

The Single Plan for Student Achievement

Leonardo DaVinci High

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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Contact Person:

Telephone 530-757-7154
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School District: Davis Joint Unified

The District Governing Board approved this revision of the School Plan on 2007-2008

Single Plan For Student Achievement Report**Goals****Form A: Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Other**Goal Title: Improve academic performance for underachieving students**

To improve the performance of underachieving students through an academic coaching program, which will provide appropriate academic and social assistance for students identified with specific needs. To ensure that identified students can make progress toward graduation and experience increasing levels of academic and social success.

Student groups and grade levels to participate in this goal:

Students who will be serviced by the academic coaching program will be evaluated first by teacher recommendation for assistance, during a weekly S.O.S meeting amongst staff. Second a student may be coached if they have consistently received D and/or F grades at the quarter and/or semester. Finally standardized test scores may be used to (STAR, CASHEE, etc.) evaluate student need for service.

Anticipated annual performance growth for each group:

In the absence of the referenced "group," we will assess individual students for performance growth.

Means of evaluating progress toward this goal:

Academic coaches will address core areas of concern focusing their attention on mathematics, English language arts and organizational skills. Coaches will meet with students during class, at lunch or after school depending on student need, coach availability and other scheduling concerns. The student and coach will develop a Student Success Plan which will outline the area of concern, goals for improvement and measures of improvement. The coach and student will evaluate the success of the plan at a pre-described time using a standard form. The plan will serve as the means of evaluating the effectiveness of the program.

Group data to be collected to measure academic gains:

Successful completion of the Success plan, academic coach evaluation, Teacher report of improvement, raising a D and/or F grades at the quarter and/or semester, GPA and standardized test scores (STAR, CASHEE, etc.) may be used as rationale for graduation from the program.

Single Plan For Student Achievement Report**Action Title: Academic Coaching Program****Means of Achievement : Alignment of instruction with content standards****Tasks :**

Academic Coaching

Goal: To provide appropriate academic and social assistance for students identified with specific needs. To ensure that identified students can make progress toward graduation and experience increasing levels of academic and social success.

Entrance Criteria: Students who will be serviced by the academic coaching program will be evaluated first by teacher recommendation for assistance, during a weekly S.O.S meeting amongst staff. Second a student may be coached if they have consistently received D and/or F grades at the quarter and/or semester. Finally standardized test scores (STAR, CASHEE, etc.) may be used to evaluate student need for service.

Exit Criteria: Students can choose to be released from the program if the student has achieved the goals stated on the Success Plan as determined by the students and coach and may include an assessment of GPA, standardized tests, teacher input, and student work, a GPA of 2.0 or better.

Measures :

Services Offered: Academic coaches will address core areas of concern focusing their attention on mathematics, English language arts and organizational skills. Coaches will meet with students during class, at lunch or after school depending on student need, coach availability and other scheduling concerns. The student and coach will develop a Student Success Plan which will outline the area of concern, goals for improvement and measures of improvement. The coach and student will evaluate the success of the plan at a pre-described time using a standard form. The plan will serve as the means of evaluating the effectiveness of the program.

People Assigned :

Matt Best
Michelle Azevedo
Lisa Wright

Start Date : November-2007

Completion Date : June-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

Academic Coach(s)

Estimated Cost

\$8,000

Action Title: Collaboration Time - Academic Coaching**Means of Achievement : Staff development and professional collaboration****Tasks :**

The DVHS Staff will meet with the academic coaching staff to determine specific student need as well as to coordinate the academic coaching time in each grade and class.

Measures :

The staff will determine specific student needs and the academic coaches will capture the appropriate information to be used in the student success plans. The Staff and coaches will also coordinate classroom and coaching time to best serve students in the program.

People Assigned :

DVHS Staff and Academic coaches

Start Date : November-2007

Completion Date : November-2007

Single Plan For Student Achievement Report**Action Title: CAHSEE Intervention - Academic Coaching/After School Tutoring****Means of Achievement : Auxiliary services for students and parents****Tasks :**

Provide CAHSEE intervention for students who have not passed through the Academic Coaching and after school tutoring program.

