

# The Single Plan for Student Achievement

**School:** Davis School for Independent Study School  
**CDS Code:** 57726785730098  
**District:** Davis Joint Unified School District  
**Principal:** Robert Kinder  
**Revision Date:** May 19, 2017

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

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

**Contact Person:** Robert Kinder  
**Position:** Principal  
**Phone Number:** (530) 757-5333  
**Address:** 526 B St.  
Davis, CA 95616  
**E-mail Address:** rkinder@djud.net

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

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	5
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
Planned Improvements in Student Performance .....	12
School Goal #1.....	12
School Goal #2.....	13
School Goal #3.....	14
School Goal #4.....	15
School Goal #5.....	17
School Goal #6.....	18
Summary of Expenditures in this Plan.....	19
Total Allocations and Expenditures by Funding Source .....	19
Total Expenditures by Goal .....	20
School Site Council Membership.....	21
Recommendations and Assurances.....	22

## 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: 150

10th – 12th: 94

7th – 9th: 36

K – 6th : 20

### Faculty

The DSIS faculty consists of 12 certificated teachers (full and part-time), one full-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 tech and a part-time computer tech 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; The Single Plan for Student Achievement

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**

Number Percent  
of Students of Class

Four-Year College	4	12%
Two-Year Colleges and Vocational Programs	25	74%
Working Full-Time Or did not report	5	15%

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**

### **Data Analysis**

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

### **Surveys**

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).

Students and parents participated in a comprehensive online survey during October 2016 to support the WASC self-study. Survey results shows that DSIS is considered a welcoming environment where students feel safe. Students and parents also strongly agree that DSIS teachers do a great job of individualizing course content for each student. The one-on-one teaching environment is seen as an advantageous learning environment for students who are not able to attend classes at a traditional school. Some parents and students responded that they would like to see DSIS increase course offerings to include foreign languages. Students also participated in the Youth Truth survey during the month of October.

### **Classroom Observations**

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

Classroom observations take place on an ongoing basis. DSIS teachers are found to be highly qualified in their subject areas and demonstrate good classroom management skills.

### **Analysis of Current Instructional Program**

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.

### **Standards, Assessment, and Accountability**

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

DSIS secondary teachers use a common rubric for scoring essays that students write at the beginning of the year. DSIS students also participate in CAASPP testing.

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

CAASPP scores are reviewed by the teachers to align instruction to the student.

### **Staffing and Professional Development**

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

All teachers at DSIS meet the requirements for highly qualified staff. A majority of the teachers are also HOUSSed.

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

Teachers have access to all district sponsored training through the DJUSD GoSignMeUp site. Additionally, teachers attend training when new adoptions are introduced. For example, a ninth grade teacher attended the new English Language Arts adoptions.

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

DSIS staff attend training as needed to make sure that they presenting up to date information. For example, the DSIS math teacher regularly attends training on Common Core Math concepts.

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

DSIS teachers who use Edgenuity courses have the option to contact experts whenever they have a question relating to content. DSIS teachers also have access to the District's Director of Curriculum and Instruction.

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

Teachers at DSIS have an hour of collaboration time built into their schedule on alternating Monday's. Teachers also attend district articulation days that correspond with the course and/or grade level that they teach.

#### Teaching and Learning

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

DSIS curriculum is aligned with the DJUSD standards.

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

DSIS is an independent study school with two options for high school students English Language Arts classes. Students can elect to take a blended English course where they meet in a class setting for 1.25 hours each week and they complete the rest of their work online. The second option is to take the course with their supervising teacher. Mathematics classes are offered three times a week and meet for one hour at a time. Students complete the rest of their work on their own and submit at the next class. DSIS students are expected to complete a minimum of twenty hours per week of class work.

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

Instruction at DSIS is personalized for each student by their supervising teacher allowing for intervention to take place during any teacher/student meeting. Students also have access to Science, Math and Writing tutorials as a means of interventions. Study hall has been added in the current school year for students who are in danger of failing and have been placed on academic probation.

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

All students have access to standards-based instructional materials for each course that they take. DSIS maintains a library of materials available to all students and teachers.

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)

Teachers at DSIS use DJUSD adopted curriculum in all instruction.

## Opportunity and Equal Educational Access

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

Math tutorials are held four days per week, Science tutorials are held two days per week and writing tutorial is offered one time a meet. In addition, teachers are available to meet with students who are under-performing in order further support the students.

