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 School for Independent Study School
Address	526 B St. Davis, CA 95616
County-District-School (CDS) Code	57726785730098
Principal	Rob Kinder
District Name	Davis Joint Unified School District
SPSA Revision Date	05/4/22
Schoolsite Council (SSC) Approval Date	05/17/22
Local Board Approval Date	

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.

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School Vision and Mission

Davis School for Independent Study is a small, innovative school for students in grades K-12 offering differentiated, high-quality curricular pathways to pursue educational and career goals. We combine independent study, home school, on-site classes and virtual academies with access to other high school and community college courses, and community learning experiences all incorporating individually tailored, challenging and engaging curriculum. We value and prioritize in personal attention and strong relationships among staff, families and students.

School Profile

Community
Davis School for Independent Study is located in Davis, California, a university community with a population of approximately 66,000. The city of Davis is located 14 miles west of Sacramento. It is primarily middle to upper-middle income that places high value on education and civic involvement. More than 80% of the district-wide parent community, have college and post-graduate degrees.

School
Davis School for Independent Study, established in 1991, is a K-12 school organized to provide students and families with an alternate instructional methodology to that of the traditional schools in the district. It is a voluntary program and is accredited by the Western Association of Schools and Colleges. Students at the secondary level may be concurrently enrolled at the traditional junior or senior high school where they are able to access additional classes and participate in all activities. DSIS has a diverse student body. All students meet with an assigned teacher for at least one hour a week for the purpose of instruction and review of progress on assigned coursework. Almost all students return to the DSIS campus for additional time during the week for math, science, publications, study skills and/or art classes, for workshops and tutorials or to study and take exams.

DSIS added Virtual Academy for the 21-22 school year. A 100% online K-12 program.

Enrollment
2021-22 Total: 406

Faculty
The DSIS faculty consists of 12 certificated teachers (full and part-time), two full-time administrators, one full-time counselor, one part-time psychologist, one part-time resource teacher and part-time time nurse. The DSIS classified staff includes 2 full-time administrative assistants, a part-time registrar/records clerk, a part-time library tech and a part-time computer tech specialist.

Academic Information
Grades: Letter grades of A, B, C, D, F are given, with D the lowest passing grade; "Pass" grades are given in some P.E. classes. College preparatory courses show a "P" on the transcript. AP and Honors courses (except English 10 Honors) are given one extra point in calculating some GPAs. (The AP and Honors courses are available at Davis Senior High School.)

Grade Point Averages: State GPA is unweighted and based on courses from grade 10 on excluding P.E. Total GPA is based on all subjects taken in grades 9 – 12 and is weighted. College GPA is calculated on college preparatory courses in grades 10 and 11 and is weighted.
- The academic year is made up of two semesters. Students may take up to seven courses each semester. A limited summer school is available.
- Transcripts and Graduation Requirements may include courses taken in grade 9 at the local junior high schools.

Curriculum Information
DSIS offers college preparatory classes in English, History/ Social Science, Mathematics (up to Trigonometry), Biology, Psychology and Drawing & Painting. Students are able to concurrently enroll at Davis Senior High School to take AP and Honors classes, higher level math classes and foreign language.

Advanced Placement Courses (available at Davis Senior High School): Offered in Studio Art 2-D,Studio Art 3-D, Studio

Art: Drawing, Art History; English Literature & Composition; Music Theory; U.S. History; U.S. Government; Human Geography; French Language; Japanese Language and Culture; Spanish Language and Literature; Microeconomics, Macroeconomics; Calculus AB; Calculus BC; Statistics; Chemistry; Physics; and Biology. Honors courses include Physics, Essentials of Music, American Literature, English 10 and French 4, German 4, Spanish 4, Chinese 4 and Japanese 4 .

Accelerated Courses: Students may take high school level mathematics and foreign language courses prior to grade 9. Students may concurrently enroll in college level courses at local colleges, community colleges and/or online college programs.

Special Education Courses: Students with special learning needs may be provided with academic support through our Study Skills course.

Virtual Academy 7-12 utilizes Edgenuity online curriculum.

