School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Davis Senior High School
Address	315 West 14th St. Davis, CA 95616-1914
County-District-School (CDS) Code	57726785732201
Principal	Thomas P. McHale
District Name	Davis Joint Unified School District
SPSA Revision Date	January 20, 2022
Schoolsite Council (SSC) Approval Date	May 20, 2021
Local Board Approval Date	June, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

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 2019 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, and Math and Science Tutors (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 2020-21 school year. He has twelve years of school administration experience and served for fifteen years as a social studies teacher at D.S.H.S. Three assistant principals, Chandra Wengler, Sonam Singh, and Nina Nero, Athletic Director, Jeff Lorenson, and Head 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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the course of the 2020-21 school year, DSHS Site Council members invited leaders to describe their program and how they relate to our school-wide goals. These included Counseling Department, Drug and Alcohol Counseling, Safety Team, Library, CTE, AVID, EL, MTSS and Academic Center. Site Council members discussed data from sources such as the YouthTruth Survey and Dashboard. Information gathered from these sources as well as information on student participation in AP courses and connectedness through coursework, electives and extracurricular activities informed our work on our SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	628	605	576
Grade 11	609	610	588
Grade 12	569	608	592
Total Enrollment	1,806	1,823	1,756

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	87	90	71	4.8%	4.9%	4.0%
Fluent English Proficient (FEP)	374	396	371	20.7%	21.7%	21.1%
Reclassified Fluent English Proficient (RFEP)	4	21	12	4.5%	24.1%	13.3%

Conclusions based on this data:

1. The number of EL students, FEP students and RFEP students declined significantly from the past year.

2. The percentage of EL and FEP held steady while the percentage of students who are RFEP declined from the past year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	571	606	582	493	444	215	488	442	215	86.3	73.3	36.9
All Grades	571	606	582	493	444	215	488	442	215	86.3	73.3	36.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2667.	2679.	2728.	54.51	58.14	73.49	25.20	23.98	20.00	10.25	11.31	4.19	10.04	6.56	2.33
All Grades	N/A	N/A	N/A	54.51	58.14	73.49	25.20	23.98	20.00	10.25	11.31	4.19	10.04	6.56	2.33

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	53.70	59.05	68.69	36.01	30.09	27.57	10.29	10.86	3.74
All Grades	53.70	59.05	68.69	36.01	30.09	27.57	10.29	10.86	3.74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	63.22	62.05	70.56	25.83	29.55	26.64	10.95	8.41	2.80
All Grades	63.22	62.05	70.56	25.83	29.55	26.64	10.95	8.41	2.80

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	45.77	47.29	33.18	47.63	48.19	64.95	6.60	4.52	1.87
All Grades	45.77	47.29	33.18	47.63	48.19	64.95	6.60	4.52	1.87

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	59.09	56.14	62.79	30.79	36.59	35.35	10.12	7.27	1.86
All Grades	59.09	56.14	62.79	30.79	36.59	35.35	10.12	7.27	1.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall achievement in the positive categories in ELA increased in 18-19

2. The percentages in "Below Standards" and "Standards Not Met" declined in all areas except one.

3. The "Above Standards" scores remain strong

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	571	606	582	451	379	215	451	379	214	79	62.5	36.9
All Grades	571	606	582	451	379	215	451	379	214	79	62.5	36.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2681.	2697.	2736.	44.35	52.24	61.21	27.27	21.64	22.90	15.08	12.66	9.81	13.30	13.46	6.07
All Grades	N/A	N/A	N/A	44.35	52.24	61.21	27.27	21.64	22.90	15.08	12.66	9.81	13.30	13.46	6.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	58.35	64.38	63.55	25.17	17.94	28.50	16.48	17.68	7.94
All Grades	58.35	64.38	63.55	25.17	17.94	28.50	16.48	17.68	7.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	50.00	54.50	62.15	34.68	31.22	32.71	15.32	14.29	5.14
All Grades	50.00	54.50	62.15	34.68	31.22	32.71	15.32	14.29	5.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	50.33	53.03	57.01	40.35	37.20	41.59	9.31	9.76	1.40
All Grades	50.33	53.03	57.01	40.35	37.20	41.59	9.31	9.76	1.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The overall "Standards Exceeded" remain strong in 18-19.