### 14. Research-based educational practices to raise student achievement

Staff and teachers at DSIS attend the California Consortium of Independent Studies conference on a yearly basis where they exchange best practices with other independent studies teachers. DSIS teachers also access training videos on the internet and collaborate with other teachers regarding educational practices to raise student achievement.

## Parental Involvement

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

A student who has been identified as under-achieving or in danger of failing are referred to the principal who meets with the student and parent so that they can discuss strategies for the student to become successful. The parents and students have access to multiple online resources provided by the district such as; Learn360, and online curriculum resources in all subject areas.

### 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)

Parents and students serve on the DSIS School Site Council and serve as the voice of the DSIS community. The School Site Council helps to set the major goals for the school for year.

## Funding

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

Due to the nature of independent study, DSIS only receives approximately \$4800 per year in funding through LCFF Supplemental funds. These funds are used to purchase study skills related materials, computers and other materials as necessary to increase student achievement.

### 18. Fiscal support (EPC)

DSIS receives its funding from the Davis Joint Unified School district. Funding is based on student population.

## 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 3	2	6	1	3	1	3	50.0	50
Grade 4	2	2	0	2	0	2	0.0	100
Grade 5	4	2	4	1	3	1	100.0	50
Grade 6	4	3	4	3	4	3	100.0	100
Grade 7	8	8	7	6	7	6	87.5	75
Grade 8	16	13	12	9	12	9	75.0	69.2
Grade 11	38	32	20	20	20	20	52.6	62.5
All Grades	74	66	48	44	47	44	64.9	66.7

\* 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 3	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	2576.4	*	8	*	42	*	50	*	0	*
Grade 11	2616.4	2603.6	35	15	25	50	30	30	10	5
All Grades	N/A	N/A	29	30	33	43	27	18	8	9

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	17	*	75	*	8	*
Grade 11	55	40	30	55	15	5
All Grades	40	50	45	41	15	9

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	17	*	75	*	8	*
Grade 11	45	10	35	60	20	30
All Grades	43	30	40	50	17	20

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	8	*	83	*	8	*
Grade 11	25	20	60	80	15	0
All Grades	30	27	60	70	11	2

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	25	*	67	*	8	*
Grade 11	30	20	55	80	15	0
All Grades	32	34	57	61	11	5

**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 3	2	6	1	3	1	3	50.0	50
Grade 4	2	2	0	2	0	2	0.0	100
Grade 5	4	2	4	1	2	1	100.0	50
Grade 6	4	3	4	3	4	3	100.0	100
Grade 7	8	8	7	6	7	6	87.5	75
Grade 8	16	13	12	9	12	9	75.0	69.2
Grade 11	38	32	21	20	21	20	55.3	62.5
All Grades	74	66	49	44	47	44	66.2	66.7

\* 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 3	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	2576.3	*	17	*	42	*	17	*	25	*
Grade 11	2566.5	2583.7	5	5	19	20	38	45	38	30
All Grades	N/A	N/A	14	27	29	23	24	27	29	23

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	33	*	42	*	25	*
Grade 11	10	10	48	50	43	40
All Grades	28	32	40	39	32	30

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	25	*	67	*	8	*
Grade 11	5	5	71	70	24	25
All Grades	21	32	60	50	19	18

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 3	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	17	*	50	*	33	*
Grade 11	5	5	71	80	24	15
All Grades	15	25	60	64	26	11

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: Increase Student Achievement</b>
<b>LEA GOAL:</b>
LCAP Goal 3, 4, 5
<b>SCHOOL GOAL #1:</b>
Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.
<b>Data Used to Form this Goal:</b>
DSIS is still not meeting the federal Adequate Yearly Progress (AYP) target for participation rates, each year shows an increase towards that goal. In 2015-16 73% of DSIS students scored proficient or above on the CAASPP assessment, although standardized test data is difficult to evaluate because of low participation rates.
<b>Findings from the Analysis of this Data:</b>
By using common assessments, such as the CAASPP and CAST interim tests, teachers will be able to better identify learning trends among DSIS students and design activities that will support students' academic achievement in core content areas.
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff meeting discussions, including reporting out by grade-level teams.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize data from interim CAASPP and CAST tests to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.	8/2017 - 6/2020	Principal, Teaching staff organized by grade level supervising teacher teams and/or small classroom teachers				
Develop additional common assessments and rubrics for core subjects.	8/2017 - 6/2020	Principal, Teaching staff organized by grade level supervising teacher teams and/or small classroom teachers				