Graduation Requirements
English: 8 Semester(s), 40.0 Credits
Math: 2 Semester(s), 10.0 Credits
Algebra: 2 Semester(s), 10.0 Credits
Physical Science: 2 Semester(s), 10.0 Credits
Life Science: 2 Semester(s), 10.0 Credits
P.E.: 4 Semester(s), 20.0 Credits
Geography: 1 Semester(s), 5.0 Credits
World History: 2 Semester(s), 10.0 Credits
U.S. History: 2 Semester(s),10.0 Credits
U.S. Government: 1 Semester(s), 5.0 Credits
Economics: 1 Semester(s), 5.0 Credits
Practical Arts/CTE: 1 Semester(s), 5.0 Credits
Fine Arts:1 Semester(s), 5.0 Credits
Health: 1 Semester(s), 5.0 Credits
Community Service: 1 Semester(s), 1.0 Credits
Elective Courses: 59.0 Credits
Total Required: 210.0 Credits

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

DSIS holds monthly site council meetings held to plan, allocate funding and execute SPSA plans. DSIS also regularly sends home surveys to students and families as well as holds information meetings for families and the public. DSIS also has several committees that include all stakeholders for climate and culture, outdoor learning, garden and other seasonal committees. During the pandemic, DSIS held Back to School Night and Open House virtual events. The principal sends home weekly emails updates to all students and families.

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**
Kindergarten	2	2	9
Grade 1	2	1	13
Grade 2	2	2	7
Grade3	5	1	21
Grade 4	3	3	9
Grade 5	3	3	9
Grade 6	4	5	9
Grade 7	9	7	10
Grade 8	10	10	11
Grade 9	7	13	15
Grade 10	20	12	18
Grade 11	13	22	16
Grade 12	22	12	27
Total Enrollment	102	93	174

Conclusions based on this data:

1. 2020-21 saw a large increase of K-8 enrollment due to the pandemic. Calpads enrollment was 174 and total enrollment was 205 students.

2. DSIS anticipates a decrease in homeschool enrollment and an increase in overall enrollment due to the launch of the new K-12 Virtual Academy.

3. The pandemic dramatically increased enrollment in K-6 via the Virtual Academy.

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	1	2	2	1.0%	2.2%	1.1%
Fluent English Proficient (FEP)	8	8	16	7.8%	8.6%	9.2%
Reclassified Fluent English Proficient (RFEP)	0	0	2	0.0%	0.0%	100.0%

Conclusions based on this data:

1. DSIS has a low EL population in general, however it has increased over the pandemic.

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 3	*	*	19	*	*	0	*	*	0			0.0
Grade 4	*	*	8	*	*	0	*	*	0			0.0
Grade 5	*	5	12	*	4	0	*	4	0		80	0.0
Grade 6	*	*	8	*	*	0	*	*	0			0.0
Grade 7	*	12	10	*	10	0	*	10	0		83.3	0.0
Grade 8	*	11	13	*	7	0	*	7	0		63.6	0.0
Grade 11	20	18	13	13	8	5	13	8	5	65	44.4	38.5
All Grades	55	58	83	37	37	5	37	37	5	67.3	63.8	6.0

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 3	*	*		*	*		*	*		*	*		*	*		
Grade 4	*	*		*	*		*	*		*	*		*	*		
Grade 5	*	*		*	*		*	*		*	*		*	*		
Grade 6	*	*		*	*		*	*		*	*		*	*		
Grade 7	*	*		*	*		*	*		*	*		*	*		
Grade 8	*	*		*	*		*	*		*	*		*	*		
Grade 11	2690.	*	*	61.54	*	*	30.77	*	*	7.69	*	*	0.00	*	*	
All Grades	N/A	N/A	N/A	45.95	43.24	*	32.43	43.24	*	16.22	8.11	*	5.41	5.41	*	

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									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	84.62	*	*	15.38	*	*	0.00	*	*
All Grades	67.57	56.76	*	21.62	29.73	*	10.81	13.51	*

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									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	61.54	*	*	38.46	*	*	0.00	*	*
All Grades	37.84	43.24	*	62.16	48.65	*	0.00	8.11	*

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 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	53.85	*	*	46.15	*	*	0.00	*	*
All Grades	37.84	32.43	*	54.05	59.46	*	8.11	8.11	*

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 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	69.23	*	*	30.77	*	*	0.00	*	*
All Grades	56.76	43.24	*	37.84	51.35	*	5.41	5.41	*

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. DSIS has had families choose to opt of of testing more consistently. Efforts being made to decrease that number include outreach from front office.