2. The percentages of "Above Standard" and "% At or Near Standard" combined in 18-19 are high and similar to previous year

3. The percentages of "Below Standard" in two of three categories are slightly higher.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	1608.8	1557.6	1575.8	1617.4	1560.4	1591.0	1599.8	1554.6	1560.2	30	22	20
11	1543.0	1559.5	1566.2	1531.0	1562.3	1546.7	1554.6	1556.1	1585.3	25	26	18
12	1576.8	1501.2	1525.7	1585.9	1490.0	1501.3	1567.1	1512.0	1549.6	22	13	14
All Grades										77	61	52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	60.00	27.27	31.58	*	36.36	31.58	*	9.09	15.79	*	27.27	21.05	30	22	19
11	*	30.77	27.78	*	15.38	22.22	*	34.62	33.33	*	19.23	16.67	25	26	18
12	*	15.38	7.69	*	0.00	38.46	*	38.46	15.38	*	46.15	38.46	22	13	13
All Grades	48.05	26.23	24.00	18.18	19.67	30.00	19.48	26.23	22.00	14.29	27.87	24.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	76.67	50.00	47.37	*	13.64	26.32	*	13.64	10.53	*	22.73	15.79	30	22	19
11	48.00	34.62	27.78	*	38.46	55.56		11.54	5.56	*	15.38	11.11	25	26	18
12	54.55	15.38	30.77	*	30.77	30.77	*	7.69	7.69	*	46.15	30.77	22	13	13
All Grades	61.04	36.07	36.00	19.48	27.87	38.00	*	11.48	8.00	16.88	24.59	18.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	50.00	18.18	15.79	*	22.73	26.32	*	27.27	26.32	*	31.82	31.58	30	22	19
11	*	7.69	11.11	*	26.92	22.22	*	42.31	44.44	*	23.08	22.22	25	26	18
12	*	15.38	7.69	*	0.00	15.38	*	30.77	30.77	*	53.85	46.15	22	13	13
All Grades	33.77	13.11	12.00	20.78	19.67	22.00	18.18	34.43	34.00	27.27	32.79	32.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	66.67	18.18	21.05	*	63.64	47.37	*	18.18	31.58	30	22	19
11	*	7.69	0.00	*	65.38	66.67	*	26.92	33.33	25	26	18
12	50.00	0.00	0.00	*	46.15	61.54	*	53.85	38.46	22	13	13
All Grades	50.65	9.84	8.00	28.57	60.66	58.00	20.78	29.51	34.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	73.33	68.18	84.21	*	9.09	0.00	*	22.73	15.79	30	22	19
11	56.00	69.23	88.89	*	15.38	0.00	*	15.38	11.11	25	26	18
12	72.73	46.15	46.15	*	23.08	23.08	*	30.77	30.77	22	13	13
All Grades	67.53	63.93	76.00	20.78	14.75	6.00	*	21.31	18.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	43.33	27.27	36.84	*	40.91	31.58	*	31.82	31.58	30	22	19
11	*	11.54	22.22	*	50.00	50.00	52.00	38.46	27.78	25	26	18
12	*	15.38	15.38	*	23.08	38.46	*	61.54	46.15	22	13	13
All Grades	29.87	18.03	26.00	32.47	40.98	40.00	37.66	40.98	34.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	43.33	13.64	5.26	46.67	50.00	68.42	*	36.36	26.32	30	22	19
11	*	11.54	16.67	48.00	76.92	61.11	*	11.54	22.22	25	26	18
12	*	7.69	23.08	*	53.85	38.46	*	38.46	38.46	22	13	13
All Grades	36.36	11.48	14.00	46.75	62.30	58.00	16.88	26.23	28.00	77	61	50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Mean scale scores for 10th and 12th grade students were higher than the previous year with 11th graders lower

2. Davis Senior High sees a higher percentage of Level 1 students

3. Davis Senior High sees a level 4 highest in Oral proficiency domain; Higher percentage in Somewhat/Moderately and Beginning in most categories

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1756	**18.6**	**4.0**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	71	4.0
Foster Youth	6	0.3
Homeless	6	0.3
Socioeconomically Disadvantaged	326	18.6
Students with Disabilities	191	10.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	51	2.9
American Indian or Alaska Native	6	0.3
Asian	307	17.5
Filipino	27	1.5
Hispanic	382	21.8
Two or More Races	105	6.0
Native Hawaiian or Pacific Islander	7	0.4
White	868	49.4

Conclusions based on this data:

1. 18.2% of students are socio-economically disadvantaged

2. DHS is approaching majority-less student population

3. 9.5% of students have disabilities

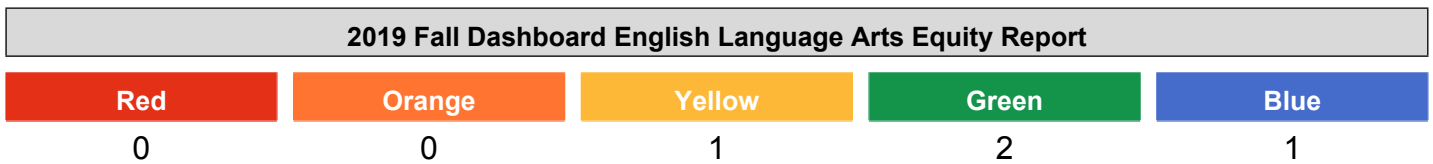# School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Blue		
College/Career Yellow		

