

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: 5-25-17

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 .

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School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	544	550	511	526	506	517	93.9	94.9
All Grades	544	550	511	526	506	517	93.9	94.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2671.2	2685.9	53	60	29	27	11	8	6	5
All Grades	N/A	N/A	53	60	29	27	11	8	6	5

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	59	62	35	33	7	4	
All Grades	59	62	35	33	7	4	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	59	66	33	28	8	6
All Grades	59	66	33	28	8	6

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	45	59	50	8	5
All Grades	34	45	59	50	8	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	62	68	33	29	5	3
All Grades	62	68	33	29	5	3

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	544	549	514	504	507	499	94.5	91.8
All Grades	544	549	514	504	507	499	94.5	91.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2681.3	2691.2	44	45	25	29	15	14	15	12
All Grades	N/A	N/A	44	45	25	29	15	14	15	12

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	55	59	29	27	16	13	
All Grades	55	59	29	27	16	13	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	52	47	36	42	12	11
All Grades	52	47	36	42	12	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	48	55	41	37	11	8
All Grades	48	55	41	37	11	8

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:

SUBJECT: Core Academic Subjects
LEA GOAL:
Increase academic performance of High Priority Students
SCHOOL GOAL #1:
Increase academic performance of High Priority students---defined as those students with two or more D/F grades 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. 4) Decrease the percentage of High Priority sophomore students earning two or more D/F grades by 20% based on 3rd Quarter D/F list.
Data Used to Form this Goal:
Number of students earning 2 or more D/F at the end of Fall 2016: 22/34 (Cohort of High Priority Sophomore students) Number of students earning 2 or more D/F grades at the end of the 3rd Quarter 2017: 24/34 (Cohort of High Priority Sophomore students) Number of students earning D/F grades in World Civ, Fall 2015: 63 out of 596 total students (10.6%) Number of students earning D/F grades in World Civ, Fall 2016: 50 out of 580 total students (8.6%) Number of students earning D/F grades in English course Fall 2015: 39 out of 596 total students (6.54%) Number of students earning D/F grades in English course Fall 2016: 41 out of 580 total students (7.07%) Number of students earning D/F grades in Math Fall 2015: 40 out of 596 total students (6.71%) Number of students earning D/F grades in Math Fall 2016: 27 out of 580 total students (4.65%)
Findings from the Analysis of this Data:
Focusing on students who are struggling in multiple core academic courses, we will support the allocation of site resources to have the greatest impact.

How the School will Evaluate the Progress of this Goal:

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.	7/1/2017-6/30/2018	Principal Brown, 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 once a month to identify and discuss at-risk and High Priority students.	7/1/2017 - 6/30/2018	Principal Will Brown, Assistant Principal Tom McHale and CARES Leadership Team	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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CARES Leadership Team	7/1/2017 - 6/30/2018	Principal Will Brown and Assistant Principal Tom McHale	The Intervention Team will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs. Site General Fund to supplement CARES \$10,822		LCFF - Base	3,955
Library Resources	7/1/2017 - 6/30/2018	Principal Will Brown and Librarian Bruce Cummings	Monitor and improve library resources		LCFF - Base	3,992
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)	7/1/2017-6/30/2018	Principal Brown, AVID Coordinator Kelly McInturf	AVID Coordinator .2 FTE AVID Tutors AVID class materials, curriculum, resource texts, recruiting expenses & field trips AVID Summer Institute Sacramento County Office of Education Collaborative AVID PD		District Funded District Funded District Funded District Funded District Funded	20,000 3,000 4,000 4,000 600
DHS World Civilizations Bilingual Paraeducator, 1.0 FTE	7/1/2017-6/30/2018	Assistant Principal Kellie Sequeira, Teacher David Achimore	Bilingual Paraeducator, 1.0 FTE		District Funded	26,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Development
LEA GOAL:
Increase Academic Performance of EL Students
SCHOOL GOAL #2:
In working toward student reclassification, English Learners will achieve a grade of at least "C" in all of their core content classes at a rate of 80%. English Learners will advance on their graduation rate status from 92.3% to 95% by November of 2018.
Data Used to Form this Goal:
37% of EL Students were on the D/F list (2 or more D/F grades) for Fall Semester 2015-16 (#___ of EL students) 23% of EL Students were on the D/F list (2 or more D/F grades) for Fall Semester of 2016-17(#___ of EL students) For Fall Semester 2015, 88% of EL students received tutoring at the Academic Center. (73/83) For Fall Semester 2016, 87% of EL students received tutoring at the Academic Center. (78/91)
Findings from the Analysis of this Data:
Increasing success of EL students in World Civ classes supported by bilingual paraeducator 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 who seek tutoring at the AC, the number of times they use the AC has increased. 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:
CAASPP Data, Academic Center usage rates and demographic data, D/F lists District 2017 data? (eventually the district will be able to provide English Language proficiency data when the new test comes in)