2. Over two years, DSIS has had an overall improvement with more students above standard and fewer students nearly meeting or below.

3. DSIS students participated in CAASPP in April of 2022 for the first time since 2019.

School and Student Performance Data

CAASPP Results
Mathematics (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 3	*	*	19	*	*	0	*	*	0			0.0
Grade 4	*	*	8	*	*	0	*	*	0			0.0
Grade 5	*	*	12	*	*	0	*	*	0			0.0
Grade 6	*	*	8	*	*	0	*	*	0			0.0
Grade 7	*	12	10	*	10	0	*	10	0		83.3	0.0
Grade 8	*	11	13	*	8	0	*	8	0		72.7	0.0
Grade 11	20	18	13	13	7	6	13	7	6	65	38.9	46.2
All Grades	55	58	83	33	35	6	33	35	6	60	60.3	7.2

* 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.

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 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2666.	*	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*
All Grades	N/A	N/A	N/A	33.33	28.57	*	27.27	28.57	*	21.21	37.14	*	18.18	5.71	*

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 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	53.85	*	*	38.46	*	*	7.69	*	*
All Grades	45.45	28.57	*	27.27	62.86	*	27.27	8.57	*

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 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	30.77	*	*	61.54	*	*	7.69	*	*
All Grades	30.30	28.57	*	54.55	65.71	*	15.15	5.71	*

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 3	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
Grade 6	*	*		*	*		*	*	
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	38.46	*	*	53.85	*	*	7.69	*	*
All Grades	33.33	28.57	*	51.52	62.86	*	15.15	8.57	*

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. DSIS has had families choose to opt of of testing more consistently. Efforts being made to decrease that number include outreach from front office.

2. Overall achievement has improved, with more students reaching above standard and fewer students falling below standard.

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
All Grades										*	*	

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
All Grades	*	*			*			*			*		*	*	

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
All Grades	*	*			*			*			*		*	*	

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
All Grades	*	*			*			*			*		*	*	

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
All Grades	*	*			*			*		*	*	

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
All Grades	*	*			*			*		*	*	

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
All Grades	*	*			*			*		*	*	

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
All Grades	*	*			*			*		*	*	

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. Not enough students for data

School and Student Performance Data
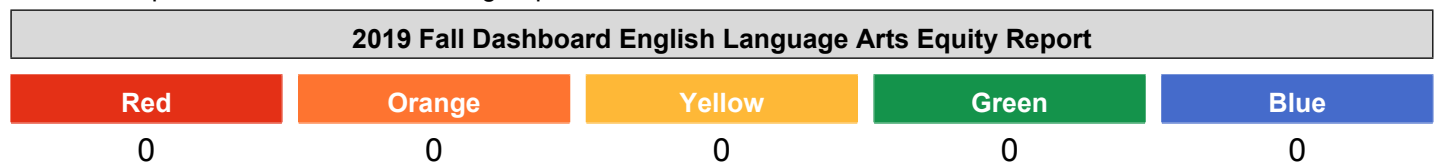
Student Population

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**
174	**12.6**	**1.1**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	1.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	22	12.6
Students with Disabilities	12	6.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	3.4
American Indian or Alaska Native		
Asian	7	4.0
Filipino		
Hispanic	20	11.5
Two or More Races	24	13.8
Native Hawaiian or Pacific Islander	1	0.6
White	114	65.5

Conclusions based on this data:

1. While DSIS has a generally low numbers of English Learners, our socio-economically disadvantaged student population has remained consistent at about 17-20%.

2. DSIS will continued efforts to spend money in areas that supports disadvantaged students and ensure equal access to all school opportunities.

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 No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Blue
Mathematics No Performance Color	**Chronic Absenteeism** Red	
College/Career No Performance Color		

Conclusions based on this data:

1. At DSIS, ADA is based on work completed. This results in a lower than average absentee rate. DSIS always seeks to find ways to improve absenteeism which has improved 5% over 4 years; including a tiered intervention system developed by staff.