Conclusions based on this data:

1. Performances in most categories are strong

2. Overall suspension rate is in the Orange

3. College and Career Readiness is in the Yellow

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
90.3 points above standard	72.6 points below standard	0 Students
Increased ++8.7 points	Declined Significantly -47.3 points	
439	26	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.2 points above standard	64.2 points below standard
	Increased Significantly ++17.8 points	Maintained ++0.3 points
2	82	28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	113.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	Declined -6.6 points	10
		91	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
17.1 points above standard	115.3 points above standard	0 Students	111.5 points above standard
Declined -5.8 points	Increased ++12.3 points		Increased Significantly ++23.9 points
87	25		217

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
125.9 points below standard	1.7 points above standard	102 points above standard
Declined Significantly -30.5 points	Declined Significantly -38.8 points	Increased ++13.4 points
15	11	314

Conclusions based on this data:

1. Performance for all student increased

2. Hispanic performance in ELA declined and EL student performance in ELA declined significantly

3. Performance for SES students increased significantly

School and Student Performance Data
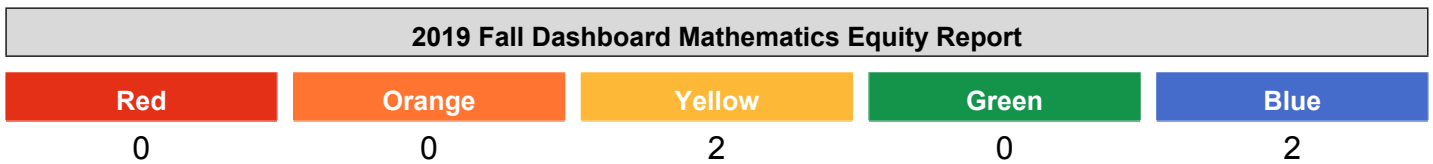
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
63.8 points above standard	79.1 points below standard	
Increased ++10.7 points	Declined Significantly -72 points	
371	22	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	35 points below standard	130.2 points below standard
	Maintained ++2.4 points	Declined -12.1 points
1	59	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		132.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6		Increased Significantly ++15 points	10
		80	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Blue
32.8 points below standard	69.3 points above standard		74.5 points above standard
Declined -4.8 points	Increased ++4.2 points		Increased Significantly ++17.2 points
65	21		188

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
189.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	66.3 points above standard
Declined Significantly -107.4 points	10	Increased ++12.2 points
12		273

Conclusions based on this data:

1. Performance of Hispanic students in math declined and performance of EL students declined significantly

2. The performance of all student increased in the blue range

3. THe performance of Asian students increased significantly
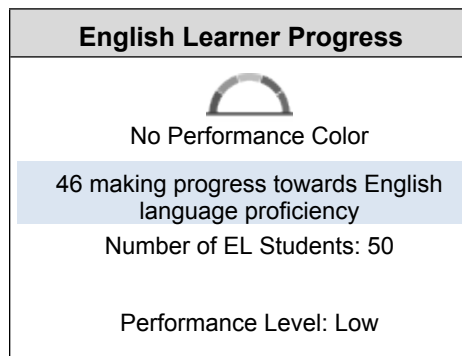
School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
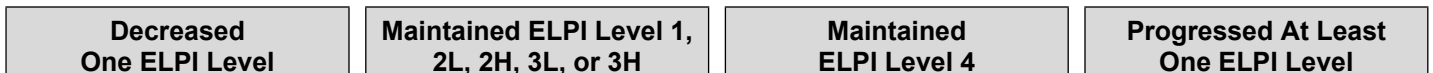
Conclusions based on this data:

1. 46/50 EL students are making progress toward proficiency

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	595	100
African American	14	2.4
American Indian or Alaska Native	2	0.3
Asian	107	18
Filipino	5	0.8
Hispanic	124	20.8
Native Hawaiian or Pacific Islander	3	0.5
White	308	51.8
Two or More Races	32	5.4
English Learners	38	6.4
Socioeconomically Disadvantaged	150	25.2
Students with Disabilities	81	13.6
Foster Youth	4	0.7
Homeless	8	1.3