Measures :

Student CAHSEE pass rate, D and F rate, student survey and teacher reports

People Assigned :

Mr. Best
Counselors
Academic Coaches
Staff/tutors

Start Date : December-2007

Completion Date : June-2008

Funding Source

CAHSEE Intervention

Related Expenditures

Academic Coaching

Estimated Cost

\$4,376

Action Title: After School Staff Support for Students**Means of Achievement : Extended learning time****Tasks :**

The After School tutoring will be available for all DVHS students who need academic, social or peer assistance Monday-Thursday immediately after school. The program will be staffed by DVHS teachers in an effort to offer continued support for DVHS students.

Measures :

D and F rate, student survey and teacher reports.

People Assigned :

DVHS Staff

Start Date : December-2007

Completion Date : June-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

Additional Staff Hours

Estimated Cost

\$1,640

Goal Area : School Climate**Goal Title: Promote a positive school climate**

To analyze school climate survey results, produce findings, questions to address and action items to improve school climate. By increasing student engagement and connectedness on campus.

Student groups and grade levels to participate in this goal:

All DV students, staff, parents and community members who volunteer.

Anticipated annual performance growth for each group:

Each group will create and collaborate to create measurable action items for implementation and measurement during the 07-08 school year.

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Means of evaluating progress toward this goal:

This goal will be evaluated by the creation of measurable action items for implementation and measurement during the 07-08 school year.

Group data to be collected to measure academic gains:

Action item data collection, possible future survey results and increased student success in contrast to past years as well as anecdotal data.

Action Title: Student Review of School Climate Results

Means of Achievement : Involvement of staff, parents and community

Tasks :

To analyze school climate survey results, produce findings and questions to address.

Measures :

Collected findings and follow up questions. Student suggestions and concerns.

People Assigned :

Student Climate Committee - Forum Participants

Start Date : November-2007

Completion Date : November-2007

Action Title: Staff Review of Climate Survey Results

Means of Achievement : Staff development and professional collaboration

Tasks :

To analyze school climate survey results, produce findings and questions to address.

Measures :

Collected findings and follow up questions. Staff suggestions and concerns.

People Assigned :

DV Staff

Start Date : November-2007

Completion Date : November-2007

Action Title: Community Review of School Climate Survey Results

Means of Achievement : Involvement of staff, parents and community

Tasks :

To analyze school climate survey results, produce findings and questions to address.

Measures :

Collected findings and follow up questions. Community suggestions and concerns.

People Assigned :

Community Members, DV Parents, Alumni

Start Date : November-2007

Completion Date : January-2008

Single Plan For Student Achievement Report**Action Title: Fund Student Climate Committee****Means of Achievement : Auxiliary services for students and parents****Tasks :**

Funds will be transferred to the Student Climate committee for monthly climate forums, committee activities, staff appreciation week and other sanctioned events.

Measures :

Climate Committee reports to Site Council, forum notes and climate survey results.

People Assigned :

Adela Johnson
Heather Yamada-Hosley
Mr. Best

Start Date : November-2007

Completion Date : January-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

Fund Transfer

Estimated Cost

\$1,000

Action Title: Site Council Review of Survey Results**Means of Achievement : Involvement of staff, parents and community****Tasks :**

To analyze school climate survey results, produce findings and questions to address.

Measures :

Collected findings and follow up questions. Community suggestions and concerns.

People Assigned :

Site Council Members

Start Date : November-2007

Completion Date : November-2007

Action Title: Lead Teacher/Peer Helping Stipend**Means of Achievement : Increased educational opportunity****Tasks :**

Stipends for the Lead Teacher (\$3000) and Advisor for Peer Helping (\$500).

Measures :

Climate Survey Results.

People Assigned :

Mr. Best
Rody Boonchouy
Mary Hallisey

Start Date : December-2007

Completion Date : January-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

Stipends

Estimated Cost

\$3,500

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Goals



Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Library Improvement

Goal Title: Provide texts/materials that will allow increased integration of curriculum

Purchase all texts necessary to provide an integrated curriculum through a library of resources for use by students and staff. Provide digital resources for students when possible.

Student groups and grade levels to participate in this goal:

All stakeholder groups are participants either in the approval, use, or purchase of materials. All students will benefit from the library of materials.

Anticipated annual performance growth for each group:

Purchase of 50% of the needed text materials necessary for independent school operation.

Means of evaluating progress toward this goal:

- Reduction in the number of texts that must be borrowed/checked-out from Davis High School
- Increase in number of texts/materials and Digital Databases memberships purchased specifically for Da Vinci courses.

Group data to be collected to measure academic gains:

N/A

Action Title: Purchase Novels

Means of Achievement : Alignment of instruction with content standards

Tasks :

SIP will help build a library of core reading materials and texts for classroom use at Da Vinci.