2. DSIS had no suspensions in 19-20 school year.

3. DSIS does not have a large enough cohort to indicate some categories of the dashboard.

School and Student Performance Data

Academic Performance
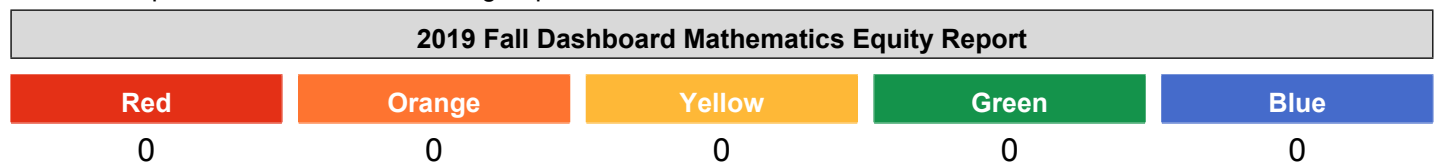## English Language Arts

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	0	0	0

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**
No Performance Color	No Performance Color	No Performance Color
97.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++22 points	1	
24		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	5	1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1	1	2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	114.1 points above standard
2	6		Increased ++7.2 points
			12

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**
Less than 11 Students - Data Not Displayed for Privacy	0 Students	102.3 points above standard
1		Increased Significantly ++26.8 points
		22

Conclusions based on this data:

1. Increase in scores may be tied to consistency of staff.

2. DSIS looks forward to updated dashboard data for the 22-23 school year.

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	0	0	0

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**
No Performance Color	No Performance Color	
38.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++27.3 points	1	
24		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	5	1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
1	1	2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		62.4 points above standard
2	6		Increased Significantly ++16.4 points
			12

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**
Less than 11 Students - Data Not Displayed for Privacy		40.2 points above standard
1		Increased Significantly ++29.4 points
		22

Conclusions based on this data:

1. DSIS had an increase in students performing above standard.

2. DSIS had an decrease of students falling below standard.
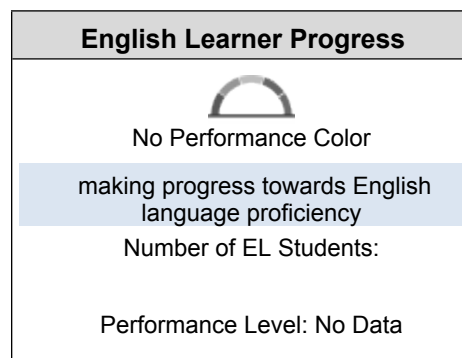
School and Student Performance Data

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
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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. We have insufficient data.

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	28	100
African American	1	3.6
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	21.4
Native Hawaiian or Pacific Islander		
White	20	71.4
Two or More Races		
English Learners	2	7.1
Socioeconomically Disadvantaged	11	39.3
Students with Disabilities	2	7.1
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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	14	50
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	11	55
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	27.3
Students with Disabilities		
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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	1	3.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
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. Many of our student have not met A-G requirements.

2. We began offering a 100% a-g pathway in house for the 21-22 year.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	0

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**
Red	No Performance Color	No Performance Color
37.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +12.3	1	0
51		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.2	Less than 11 Students - Data Not Displayed for Privacy
0	Increased +9.8	2
	13	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	3	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Red
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28.1
5	8	0	Increased +4.6
			32

Conclusions based on this data:

1. At DSIS, ADA (attendance) is based on work completed. This results in a lower than average absentee rate. DSIS always seeks to find ways to improve absenteeism which has improved consistently over 4 years; including a tiered intervention system developed by staff and taking a renewed look at how to calculate ADA.

School and Student Performance Data

Academic Engagement
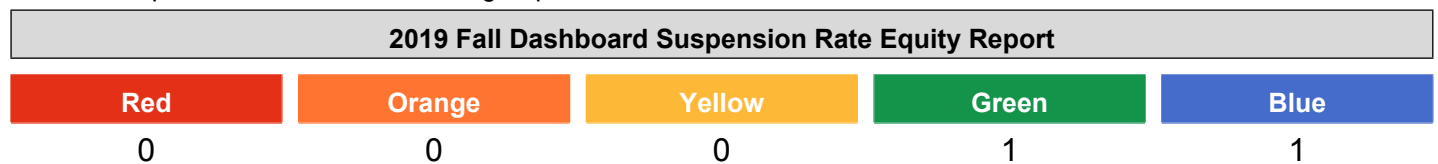## Graduation Rate Additional Report

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	28	23	3	82.1
English Learners	2		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	11	7	3	63.6
Students with Disabilities	2		1	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	6		1	
Native Hawaiian or Pacific Islander				
White	20	17	2	85
Two or More Races				

Conclusions based on this data:

1. In 2018, DSIS had a couple of students that did not meet graduation requirement and either exited via special education or left the district.