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	179	30.2
African American	2	15.4
American Indian or Alaska Native		
Asian	53	49.5
Filipino		
Hispanic	16	13.1
Native Hawaiian or Pacific Islander		
White	99	32.1
Two or More Races	7	21.9
English Learners	3	8.1
Socioeconomically Disadvantaged	21	14.3
Students with Disabilities	2	2.5
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	63	10.6
African American	1	7.1
American Indian or Alaska Native		
Asian	6	5.6
Filipino		
Hispanic	17	13.7
Native Hawaiian or Pacific Islander		
White	38	12.3
Two or More Races	0	0
English Learners	2	5.3
Socioeconomically Disadvantaged	15	10
Students with Disabilities	8	9.9
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	440	73.9
African American	5	35.7
American Indian or Alaska Native		
Asian	93	86.9
Filipino		
Hispanic	62	50
Native Hawaiian or Pacific Islander		
White	251	81.5
Two or More Races	23	71.9
English Learners	11	28.9
Socioeconomically Disadvantaged	62	41.3
Students with Disabilities	23	28.4
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	47	7.9
African American	1	7.1
American Indian or Alaska Native		
Asian	4	3.7
Filipino		
Hispanic	10	8.1
Native Hawaiian or Pacific Islander		
White	31	10.1
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	6	4
Students with Disabilities	4	4.9
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	3	0.5
African American	0	0
American Indian or Alaska Native		
Asian	2	1.9
Filipino		
Hispanic	1	0.8
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	3	2
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	0.3
African American	0	0
American Indian or Alaska Native		
Asian	2	1.9
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	1.3
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	128	21.5
African American	2	14.3
American Indian or Alaska Native		
Asian	32	29.9
Filipino		
Hispanic	20	16.1
Native Hawaiian or Pacific Islander		
White	67	21.8
Two or More Races	5	15.6
English Learners	1	2.6
Socioeconomically Disadvantaged	22	14.7
Students with Disabilities	3	3.7
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Overall performance of students declined in the Orange range

2. Percentages of students in the Class of 2019 in the Prepared category declined and in the Not Prepared category increased from 2018

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
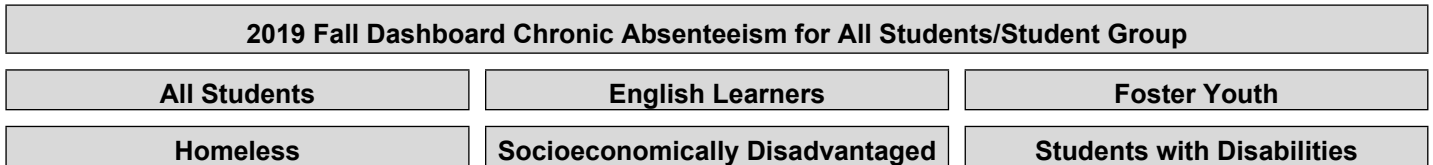
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
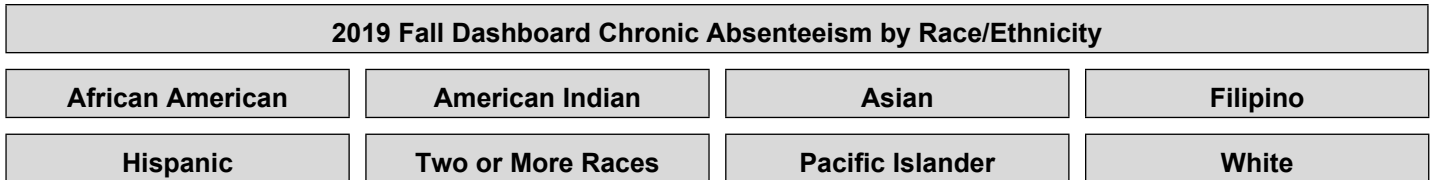
Conclusions based on this data:

1. No data to consider

School and Student Performance Data

Academic Engagement
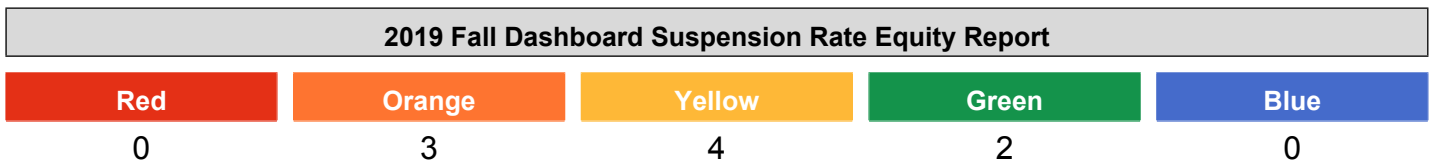## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	595	578	3	97.1
English Learners	38	35	1	92.1
Foster Youth	4		1	
Homeless	8		0	
Socioeconomically Disadvantaged	150	140	3	93.3
Students with Disabilities	81	74	2	91.4
African American	14	14	1	100
American Indian or Alaska Native	2		0	
Asian	107	106	0	99.1
Filipino	5		0	
Hispanic	124	121	2	97.6
Native Hawaiian or Pacific Islander	3		0	
White	308	298	0	96.8
Two or More Races	32	30	0	93.8

Conclusions based on this data:

1. The graduation rate has increased to 96.8 %

2. There are significant performance gaps for Hispanic, EL, and Socio-economically Disadvantaged students compared with White and Asian students

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	4	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
3.3	6.9	Less than 11 Students - Data Not
Increased +1	Declined -3.3	5
1852	101	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not	6.8	5.9
7	Maintained +0.1	Declined -1.7
	382	202

