 5, 6
SCHOOL GOAL #5:
By the end of the school year, and using data from the 2016-17 hybrid courses (student achievement, completion, user satisfaction), we will develop a plan for blended offerings for the 2017-18 school year, as well as the integration of technology into the curriculum at DSIS.
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 blended 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**
Examine the effectiveness of the blended courses using completion data and end of year test scores. Implement blended Social Science courses. Explore online Health curriculum.	8/2016-6/2017	Principal; DSIS Hybrid Online Teachers; DSIS Technology Committee; 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 iPads/ 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 will evaluate technology options and make further recommendations to school staff.	8/2013-6/2017	Teachers; Principal; DSIS Technology Committee; DJUSD Technology Department				
In 2014 DSIS was outfitted with Chromebooks for students to use. Within the site there will be a manager of the Chromebooks to manage usage calendar, train teachers, and support students/teachers as needed.\n\nGoogle documents will be introduced to the site as a whole during staff meetings.	8/2014-6/2017	Teachers; Principal; DSIS Technology Committee	Technology Upgrades		LCFF - Base	800

Planned Improvements in Student Performance

School Goal #6

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: Access to Technology
LEA GOAL:
LCAP Goal #2, 4, 5, 6
SCHOOL GOAL #6:
Providing access to curriculum, word processing, and goal-setting/organizational tools online, requires the computer lab to be updated. Each year, the DSIS computer lab will update one-third of the machines in order to provide access for at-risk students and small classes.
Data Used to Form this Goal:
Our most at-risk students do not have access to technology at home. In an effort to provide access to curriculum, word processing, and goal-setting/organizational tools online, the computer lab must be updated. In addition, our Climate committee has expressed an interest in providing more small-group experiences for our students. With an updated computer lab, DSIS will be able to run small clubs like Lego Mindstorm and C-STEM/programming.
Findings from the Analysis of this Data:
A significant portion of our students are enrolled in a blended course or piloting an online curriculum. Students who do not have access at home have significant challenges when it comes to work completion. An updated lab would provide the students access to high-speed, fully functioning machines not only during open lab times, but possibly during class time.
How the School will Evaluate the Progress of this Goal:
Attendance in small classes and clubs as recorded by the teacher/advisor; participation in the computer lab open hours as recorded by the sign-in/out sheet; student and parent climate surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase 4 desktop computers.	9/2016-5/2017	DSIS Staff			LCFF - Supplemental	4800

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	5,000	0.00
LCFF - Supplemental	4,800	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	5,000.00
LCFF - Supplemental	4,800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	400.00
Goal 2	400.00
Goal 3	2,200.00
Goal 4	1,200.00
Goal 5	800.00
Goal 6	4,800.00

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
Sarah Roseen	X				
Amy Thomson		X			
Cathy Scarr		X			
Cindy Martell			X		
Marcia Berry				X	
Sasha Collins				X	
Lauren Babcock					X
Madeline Kerr					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 5/17/2016.

Attested:

Sarah Roseen
      Typed Name of School Principal   Signature of School Principal   Date

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

Budget By Expenditures

Davis School for Independent Study

Funding Source: LCFF - Base   **$5,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Supplies		$400.00	Mathematics	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		$400.00	English Language Arts	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.
School Activities/Field Trips		$1,100.00	School Climate	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.
Yearbook		$500.00	School Climate	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.
Library		$200.00	School Climate	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.
Materials for Study Skills Classes		$400.00	School Climate	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 10-12th 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.
Conferences/On-Site Trainings		$1,200.00	Professional Growth	Attend conferences related to Independent Study and the Common Core. Provide on-site staff development by "lead learners."

Davis School for Independent Study

Technology Upgrades		$800.00	Online Learning Tools for Instruction	In 2014 DSIS was outfitted with Chromebooks for students to use. Within the site there will be a manager of the Chromebooks to manage usage 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: $5,000.00

LCFF - Base Allocation Balance: $0.00

Funding Source: LCFF - Supplemental   **$4,800.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$4,800.00	Access to Technology	Purchase 4 desktop computers.

LCFF - Supplemental Total Expenditures: $4,800.00

LCFF - Supplemental Allocation Balance: $0.00

Davis School for Independent Study Total Expenditures: $9,800.00