Measures :

Texts purchased.

People Assigned :

Mr. Best
Mr. Boonchouy

Start Date : November-2007

Completion Date : January-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

Text & Audio purchase

Estimated Cost

\$5,750

Single Plan For Student Achievement Report**Action Title: Purchase Novels****Means of Achievement : Alignment of instruction with content standards****Tasks :**

SIP will help build a library of core reading materials and texts for classroom use at Da Vinci.

Measures :

Texts purchased.

People Assigned :

Adela Johnson

Start Date : November-2007

Completion Date : January-2008

Funding Source

Instructional Supplies

Related Expenditures

Permabound purchase

Estimated Cost

\$2,449

Action Title: Fund DSHS Library**Means of Achievement : Improvement of instruction strategies and materials****Tasks :**

Transfer \$2000 to DSHS Library for the purchase of digital Databases for use by DSHS and DVHS students and the continued service of DVHS textbooks/Library services.

Measures :

- Increase in number of texts/materials and Digital Databases memberships purchased specifically for Da Vinci courses.

People Assigned :

Adela Johnson

Start Date : December-2007

Completion Date : January-2008

Funding Source

School & Library Improvement Block Grant

Related Expenditures

DSHS Library Transfer

Estimated Cost

\$2,000

Goal Area : Professional Development**Goal Title: Access to core curriculum**

Increase student access to core curriculum

Student groups and grade levels to participate in this goal:

Classroom teachers and administrators

Anticipated annual performance growth for each group:

Increase in the numbers of teachers that have received training
Establish teachers' self-reported instructional effectiveness baseline

Means of evaluating progress toward this goal:

Attendance sheets from trainings
Staff development workshop evaluations
Staff surveys completed midyear and end of school year

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Group data to be collected to measure academic gains:

See site goals for specific measurable academic gains in student achievement within student subgroups

Action Title: Unconscious Bias

Means of Achievement : Staff development and professional collaboration

Tasks :

Provide Unconscious Bias training for certificated staff K-12.
Provide Cognitive Inquiry Groups (CIG) that extend Unconscious Bias training

Measures :

Increase in the numbers of teachers that have received training

People Assigned :

CTA Representatives, DTA Representatives, Mel Lewis

Start Date : August-2007

Completion Date : June-2008

Funding Source

Centralized Services

Related Expenditures

Teachers Buy Back Day

Estimated Cost

\$0

Goal Area : Professional Development

Goal Title: Site Administrative Leadership

Develop site administration leadership skills and support materials

Student groups and grade levels to participate in this goal:

Site administrators and classroom teachers

Anticipated annual performance growth for each group:

n/a

Means of evaluating progress toward this goal:

Attendance sheet of meetings

Group data to be collected to measure academic gains:

n/a

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Action Title: Administrative Leadership Development

Means of Achievement : Staff development and professional collaboration

Tasks :

- Provide "What Great Principals Do Differently" staff development opportunity
- Develop teacher evaluation skills through Ventures training
- Provide site level Cruncher training
- Develop a 5-year K-12 Curriculum Plan which clearly articulates district goals, essential standards, benchmarks and common assessments
- Provide Single Plan for Student Achievement training

Measures :

- Observed use of Ventures skills
- Completed K-12 Curriculum Plan
- Completed DaVinci SPSA
- Observed utilization of analytical skills in the area of EL language and academic achievement

People Assigned :