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Green	Orange
7.8	Less than 11 Students - Data 4	1.3	3.3
Declined -0.9		Maintained 0	Increased +3.3
51		320	30

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Yellow	No Performance Color	Orange
4.4	3.2	Less than 11 Students - Data 4	3.2
Maintained +0.1	Maintained +0.2		Increased +1.8
383	95		965

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	3.3

Conclusions based on this data:

1. The suspension rate for Hispanic and Students with Disabilities declined

2. The suspension rate increased by one point from the previous year; 3 student groups are in the Orange and 4 in the Yellow

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Core Academic Subjects

Goal Statement

Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)

LCAP Goal

Close the Achievement/Opportunity Gap

Basis for this Goal

Student enrollment in courses
Scores on 11th grade CAASPP
D/F Lists
CDE Dashboard Grid

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

English, Math, Science and Social Studies teachers will collaborate to develop course consistency in at least one course.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Administration and Lead Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for English, Math, Science and Social Studies teachers to conference and collaborate
Source	District Funded
Budget Reference	None Specified

Strategy/Activity 2

Multi-tiered System of Supports (MTSS)/RTI providing intervention supports

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Chandra Wengler

Proposed Expenditures for this Strategy/Activity

Amount	6,500
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	MTSS/RTI Leadership Team organizes meetings and monitors student progress
Source	District Funded

Strategy/Activity 3

Co-Teaching and Release Time and Conferencing in Math and English

Students to be Served by this Strategy/Activity

Students in co-teaching classrooms

Timeline

7-1-22 to 6-30-23

Person(s) Responsible

Principal, Riley Chessman

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Co-teachers will meet to plan lessons, assess student work and effectiveness of instruction and discuss students' progress.

Strategy/Activity 4

Provide library resources appropriate for English Learners and at-promise students

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Principal and Librarian Bruce Cummings

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Monitor and improve library resources serving all students
Source	LCFF - Supplemental

Strategy/Activity 5

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)

Students to be Served by this Strategy/Activity

AVID Students

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Principal, AVID Coordinator Kelly McInturf

Proposed Expenditures for this Strategy/Activity

Amount	20,000

Source	District Funded
Description	AVID Coordinator .2 FTE

Amount	3,000
Source	District Funded
Description	AVID Tutors

Amount	4,000
Source	District Funded
Description	AVID class materials, curriculum, resource texts, recruiting expenses & field trips

Amount	4,000
Source	District Funded
Description	AVID Summer Institute

Amount	600
Source	District Funded
Description	Sacramento County Office of Education Collaborative AVID PD

Strategy/Activity 6

DHS World Civilizations Bilingual Paraeducator, 1.0 FTE

Students to be Served by this Strategy/Activity

English Learners

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	26,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraeducator, 1.0 FTE

Strategy/Activity 7

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 AVID classes.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Principal, Academic Center Supervisor, District EL Coordinator Ricardo Perez

Proposed Expenditures for this Strategy/Activity

Amount	31,000
Source	District Funded
Description	Academic Center Tutors

Amount	25,400
Source	LCFF - Base
Description	Academic Center Coordinator

Amount	28,600
Source	LCFF - Supplemental
Description	Academic Center Coordinator

Amount	24,500
Source	LCFF - Supplemental
Description	Academic Center UCD Work Study Tutors

Amount	2,000
Source	LCFF - Base
Description	Academic Center Lead Tutor

Amount	7,000
Source	LCFF - Base
Description	Academic Center Science Tutors

Strategy/Activity 8

Keep files of mandated English Learner notifications and documents.

Students to be Served by this Strategy/Activity

English Learners

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Principal; Ricardo Perez, Sonam Singh

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	District Funded
Description	EL Dist. Para Mandates

Strategy/Activity 9

DHS EL Mentors working through the DHS Academic Center

Students to be Served by this Strategy/Activity

English Learners

Timeline

7/1/2023-6/30/2023

Person(s) Responsible

Administration, and Elodia Alvarez, Academic Center Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	7,750
Source	District Funded
Description	EL Mentor VSA
Amount	1,000
Source	District Funded
Description	EL Mentor Coordinator VSA

Strategy/Activity 10

Provide additional professional development for all teachers in English Learner teaching strategies

Students to be Served by this Strategy/Activity

English Learners

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Administration, All teachers, Ricardo Perez

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

21st Century Teaching and Learning

Goal Statement

In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.