## 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: Technology Plan</b>
<b>LEA GOAL:</b>
LCAP Goals 2, 3, 4, 5, 6
<b>SCHOOL GOAL #2:</b>
Providing access to curriculum, word processing, and goal-setting/organizational tools online that is the same for every student. This requires a technology plan to be put into place.
<b>Data Used to Form this Goal:</b>
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, a technology plan needs to be created so that all DSIS students have access to the same technology tools.
<b>Findings from the Analysis of this Data:</b>
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. DSIS has 32 chromebooks for student when they are completing work in the DSIS library. The chromebooks are also used to supplement classroom instruction. The students are able to view videos and work on their coursework using the technology. Developing a site technology plan will help DSIS to make sure that the needs of students are being met.
<b>How the School will Evaluate the Progress of this Goal:</b>
Sign/in out sheet for chromebook use for individual students as well as for classroom use. Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Technology Plan	8/2017-6/2018	Principal, Technology Committee and DSIS staff.				

## 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>
LCAP Goal 1, 4, 5, 6, 7, 8
<b>SCHOOL GOAL #3:</b>
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.
<b>Data Used to Form this Goal:</b>
Youth Truth Survey: 78% reported a positive ranking on the "School Culture" questions.
<b>Findings from the Analysis of this Data:</b>
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. The 2016 student survey shows that 93 percent of students reported there is sufficient support for them when they feel like they are struggling academically, while 76% of students report that there is sufficient support for them when they are struggling emotionally.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor use of supplementary supports through attendance and/or student surveys. Review overall course grades in core classes.

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.	8/2017 - 6/2018	DSIS staff	School Activities/Field Trips		LCFF - Base	400
Implement strategies focused on students social/emotional needs.	8/2017 - 6/2022	Principal, DSIS Staff				

## 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:

<b>SUBJECT: Online Learning Opportunities</b>
<b>LEA GOAL:</b>
LCAP Goal 2, 3, 4, 5
<b>SCHOOL GOAL #4:</b>
Explore expanding online learning opportunities.
<b>Data Used to Form this Goal:</b>
2016-17 WASC self-study and 2016 student survey
<b>Findings from the Analysis of this Data:</b>
2016-17 WASC self-study showed that Technological literacy is a key component of success in today's economy. DSIS teachers have integrated more technology into instruction, and 21st century skills into the curriculum to better prepare students for their impending world of work and post-secondary education. The need remains to continue developing technological skills. Expanding online learning opportunities would give DSIS students another avenue of instruction to support their educational needs.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Implement Schoology provides a standard platform for monitoring student progress and a resource/portal for access to curriculum.	8/2017 - 6/2018	Teachers; Principal, Curriculum & Instruction Dept. Technology department	One-time FTE to support the transition to the Schoology platform.		LCFF - Base	3600
			One-time FTE to support the transition to the Schoology platform.		LCFF - Supplemental	3600

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.	8/2017 - 6/2018	Principal; DSIS Blended Online Teachers; DSIS Technology Committee; District Office.				
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 internet access is available in the North and South Wings to enable students and parents to "bring their own devices", and use school-owned iPads/ Chromebooks. Teachers will maintain their personal webpages for communication with parents and students; Teachers will utilize online plagiarism programs to check essays for plagiarism	8/2017 - 6/2018	Teachers; Principal; DSIS Technology Committee; DJUSD Technology Department				