- Matt Best
- Staff as assigned

Start Date : August-2007

Completion Date : June-2008

Funding Source

Centralized Services

Related Expenditures

Training and consultant fees

Estimated Cost

\$0

Single Plan For Student Achievement Report



Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : **\$88,586**

Total Annual Expenditures for Current School Plan: **\$36,289**

State	Budget Allocation	Expense	Balance Available
School & Library Improvement Block Grant	\$26,390	\$21,890	\$4,500
Improve academic performance for underachieving students		\$9,640	
Promote a positive school climate		\$4,500	
Provide texts/materials that will allow increased integration of		\$7,750	
Total amount of State categorical funds allocate	\$26,390	\$21,890	\$4,500
Local	Budget Allocation	Expense	Balance Available
Parcel Tax	\$7,467	\$0	\$7,467
		\$0	
Gift	\$10,460	\$0	\$10,460
		\$0	
Travel and Conference	\$2,821	\$0	\$2,821
		\$0	
Title V	\$218	\$0	\$218
		\$0	
CAHSEE Intervention	\$4,376	\$4,376	\$0
Improve academic performance for underachieving students		\$4,376	
Cahsee Intervention Materials	\$452	\$0	\$452
		\$0	
Discretionary	\$856	\$2,605	(\$1,749)
Strengthen VAPA program		\$2,605	
Art, Music & PE BG	\$8,287	\$4,970	\$3,317
Strengthen VAPA program		\$4,970	
Instructional Supplies	\$27,259	\$2,449	\$24,810
Provide texts/materials that will allow increased integration of		\$2,449	
Total amount of Local categorical funds allocate	\$62,196	\$14,399	\$47,797
Total amount of categorical funds allocated to this school:	\$88,586	\$36,289	\$52,297

Single Plan For Student Achievement Report**School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Matthew Best	Principal	530-757-7154	01/10/08
Scott Bell	Classroom Teacher	530-757-7154	01/10/08
Steve Lege	Classroom Teacher	530-757-7154	01/10/08
Margaret Harris	Secondary Student		01/10/08
Heather Yamada-Hosley	Secondary Student		01/11/08
John Ramos	Secondary Student		01/11/08
Laurel Seban	Parent or Community Member		01/10/08
Nan Gorder	Parent or Community Member		01/10/08
David Yeroshek	Parent or Community Member		01/10/08
Andrew Hunter	Secondary Student		01/11/08
Laura Rodman	Parent or Community Member		01/10/08
Adela Johnson	Other School Staff		01/10/08

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Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	01/11/2008
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.	
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan DaVinci High School Staff	12/19/2007
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.	
7. This school plan 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.	
8. The school plan was adopted by the council on:	01/11/2008
9. Public Notice Due Date:	01/11/2008
10. District Governing Board Review Due Date:	01/17/2008
11. School Site Plan Approved:	01/11/2008
12. Attested by School Principal:	01/11/2008
13. Attested by School Site Council Chairperson:	01/11/2008

Typed name of school principal

Signature of school principal

Date

Matt Best

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Single Plan For Student Achievement Report**Analysis of Current Educational Practice****1. Alignment of curriculum, instruction and materials to content and performance standards:**

Leonardo da Vinci High School DVHS offers a variety of academic courses aligned to content and performance standards. Curricula is developed and designed to meet the current state frameworks and standards. Teachers share curriculum materials and instructional strategies during collaboration and articulation meetings. Our staff is dedicated to serving the needs of all students and their varied learning styles.

2. Availability of standards-based instructional materials appropriate to all student groups:

DVHS ensures that standards-based instructional materials for students are available to all teachers and students. The library contains a rich variety of materials for students' use in completing research projects. Funds are utilized to support staff through staff development, availability of learning materials, support personnel (teacher's aides and tutors), technical assistance, planning and collaboration time, and technology.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff members often participate in development activities that enhance their teaching skills and their knowledge of new techniques and current information relating to content and performance standards. DVHS continues to provide a strong on-site staff collaboration /development program. Collaboration time, scheduled each week, is focused, relevant and documented for maximum benefit for all stakeholders. Study groups, formed by staff with common interests, examine the needs of various student groups including English Learners and 504/Special Education students. The efforts of study groups have been used to generate staff awareness of the needs of at-risk students and generate proactive approaches to enhance classroom instruction. Staff members share the results of their research work with their colleagues.

Teachers participate in many professional growth activities, in-service and collaboration opportunities to assure quality delivery of curriculum through sound teaching practices. The Site Council regularly allocates a significant amount of the SLIP budget to fund staff development needs. Colleagues and the district's BTSA program support new teachers and assist them with curriculum development and instructional strategies.

4. Services provided by the regular program to enable under-performing students to meet standard:

DVHS staff provides differentiated instruction to all students based on need and our academic coaching program assists identified under-performing students to meet standards.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Students have access to helpful information and dedicated personnel to assist them toward graduation. Student progress is monitored by support systems such as after school tutoring, / academic coaching, and a Resource Center for RSP and Special Education Students. Special Ed students receive additional support in basic skills by taking resource program courses concurrently. All IEP goals and objectives are written to California State standards.