LCAP Goal

Explore and advance 21st Century Teaching and Learning Opportunities

Basis for 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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Teachers will incorporate school-wide learning outcomes (Graduate Profile Competencies) into their instructional practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administrators, teachers and paraeducators

Proposed Expenditures for this Strategy/Activity

Source		District Funded
Source		LCFF - Base
Source		LCFF - Supplemental
Source		LCFF - Supplemental
Source		LCFF - Base

Strategy/Activity 2

Teachers will continue to innovate systems of instruction through the Canvas and online tools

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Administration, Department Chairs

Proposed Expenditures for this Strategy/Activity

Source		District Funded

Strategy/Activity 3

Expand and improve CTE program to incorporate 21st century teaching and learning

Students to be Served by this Strategy/Activity

All students

Timeline

7/01/202-6/30/2023

Person(s) Responsible

Administration, CTE teachers, prospective CTE staff, District Office

Proposed Expenditures for this Strategy/Activity

Source		District Funded
Source		District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source   LCFF - Supplemental

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive School Environment

Goal Statement

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.

LCAP Goal

Create an inclusive school environment for all students

Basis for this Goal

YouthTruth Survey results
Healthy Kids Survey results
Percentage of students engaged in extracurricular activities---sports, clubs, ASB events, etc.
Inclusive/cooperative instructional strategies used in classrooms

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Focus on transition of students from 9th to 10th grades and continue year-long sophomore student orientation and support program through Link Crew and implement informational programs

Students to be Served by this Strategy/Activity

10th Grade Students

Timeline

7/1/2022 - 6/30/2023

Person(s) Responsible

Administration, teacher Bill Williams

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF - Base
Description	Link Crew

Strategy/Activity 2

Assemblies and Student Support Workshops
- Careers
- Student Health and Wellbeing
- DHS Graduates

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

DSHS Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Base
Description	Assemblies for students focusing on wellness

Strategy/Activity 3

DHS Parent Liaison for Low SES students and English Learners

Students to be Served by this Strategy/Activity

Students at-risk

Timeline

7/1/2022-6/30/2023

Person(s) Responsible

Administration, Parent Liaison

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	VSA

Strategy/Activity 4

Develop an integrated Student Health and Wellness System

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Adlministration

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Base
Description	Provide funds to support the Calm Space

Amount	20,000
Source	LCFF - Supplemental
Description	Funds will support staffing of Calm Space

Amount	4,000
Source	LCFF - Base
Description	Lunchtime Intramural Coordinator

Amount	1,500
Source	LCFF - Supplemental
Description	Supplies for Lunchtime Intramural Program

Strategy/Activity 5

Evaluate and integrate attendance support programs and practices

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2022- 6/30/2023

Person(s) Responsible

Administration, Truancy Lead, Attendance Assistants, Student Success Center

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Increase the academic success of unduplicated students (EL, Foster Youth, Low SES)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
English, Math, Science and Social Studies teachers will collaborate to develop course consistency in at least one course.	World Civ, AP USH, USH and RSJ teachers collaborated to develop common pacing guides and common assignments and assessments focusing on course consistency. Chemistry teachers collaborated to develop common pacing guides, assignments and assessments as did Pre-Calculus teachers. American Voices teachers met focusing on course consistency.	Release time for English, Math, Science and Social Studies teachers to conference and collaborate 1000-1999: Certificated Personnel Salaries District Funded 5,000 None Specified District Funded	5,000
Multi-tiered System of Supports (MTSS)/RTI providing intervention supports	Counselors and administration met regularly focusing on 10th grade unduplicated and students and students with social emotional challenges. Interventions included contacts with teachers with larger numbers of struggling students. Student Academic Success Center supported students through UCD Tutors. DBT support groups assisted students. MTSS team developed project in which teachers focused on and implemented strategies to	MTSS/RTI Leadership Team organizes meetings and monitors student progress 1000-1999: Certificated Personnel Salaries None Specified 6,500 District Funded	6,500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	foster greater student engagement and access to the curriculum.		
Co-Teaching and Release Time and Conferencing in Math and English	Co-teachers collaborated during release time and after school hours on curriculum, course pacing, assessments and student progress.	Co-teachers will meet to plan lessons, assess student work and effectiveness of instruction and discuss students' progress. 1000-1999: Certificated Personnel Salaries District Funded 5,000	5,000
Provide library resources appropriate for English Learners and at-promise students	Teacher/Librarian purchased resources appropriate for English Learners.	Monitor and improve library resources serving all students 4000-4999: Books And Supplies LCFF - Base 5,000	4,775
		LCFF - Supplemental	
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 Coordinator collaborated with two other AVID colleagues. AVID program hired UCD Tutors, purchased resources, and led students on field trips.	AVID Coordinator .2 FTE District Funded 20,000	20,000
		AVID Tutors District Funded 3,000	3,000
		AVID class materials, curriculum, resource texts, recruiting expenses & field trips District Funded 4,000	4,000
		AVID Summer Institute District Funded 4,000	District Funded
		Sacramento County Office of Education Collaborative AVID PD District Funded 600	District Funded
DHS World Civilizations Bilingual Paraeducator, 1.0 FTE	Bilingual paraeducator supported students in World Civ and US History classes.	Bilingual Paraeducator, 1.0 FTE 2000-2999: Classified Personnel Salaries District Funded 26,000	26,000
Continue to integrate Academic Center services with support of DHS classroom curriculum. Continue to make connections with students	The Student Academic Success Center provided hundreds of students with free tutoring provided by UCD Tutors. SASC continued to be a	Academic Center Tutors District Funded 31,000	31,000
		Academic Center Coordinator LCFF - Base 25,400	25,400