## Planned Improvements in Student Performance

### School Goal #5

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

<b>SUBJECT: School Facilities</b>
<b>LEA GOAL:</b>
LCAP Goal 2, 3, 6, 8
<b>SCHOOL GOAL #5:</b>
Develop a facility use plan that supports student learning and staff collaboration
<b>Data Used to Form this Goal:</b>
2016 WASC self-Study and Student/Parent Surveys
<b>Findings from the Analysis of this Data:</b>
The DSIS campus is split in two distinct wings that is separated by the DJUSD offices. The north wing of the campus houses the K-6 home study program and one junior high teacher. The south or main wing houses the school office, library, computer lab, classrooms and teacher offices for 9th to 12th grade students. The move of the elementary program to the "north wing" in 2008 improved elementary student safety in some areas, but also posed new concerns. Prior to the move, students entered DSIS by crossing the busy district office parking lot. Parents are now able to park on the street directly in front of the elementary entrance. Unfortunately, the "north wing" and the main school campus are separated by the district offices and students must walk down the block and into the district parking lot in order to enter the main building (where the school library is located). To increase safety, elementary teachers or parents walk with young students whenever they leave the elementary wing to visit the main school campus. In addition, the outdoor garden/ activity space is fenced but not locked and is shared by a county life skills program. Students and parents are supportive of DSIS and enjoy the personalized education that DSIS provides, however, while students request an area where they can collaborate with their peers, the noise levels in the main school space (also the library), and supervisory issues make it difficult for the school to address this issue in the existing footprint.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Develop a facility use plan that supports student learning and staff collaboration.	8/2017-6/2018	Principal, Staff, DJUSD Director of Facilities				

## 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:

<b>SUBJECT: Student College and Career Readiness</b>
<b>LEA GOAL:</b>
LCAP Goal # 4, 5, 6, 8
<b>SCHOOL GOAL #6:</b>
DSIS high school students indicate on surveys that they would like to have more college/career readiness preparation during their high school years.
<b>Data Used to Form this Goal:</b>
2016 DSIS WASC Self-study and student surveys
<b>Findings from the Analysis of this Data:</b>
DSIS student learning outcomes state preparation for post-secondary college, career, and work is an important goal for DSIS. In addition to college prep classes, DSIS prepares students for real world experiences through the following courses: Careers, Business Math, Introduction to Computers, I-Search and Community Service (15 hours required for graduation). It is felt that additional community service opportunities are needed for students to help them complete this requirement. School-to-career opportunities supporting both the curriculum and the development of well-rounded young adults are an important part of the school's student learning outcomes. Students have limitations in the a-g course selections offered at DSIS, all secondary students may take up to three courses at Davis Senior High School, or the three junior highs in the district. Students have requested a greater selection of a-g courses at DSIS in order to not have to attend classes at one of the other District schools.
<b>How the School will Evaluate the Progress of this Goal:</b>
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
Create an online document that shows students places where they can complete their community service requirements.	8/2017-6/2019	DSIS Counselor, staff and principal				
Expose students to educational opportunities and careers through field trips to colleges, guest speakers, internships, and job placement.	8/2017-6/2019	DSIS Counselor, staff and principal			LCFF - Base	500

## 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	4,500	0.00
LCFF - Supplemental	3,600	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	4,500.00
LCFF - Supplemental	3,600.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 3</b>	400.00
<b>Goal 4</b>	7,200.00
<b>Goal 6</b>	500.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rob Kinder	X				
Cathy Scarr		X			
Jamie Wales		X			
Marvie Paulson			X		
Emily Burstein				X	
Sasha Collins				X	
Madeline Kerr					X
Robert Michael					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</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

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 5/16/2017.

Attested:

Robert Kinder

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

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

\_\_\_\_\_  
Date

Madeline Kerr

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

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

\_\_\_\_\_  
Date

## 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

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 5/16/2017.

Attested:

Robert Kinder

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

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

5/19/17  
\_\_\_\_\_  
Date

Madeline Kerr

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

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

5/19/17  
\_\_\_\_\_  
Date

# Budget By Expenditures

## Davis School for Independent Study

### Funding Source: LCFF - Base

**\$4,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School Activities/Field Trips		\$400.00	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.
One-time FTE to support the transition to the Schoology platform.		\$3,600.00	Online Learning Opportunities	Implement Schoology provides a standard platform for monitoring student progress and a resource/portal for access to curriculum.
		\$500.00	Student College and Career Readiness	Expose students to educational opportunities and careers through field trips to colleges, guest speakers, internships, and job placement.
LCFF - Base Total Expenditures:		\$4,500.00		
LCFF - Base Allocation Balance:		\$0.00		

### Funding Source: LCFF - Supplemental

**\$3,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
One-time FTE to support the transition to the Schoology platform.		\$3,600.00	Online Learning Opportunities	Implement Schoology provides a standard platform for monitoring student progress and a resource/portal for access to curriculum.
LCFF - Supplemental Total Expenditures:		\$3,600.00		
LCFF - Supplemental Allocation Balance:		\$0.00		
Davis School for Independent Study Total Expenditures:		\$8,100.00		