

The Single Plan for Student Achievement

School: Davis Senior High School
CDS Code: 57726785732201
District: Davis Joint Unified School District
Principal: Thomas P. McHale
Revision Date: 6-6-18

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 June 22, 2017.

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School Vision and Mission

Davis Senior High School's Vision and Mission Statements

It is the mission of Davis Senior High School to educate students over a broad spectrum of academic and artistic areas; to expand their worlds socially and culturally; and to further their growth into mature, responsible adults.

School Profile

Davis Senior High School offers students a full range of academic, athletic, and extracurricular activities. Results from the Spring 2017 CAASPP exam generated strong results. Parents play an integral part in the school's success. The PTA supports the school through teacher grants and a regularly updated website that provides the community with site news and information. Our students can find challenge and variety in the numerous electives, AP courses, career tech (CTE) classes and extracurricular programs such as Speech and Debate, while at the same time they can also access supports such as the Academic Center, Student Success Center, ACES, and MAST. Efforts continue in creating, maintaining, and structuring supports for all student to be as successful as possible, and programs for students who want an academic challenge are securely established.

Tom McHale serves as Davis Senior High School's principal in the 2017-18 school year. He has nine years of school administration experience and served for fifteen years as a social studies teacher at D.S.H.S. Three assistant principals, Amelia Hess, Kellie Sequeira, Mark Simi, Athletic Director, Jeff Lorenson, and Counselor Cathie Pereira complete the DSHS administrative team, working with students, staff, parents and community members in many program areas. The school is focusing on collaboration among and between departments and grade level teams in order to improve learning for all students.

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).

Classroom Observations

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

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

Staffing and Professional Development

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)

Funding

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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	550	580		526	532		517	529		94.9	91.7	
All Grades	550	580		526	532		517	529		94.9	91.7	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2685.9	2675.1		60	55.01		27	28.92		8	9.45		5	6.62	
All Grades	N/A	N/A	N/A	60	55.01		27	28.92		8	9.45		5	6.62	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	58.22		33	32.89		4	8.88	
All Grades	62	58.22		33	32.89		4	8.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	66	65.15		28	26.70		6	8.14	
All Grades	66	65.15		28	26.70		6	8.14	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	44.99		50	49.15		5	5.86	
All Grades	45	44.99		50	49.15		5	5.86	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	68	61.17		29	32.77		3	6.06	
All Grades	68	61.17		29	32.77		3	6.06	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	549	580		504	514		499	514		91.8	88.6	
All Grades	549	580		504	514		499	514		91.8	88.6	

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2691.2	2676.6		45	39.11		29	32.30		14	15.76		12	12.84	
All Grades	N/A	N/A	N/A	45	39.11		29	32.30		14	15.76		12	12.84	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	59	54.78		27	27.49		13	17.74	
All Grades	59	54.78		27	27.49		13	17.74	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	42.30		42	42.88		11	14.81	
All Grades	47	42.30		42	42.88		11	14.81	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	48.05		37	42.22		8	9.73	
All Grades	55	48.05		37	42.22		8	9.73	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10	31	28		39	20		17	28		3	24		11		
11	22	39		39	36			11		11	7		28	7	
12	25	15		50	38		25	23						23	
Total	27	30		41	30		14	20		4	12		13	8	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
10	32	24		39	17		18	31		2	21		9	7	
11	25	35		33	24		3	16		19	8		19	16	
12	30	21		45	36		25	21						21	
Total	29	29		38	24		14	22		8	11		11	14	