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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 AVID classes.	gathering space for many students, helping them to feel connected to school. SASC Peer Tutors pushed in to many classes providing support to unduplicated students.	Academic Center Coordinator LCFF - Supplemental 28,600	28,600
		Academic Center UCD Work Study Tutors LCFF - Supplemental 24,500	24,500
		Academic Center Lead Tutor LCFF - Base 2,000	2,000
		Academic Center Science Tutors LCFF - Base 7,000	7,000
Keep files of mandated English Learner notifications and documents.	Completed by District Office	EL Dist. Para Mandates District Funded 3,000	3,000
DHS EL Mentors working through the DHS Academic Center	EL Mentors comprised of UCD Tutors met regularly with all EL students to check on their academic progress, guide students to appropriate resources, and serve as post-secondary school school-to-career mentors.	EL Mentor VSA District Funded 7,750	7,750
		EL Mentor Coordinator VSA District Funded 1,000	1,000
Provide additional professional development for all teachers in English Learner teaching strategies	EL Coordinator began to meet with departments to discuss appropriate strategies, essential vocabulary, etc		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

1. World Civ, AP USH, USH and RSJ teachers collaborated to develop common pacing guides and common assignments and assessments focusing on course consistency. Chemistry teachers collaborated to develop common pacing guides, assignments and assessments as did Pre-Calculus teachers. American Voices teachers met focusing on course consistency.
2. Counselors and administration met regularly focusing on 10th grade unduplicated and students and students with social emotional challenges. Interventions included contacts with teachers with larger numbers of struggling students. Student Academic Success Center supported students through UCD Tutors. DBT support groups assisted students. MTSS team developed project in which teachers focused on and implemented strategies to foster greater student engagement and access to the curriculum.
3. Co-teachers collaborated during release time and after school hours on curriculum, course pacing, assessments and student progress.
4. Teacher/Librarian purchased resources appropriate for English Learners.
5. AVID Coordinator collaborated with two other AVID colleagues. AVID program hired UCD Tutors, purchased resources, and led students on field trips.
6.Bilingual paraeducator supported students in World Civ and US History classes.

7.The Student Academic Success Center provided hundreds of students with free tutoring provided by UCD Tutors. SASC continued to be a gathering space for many students, helping them to feel connected to school. SASC Peer Tutors pushed in to many classes providing support to unduplicated students.
8.Completed by District Office
9. EL Mentors comprised of UCD Tutors met regularly with all EL students to check on their academic progress, guide students to appropriate resources, and serve as post-secondary school school-to-career mentors.
10. EL Coordinator began to meet with departments to discuss appropriate strategies, essential vocabulary, etc EL Coordinator met with teachers during Teacher Choice collaboration Wednesdays.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1. Collaboration produced pacing guides, common assessments and assignments
2. Counselor collaboration produced common strategies to address students' social emotional challenges and connected students to helpful school and community services. Dialogue also revealed courses in which larger numbers of students were earning D/F grades, which led to administrative intervention.
3. Release time and work after school by co-teachers allowed them to collaborate and plan. The best success was achieved in English 10.
4. Resources purchased by our Teacher/Librarian were used by our EL teachers and students to enhance their teaching and student learning.
5. AVID maintained three strong sections, purchased necessary resources to enhance the program and made visits to local universities possible for AVID students to promote post-secondary education opportunities.
6. Bilingual paraeducator supported students in the classroom and assisted students in the SASC. While many students benefitted from the support, other students did not.
7. The SASC continued to provide students very well with academic support in all subject areas.
8. N/A
9. UCD Tutors provided outstanding mentorship to all EL students and served as excellent role models to DHS students.
10. EL Coordinator began to meet with departments. Work will continue. Teacher met with teachers during Teacher Choice collaboration Wednesdays.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

In working toward implementing 21st Century Teaching and Learning, teachers will explore, learn, and discover best practices.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Teachers will incorporate school-wide learning outcomes (Graduate Profile Competencies) into their instructional practices.	All Temporary and Probationary 1 and 2 teachers incorporated Graduate Profile competencies into their lessons and teaching	District Funded LCFF - Base LCFF - Supplemental LCFF - Supplemental LCFF - Base	
Teachers will continue to innovate systems of instruction through the Canvas and online tools	Teachers continued to use Canvas and instructional practices involving technology gained during distance learning.	District Funded	
Expand and improve CTE program to incorporate 21st century teaching and learning	DHS CTE programs expanded and improved. CTE facilities projects began.	District Funded District Funded	
		LCFF - Supplemental	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

1. All Temporary and Probationary 1 and 2 teachers incorporated Graduate Profile competencies into their lessons and teaching as part of the evaluation process.
2. Teachers continued to use Canvas and instructional practices involving technology gained during distance learning.
3. DHS CTE programs expanded and improved. CTE facilities projects began.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1. All Temporary and Probationary 1 and 2 teachers incorporated Graduate Profile competencies into their lessons and teaching. As part of the evaluation process, teachers demonstrated to the supervising administrator the inclusion of the competencies as well as the impact of their teaching strategies on student learning.