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.	7/1/2017 - 6/30/2018	Principal Will Brown, Assistant Principal Tom McHale, Assistant Principal Kelly Sequeira, Academic Center Coordinator Marie Michel, District EL Coordinator Ricardo Perez	Academic Center Tutors		District Funded	30,000
			Academic Center Coordinator		LCFF - Base	25,400
			Academic Center Coordinator		LCFF - Supplemental	28,600
			Academic Center UCD Work Study Tutors		LCFF - Supplemental	24,500
			Academic Center Lead Tutor		LCFF - Base	2,000
Keep files of mandated English Learner notifications and documents.	7/1/2017-6/30/2018	Principal Will Brown; Assistant Principal Kellie Sequeira, Ricardo Perez, and Sylvia Currea	EL District Para for Mandates		District Funded	3,000
DHS EL Mentors working through the DHS Academic Center	7/1/17-6/30/18	Assistant Principal Tom McHale and Marie Michel, Academic Center Coordinator	EL Mentor VSA		District Funded	7,750
			EL Mentor Coordinator VSA		District Funded	1,000
Library Resources	7/1/17 - 6/30/2018	Principal Will Brown and Librarian Bruce Cummings	Monitor and improve library resources		LCFF - Supplemental	4,500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate
LEA GOAL:
Improve School Climate and Student Connectedness
SCHOOL GOAL #3:
Increasing a positive school climate, focusing especially on student connectedness to school, school safety, and student participation. Students who can identify at least one adult on campus to help them with a problem as measured on the Youth Truth survey will increase from 59% to 64% Students who have seriously considered suicide in the past year will decrease from 13% to less than 10% Suspension rate for sub-groups (English Learners move from 8.3% suspension rate to 6% advancing from High to Medium status represented by Green on the Dashboard; African American move from 9.4% to 6% advancing to Medium status ; Hispanic move from 9.5% to 6% advancing from High to Medium; Socioeconomically Disadvantaged move from 12.5% to 6% advancing from High to Medium; Students with Disabilities move from 17.8% to 6% advancing from High to Medium) by December 2018.
Data Used to Form this Goal:
YouthTruth Survey 2016 results Suspension rates as noted on California 5X5 Report and California Dashboard Suspension Rate for 2015-16
Findings from the Analysis of this Data:
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....

How the School will Evaluate the Progress of this Goal:

YouthTruth Survey 2017 and California Healthy Kids Survey 2016-17 results
 Student use of Academic Center
 Student participation in CARES, Friendship Day, Link Crew, Clubs, Programs, Athletic Teams, and Climate Committee activities
 Feedback on program impact from representatives of Friendship Day, Link Crew, Student Government, CARES, and Climate Committee.
 Analysis of Parent Liaison interactions
 Suspension records

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	7/1/2017 - 6/30/2018	Principal Will Brown, Assistant Principal Tom McHale, and Teacher Bill Williams	Link Crew		LCFF - Base	1,000
Assemblies and Student Support Workshops <ul style="list-style-type: none"> • Careers • Student Health and Wellbeing • DHS Graduates 	7/1/2017-6/30/2018	DSSH Administration	Assemblies		LCFF - Base	1,050
DHS Parent Liaison for Low SES students	7/1/2017-6/30/2018	Assistant Principal Tom McHale and Counselor Cristina Escareno	Counseling staff VSA		District Funded	9,000
EL Field Trip	7/1/2017-6/30/2018				LCFF - Base	1,000

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	39,897	0.00
LCFF - Supplemental	57,600	0.00
District Funded	114,350	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	114,350.00
LCFF - Base	39,897.00
LCFF - Supplemental	57,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,047.00
Goal 2	126,750.00
Goal 3	12,050.00

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				
Gavin Payne				X	
Kevin Tang					X
Tracey Long				X	
Marie Michel			X		
Ipek Midillioglu					X
Tanya Perez				X	
Vicki Rich		X			
Bruce Cummings		X			
Yifan Wei					X
Numbers of members of each category:	1	4	2	3	3

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

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X 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 5-26-16.

Attested:

William Brown

Typed Name of School Principal

Signature of School Principal

Date

Tracey Long

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Davis Senior High School

Funding Source: District Funded

\$114,350.00 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		\$3,000.00	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 class materials, curriculum, resource texts, recruiting expenses & field trips		\$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)
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)
Sacramento County Office of Education Collaborative AVID 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)
Bilingual Paraeducator, 1.0 FTE		\$26,000.00	Core Academic Subjects	DHS World Civilizations Bilingual Paraeducator, 1.0 FTE
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.

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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 once a month to identify and discuss at-risk and High Priority students.
EL District Para for Mandates	\$3,000.00	English Language Development	Keep files of mandated English Learner notifications and documents.
EL Mentor VSA	\$7,750.00	English Language Development	DHS EL Mentors working through the DHS Academic Center
EL Mentor Coordinator VSA	\$1,000.00	English Language Development	DHS EL Mentors working through the DHS Academic Center
Counseling staff VSA	\$9,000.00	School Climate	DHS Parent Liaison for Low SES students

District Funded Total Expenditures: \$114,350.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$39,897.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,000.00	School Climate	EL Field Trip
Link Crew		\$1,000.00	School Climate	Continue year-long sophomore student orientation and support program and implement informational programs

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Assemblies	\$1,050.00	School Climate	Assemblies and Student Support Workshops-Careers-Student Health and Wellbeing-DHS Graduates
Academic Center Lead Tutor	\$2,000.00	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.
The Intervention Team will organize and lead CARES meetings, monitor student progress, and coordinate intervention programs.	\$3,955.00	Core Academic Subjects	CARES Leadership Team
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 once a month to identify and discuss at-risk and High Priority students.
Academic Center Coordinator	\$25,400.00	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:		\$39,897.00	
LCFF - Base Allocation Balance:		\$0.00	

Funding Source: LCFF - Supplemental

\$57,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Center Coordinator		\$28,600.00	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	\$4,500.00	English Language Development	Library Resources

LCFF - Supplemental Total Expenditures: \$57,600.00

LCFF - Supplemental Allocation Balance: \$0.00

Davis Senior High School Total Expenditures: \$211,847.00