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 student performance 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:
Close the Achievement Gap
SCHOOL GOAL #1:
Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)
Data Used to Form this Goal:
Student enrollment in courses Scores on 11th grade CAASPP D/F Lists CDE Dashboard Grid
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 in every department will produce and implement common formative and summative assessments through academic conference, pilot them by the end of the first semester, and gather and analyze data to guide their instruction and improve student achievement. Each department will produce a common syllabus for one synonymous course.	7/1/2018-6/30/2019	Principal Tom McHale, Lead Teachers	Release time for English teachers to conference and collaborate		District Funded	3,250
			Release time for Math teachers to conference and collaborate.		District Funded	3,250
			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. The team will assign mentors with regular outreach to students. CARES team will create and support a system of academic conferencing for Social Studies, English, Science, and Math.	7/1/2018-6/30/2019	Principal Tom McHale, Assistant Principal Kellie Sequeira and CARES Leadership Team	Release time for certificated and classified personnel to meet		LCFF - Base	2,500
			Release time for certificated and classified personnel to meet		District Funded	1,500
CARES Leadership Team	7/1/2018 - 6/30/2019	Principal Tom McHale and Assistant Principal Kellie Sequeira	The Intervention Team will organize and lead CARES meetings, monitor student progress, and coordinate academic conferencing		LCFF - Base	2,955
Library Resources	7/1/2018 - 6/30/2019	Principal Tom McHale and Librarian Bruce Cummings	Monitor and improve library resources		LCFF - Base	3,992
					LCFF - Supplemental	4,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID program coordination and support * AVID Coordinator .2 FTE * AVID Tutors (1 tutor per 7 students) * AVID materials, resource texts, field trips (not including subs) * AVID Summer Institute (5 participants, including administrator) * YCOE AVID Collaborative PD (not including subs)	7/1/2018-6/30/2019	Principal Tom McHale, AVID Coordinator Kelly McInturf	AVID Coordinator .2 FTE		District Funded	20,000
			AVID Tutors		District Funded	3,000
			AVID class materials, curriculum, resource texts, recruiting expenses & field trips		District Funded	4,000
			AVID Summer Institute		District Funded	4,000
			Sacramento County Office of Education Collaborative AVID PD		District Funded	600
DHS World Civilizations Bilingual Paraeducator, 1.0 FTE	7/1/2018-6/30/2019	Assistant Principal Kellie Sequeira, Teacher David Achimore	Bilingual Paraeducator, 1.0 FTE		District Funded	26,000
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.	7/1/2018-6/30/2019	Principal Tom McHale, Assistant Principal Kellie Sequeira, Academic Center Supervisor, Elodia Alvarez, 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
			Academic Center Science Tutors		LCFF - Base	7,000
Keep files of mandated English Learner notifications and documents.	7/1/2018-6/30/2019	Principal Tom McHale; Assistant Principal Kellie Sequeira, Ricardo Perez, David Achimore, and Para-educator support	EL Dist. Para Mandates		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
DHS EL Mentors working through the DHS Academic Center	7/1/2018-6/30/2019	Assistant Principal Kellie Sequeira, and Elodia Alvarez, Academic Center Coordinator	EL Mentor VSA		District Funded	7,750
			EL Mentor Coordinator VSA		District Funded	1,000

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 student performance 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: 21st Century Teaching and Learning
LEA GOAL:
Explore and advance 21st Century Teaching and Learning Opportunities
SCHOOL GOAL #2:
In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.
Data Used to Form this Goal:
Tracking site visits Collecting data on teacher collaboration Collect research on best practices analyzed by staff Action plan created through year's inquiry Pre and post surveys to be collected from staff on inquiry DJUSD Graduate Profile inquiry
Findings from the Analysis of this Data:
Increase staff support of 21st Century Teaching and Learning Increase use and interest of implementing 21st Century Teaching and Learning
How the School will Evaluate the Progress of this Goal:
Measuring the understanding and implementation of 21st Century Teaching and Learning

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Visits	7/1/2018 - 6/30/2019				District Funded	500
					LCFF - Base	
					LCFF - Supplemental	
					LCFF - Supplemental	
					LCFF - Base	
Supplemental Materials for Best Practices Research	7/1/2018-6/30/2019				District Funded	500
					District Funded	
					District Funded	
					LCFF - Supplemental	

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 student performance 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: Inclusive School Environment
LEA GOAL:
Create an inclusive school environment for all students
SCHOOL GOAL #3:
Increasing a positive school climate, focusing especially on student connectedness to school, school safety, and student participation. Explore opportunities for cultural awareness and health and wellness.
Data Used to Form this Goal:
YouthTruth Survey 2017 results Percentage of students engaged in extracurricular activities---sports, clubs, ASB events, etc. Inclusive/cooperative instructional strategies used in classrooms
Findings from the Analysis of this Data:
DHS instructors, student clubs, committees, and classes support 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.

How the School will Evaluate the Progress of this Goal:

YouthTruth Survey 2017 and California Healthy Kids Survey 2016-17 results
 Student use of Health and Wellness program
 Student connectedness to 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	7/1/2018 - 6/30/2019	Principal Tom McHale, Assistant Principal Amelia Hess, 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 	7/1/2018-6/30/2019	DSHS Administration	Assemblies		LCFF - Base	1,050
DHS Parent Liaison for Low SES students	7/1/2018-6/30/2019	Principal Tom McHale, Vice Principal Amelia Hess, Parent Liaison	Counseling staff VSA		District Funded	5,000
Health and Wellness Program Coordinator	7/1/2018-6/30/2019		Coordinate Program		LCFF - Base	4,000

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

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 student performance 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:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				1000-1999: Certificated Personnel Salaries		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	49897	0.00
LCFF - Supplemental	57,600	0.00
District Funded	114,350	1,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	113,350.00
LCFF - Base	49,897.00
LCFF - Supplemental	57,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	13,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	104,100.00
	District Funded	9,250.00
	LCFF - Base	45,347.00
	LCFF - Base	4,550.00
	LCFF - Supplemental	57,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,797.00
Goal 2	1,000.00
Goal 3	11,050.00

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	X				
Kellie Sequeira (Alternate)			X		
Sarah O'Keefe		X			
Gavin Payne				X	
Kevin Tang					X
Joy Klineberg				X	
Bruce Cummings			X		
Yifan Wei					X
Tanya Perez				X	
Vicki Rich		X			
Alane Schaefer		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 6-6-18.