2. Teachers used Canvas to manage their courses, assignments, and projects, and utilized a variety of programs and technology tools to enhance their instruction and foster greater student engagement.
3. DHS CTE programs expanded and improved with greater student enrollment. The Health Sciences Pathway expanded to three courses. CTE facilities projects began.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Focus on transition of students from 9th to 10th grades and continue year-long sophomore student orientation and support program through Link Crew and implement informational programs	Transition of students from 9th to 10th grade including Link Crew Orientation.	Link Crew LCFF - Base 1,000	
Assemblies and Student Support Workshops • Careers • Student Health and Wellbeing • DHS Graduates	DHS conducted assemblies for 10th and 11th grade students during CAASPP testing on a variety of topics---consent, reducing stress, preparing for college life, etc.	Assemblies for students focusing on wellness LCFF - Base 1,498	
DHS Parent Liaison for Low SES students and English Learners	Staff selected to provide Low SES and EL families with support.	VSA 2000-2999: Classified Personnel Salaries District Funded 5,000	
Develop an integrated Student Health and Wellness Program	Developed integrated Student Health and Wellness strategies.	Provide funds to support the Calm Space LCFF - Base 2,000	
		Funds will support staffing of Calm Space LCFF - Supplemental 10,000	
		Lunchtime Intramural Coordinator LCFF - Base 3,500	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Supplies for Lunchtime Intramural Program LCFF - Supplemental 1,340	
Evaluate and integrate attendance support programs and practices	N/A		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

1. Transition of students from 9th to 10th grade including Link Crew Orientation.
2. DHS conducted assemblies for 10th and 11th grade students during CAASPP testing on a variety of topics---consent, reducing stress, preparing for college life, etc.
3. Staff selected to provide Low SES and EL families with support.
4. Developed integrated Student Health and Wellness strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1. Link Crew conducted its annual new student orientation at the beginning of the school year and sponsored activities throughout the school year.
2. DHS conducted assemblies for 10th and 11th grade students during CAASPP testing on a variety of topics---consent, reducing stress, preparing for college life, etc.
3. Parent Liaison staff communicated regularly with families about students' progress and upcoming school events, such as ELAC meetings, etc.
4. Developed integrated Student Health and Wellness strategies including the Calm Space, DBT, Communicare, counselor and nurse supports, comfort dog, etc. Two PE teachers coordinated the Lunchtime Intramural program that supported scores of students of all grade levels three days a week.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	246,850.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	72571	22,171.00
LCFF - Supplemental	73921	-679.00
District Funded	0	-115,350.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	115,350.00
LCFF - Base	50,400.00
LCFF - Supplemental	74,600.00
None Specified	6,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	16,500.00
2000-2999: Classified Personnel Salaries	31,000.00
4000-4999: Books And Supplies	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	74,350.00
1000-1999: Certificated Personnel Salaries	District Funded	10,000.00
2000-2999: Classified Personnel Salaries	District Funded	31,000.00
	LCFF - Base	40,400.00
	LCFF - Base	5,000.00
4000-4999: Books And Supplies	LCFF - Base	5,000.00
	LCFF - Supplemental	74,600.00
1000-1999: Certificated Personnel Salaries	None Specified	6,500.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tom McHale	Principal
Chandra Wengler(Alternate)	Other School Staff
Kiby Fuchslin	Classroom Teacher
Kelly Heung	Parent or Community Member
Arden Zarins	Secondary Student
Stephanie Schoen	Parent or Community Member
Bruce Cummings	Classroom Teacher
Caroline Johnson	Secondary Student
Erika St. Andre	Parent or Community Member
Mayra Chavez	Other School Staff
Kathy Li	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: School Climate Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5-20-21.

Attested:

	Principal, Thomas P. McHale on 6/2/22
	SSC Chairperson, Erika St. Andre on 6/2/22

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
   • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
   • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
   • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
   • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i.   strengthen the core academic program in the school;
        ii.   provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv.   include strategies for meeting the educational needs of historically underserved populations;
        v.   help provide an enriched and accelerated curriculum; and
        vi.   are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i.   strategies to improve students' skills outside the academic subject areas;
        ii.   preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv.   professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program