Counselors monitor students' progress through classroom visitations, scheduling programs, college nights, and individual conferences with students and their parents. The counselors provide a scheduling calendar that allows for students' to choose their coursework as their needs, circumstances or interests warrant. Student Success Night, which takes place following quarterly grades, extends invitations to students with D/F grades and their parents to meet with counselors and administrators for an evening of improvement and success-oriented activities. Students and parents are invited to break-out sessions dealing with learning styles, time management, staying on-task, campus intervention resources, and alternatives to high school: proficiency tests, G.E.D., Independent Study, or King Alternative High School.

The media center provides significant support and resources. Over 30,000 titles are available to students and/or staff. In addition, the library provides computer stations that students may use to access resources, the web and the online card catalog. Measure N provides the funds for the extended hours (after school). The Resource Center serves both special education and non-special education students. The resource center staff provides a strong resource networking for learning disabled students.

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6. Use of the state and local assessments to modify instruction and improve student achievement:

In addition to general funding provided by the state, other funding sources at DVHS include monies from categorical programs such as School and Library Improvement Plan, lottery funds, Measure N and CAHSEE funding for support classes.

7. Number and percentage of teachers in academic areas experiencing low student performance:

DVHS administers standardized tests that allow teachers to assess student learning. Mandated tests include STAR, CELDT and CAHSEE. Optional tests include AP, SAT, ACT, PSAT and CAMEL. Staff members examine test data available through the Cruncher software program to monitor students' progress and their academic needs. Departments use the test results to assess student work as well as to make determinations about curriculum and assess progress on standards.

Classroom subject area assessments include the following: pre and post tests on content, oral presentations, projects, essays, multiple choice/objective/subjective tests, group quizzes, labs, warm ups, portfolios and classroom observations. In addition, teachers provide examples of high/medium/low student work for students to use as models for the next assignment. Students participate in self-assessment and assessment of one another's work through review, discussion and scoring. Teachers use assessment tasks in instruction to enhance and assess students' learning. Students are encouraged to reflect on their performance in relation to their own learning and in some courses have experience with building rubrics and assessment standards for class assignments and projects. Students, teachers, counselors and parents use grade/test results to evaluate the student's on-going program planning and the student's academic placement.

IEP's are an integral part of assessment for students qualified for special education. Information about special education students is distributed to teachers to support student achievement. Student study teams analyze academic progress, disciplinary concerns, and attendance to support students in RSP in the 10th and 11th grades and Transition Academy in the 10th grade. Other student study teams meet regularly at the request of teacher, parent, student or counselor to review and assist students who are not succeeding academically.

In addition, the basic reporting structures such as report cards, progress reports, weekly reports, and attendance reports inform parents and students. Teachers inform students of progress by posting scores and passing out grading records (per student ID number) or posting class grade records on teacher web sites. Grade sheets of individual teachers are distributed to students in class or via websites and parents may access information via ParentConnect. Counselors call in most students with D's and F's at each reporting period to discuss student goals and progress. E-mail and telephone conferences address individual parent requests. There are quarterly individual conferences with parents and students in Transition Academy. All students on IEP's are served by conferences to establish or update and maintain IEP's. 504 review meetings are scheduled as needed.

8. Family, school, district and community resources available to assist these students:

Leonardo da Vinci High School is very fortunate to receive support from parents and the community at large. Parents contribute countless hours, great energy and commitment, as well as financial support to virtually every aspect of the school's program. The business community supports students and programs through donations of goods and dollars, internships, and job shadows as well as providing job opportunities for students. U.C. Davis provides DVHS with support through its internship programs.

The District also provides support. The Superintendent's Budget Advisory Committee (with representatives from all schools and the community) help guide the allocation process. The district provides secondary summer school where students may move ahead or make-up course work to stay on track. Alternatives to DVHS such as Davis School for Independent Study, Davis Senior High School and King High School provide opportunities for students to graduate through those programs. Both programs are WASC accredited.

In conjunction with the County District Attorney's Office and the Davis Police Department DVHS has developed and implemented a truancy plan.

9. School, district and community barriers to improvements in student achievement:

Our facility limits our ability to offer a more comprehensive and innovative program, which would improve student achievement. The relatively small EL student population poses challenges to providing optimum educational opportunities.

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10. Limitations of the current program to enable under performing student to meet standards:

Staff has expressed concern about the lack of an effective and uniform truancy and tardy policy and unexcused absences and student tardiness.

Student Performance Data Summary

Conclusions from Student Performance Data

N/A

Conclusions from Parent, Teacher and Student Input

N/A