Attested:

Thomas P. McHale		
Typed Name of School Principal	Signature of School Principal	Date

Tanya Perez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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X English Learner Advisory Committee

Special Education Advisory Committee

X Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

X Departmental Advisory Committee (secondary)

X Other committees established by the school or district (list):

School Climate Committee

Site Leadership Committee

Signature
Kelli Dequeina
Signature

Signature
Th P. McHale
Signature

Signature

Signature
Bruce
Signature
Th P. McHale
Signature

Signature
Kelli Dequeina

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Attested:

Thomas P. McHale

Typed Name of School Principal

Th P. McHale

Signature of School Principal

6-6-18

Date

Tanya Perez

Typed Name of SSC Chairperson

Tanya Perez

Signature of SSC Chairperson

6/6/18

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)

Davis Senior High School

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	Core Academic Subjects	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.
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. The team will assign mentors with regular outreach to students. CARES team will create and support a system of academic conferencing for Social Studies, English, Science, and Math.
Release time for English teachers to conference and collaborate	\$3,250.00	Core Academic Subjects	Teachers in every department will produce and implement common formative and summative assessments through academic conference, pilot them by the end of the first semester, and gather and analyze data to guide their instruction and improve student achievement. Each department will produce a common syllabus for one synonymous course.

Davis Senior High School

Release time for Math teachers to conference and collaborate.	\$3,250.00	Core Academic Subjects	Teachers in every department will produce and implement common formative and summative assessments through academic conference, pilot them by the end of the first semester, and gather and analyze data to guide their instruction and improve student achievement. Each department will produce a common syllabus for one synonymous course. Keep files of mandated English Learner notifications and documents.
EL Dist. Para Mandates	\$3,000.00	Core Academic Subjects	
EL Mentor VSA	\$7,750.00	Core Academic Subjects	DHS EL Mentors working through the DHS Academic Center
EL Mentor Coordinator VSA	\$1,000.00	Core Academic Subjects	DHS EL Mentors working through the DHS Academic Center
	\$500.00	21st Century Teaching and Learning	School Visits
	\$500.00	21st Century Teaching and Learning	Supplemental Materials for Best Practices Research
Counseling staff VSA	\$5,000.00	Inclusive School Environment	DHS Parent Liaison for Low SES students
<hr/>			
District Funded Total Expenditures:	\$113,350.00		
District Funded Allocation Balance:	\$1,000.00		

Funding Source: LCFF - Base

\$49,897.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Coordinate Program		\$4,000.00	Inclusive School Environment	Health and Wellness Program Coordinator
Link Crew		\$1,000.00	Inclusive School Environment	Continue year-long sophomore student orientation and support program and implement informational programs

Davis Senior High School

Assemblies	\$1,050.00	Inclusive School Environment	Assemblies and Student Support Workshops -Careers -Student Health and Wellbeing -DHS Graduates
Release time for certificated and classified personnel to meet	\$2,500.00	Core Academic Subjects	CARES Intervention Team will meet at least once a month to identify and discuss at-risk and High Priority students. The team will assign mentors with regular outreach to students. CARES team will create and support a system of academic conferencing for Social Studies, English, Science, and Math.
Academic Center Lead Tutor	\$2,000.00	Core Academic Subjects	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center. Fund additional tutors for the Academic Center. Improve students' awareness of the Academic Center. Support regular push-in of Academic Center tutors into ACES and AVID classes.
Academic Center Science Tutors	\$7,000.00	Core Academic Subjects	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 academic conferencing	\$2,955.00	Core Academic Subjects	CARES Leadership Team
Monitor and improve library resources	\$3,992.00	Core Academic Subjects	Library Resources
Academic Center Coordinator	\$25,400.00	Core Academic Subjects	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center. Fund additional tutors for the Academic Center. Improve students' awareness of the Academic Center. Support regular push-in of Academic Center tutors into ACES and AVID classes.

Davis Senior High School

LCFF - Base Total Expenditures: \$49,897.00

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	Core Academic Subjects	Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students served by the Academic Center. Fund additional tutors for the Academic Center. Improve students' awareness of the Academic Center. Support regular push-in of Academic Center tutors into ACES and AVID classes.
Academic Center UCD Work Study Tutors		\$24,500.00	Core Academic Subjects	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.
		\$4,500.00	Core Academic Subjects	Library Resources

LCFF - Supplemental Total Expenditures: \$57,600.00

LCFF - Supplemental Allocation Balance: \$0.00

Davis Senior High School Total Expenditures: \$220,847.00