2. DSIS graduated every student in 2019.

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	1

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**
Blue	No Performance Color	
0.6	Less than 11 Students - Data Not	
Declined -0.7	3	
155		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	No Performance Color
	2.6	0
	Declined -3.6	Declined -5.3
	38	14

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 5	Less than 11 Students - Data 3	Less than 11 Students - Data 7	Less than 11 Students - Data 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
4.5	0		0
Maintained 0	21		Declined -1
22			96

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.4	0.6

Conclusions based on this data:

1. DSIS does not suspend students very often. In general, we have fewer discipline issues and work to mitigate these in advance through our close school community that excels in strong communication.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject
21st Century Teaching & Learning Maintain current standards for appropriate Technology, careers programs (internship, CTE etc), and applicable staff professional development.

Goal Statement
Utilize technology and equipment to enhance opportunities for existing and new VIRTUAL ACADEMY students.

LCAP Goal
LCAP Goal 1

Basis for this Goal
DSIS is still school utilizing a Learning management system. Our students have need of various technology tools, general equipment and services we can provide for them.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1:1 student to chromebook ratio	All DSIS students either have a district-issued chromebook or a personal device.	DSIS will continue to ensure all students either have a district-issued chromebook or personal device.
Enrollment in Virtual Academy	20 students enrolled	120 students enrolled

Planned Strategies/Activities

Strategy/Activity 1
Identify necessary technology and equipment needed to maintain student engagement with purchase of new projectors.

Students to be Served by this Strategy/Activity
ALL Students

Timeline
22-23 school year

Person(s) Responsible
Principal, Teaching staff organized by grade level supervising teacher teams, site council

Proposed Expenditures for this Strategy/Activity

Amount	2594
Source	LCFF - Base
Description	Ensure all students have access to proper technology on site and can clearly see projection.
Source	None Specified

Strategy/Activity 2

Build internship program with emphasis on CTE pathways. While this is unfunded, it will be a goal for the new VP.

Students to be Served by this Strategy/Activity

Students with interest in vocational careers.

Timeline

22-23 school year

Person(s) Responsible

Principal, VP, counselor

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity Gap. Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

Goal Statement

Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

LCAP Goal

LCAP Goals 2

Basis for this Goal

DSIS has seen some increase CAASP scores, although not consistently enough. While maintaining this trend, we also seek to decrease the rate of student opt-outs of standardized testing which has increase over the last 3 years of testing. We look forward to analyzing new data from the 22-22 year, as well as newly acquired i-Ready data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
18-19 CAASPP scores	18-19 CAASPP scores	5% increase in proficient students and 5% decrease in students below standard.
Increase participation rate from 20-21 by 5%	55% opt out	35% opt out rate

Planned Strategies/Activities

Strategy/Activity 1

Utilize funds to support at-risk and students feeling "unknown" and uninvolved through Leadership, Science and Art.

Students to be Served by this Strategy/Activity

All

Timeline

22-23 school year

Person(s) Responsible

ALL DSIS staff.

Proposed Expenditures for this Strategy/Activity

Amount	1600
Source	LCFF - Supplemental
Description	ensure all students have access to materials

Strategy/Activity 2

Incorporate tutoring support for at-risk students with the hiring of more tutors and/or allocating funds to current staff for extra support.

Students to be Served by this Strategy/Activity

At-risk students.

Timeline

22-23 school year

Person(s) Responsible

Admin, tutoring coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1516
Source	LCFF - Supplemental
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Incorporate additional intervention support aligned with our MTSS goals to support for at-risk students. This includes additional staff hours for direct intervention, data tracking and collaboration.

Students to be Served by this Strategy/Activity

At-risk students.

Timeline

22-23 school year.

Person(s) Responsible

Admin, counseling, Samantha Amescua.

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Base
Amount	3650
Source	LCFF - Supplemental

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Maintain a Safe & Inclusive Environment Improve school culture and inclusion with focus on MTSS and related programs that include all students or focused groups and ensure that our students feel safe in all ways when coming to DSIS.

Goal Statement

Improve school culture and inclusion with focus on MTSS and related programs that include all students or focused groups and ensure that our students feel safe in all ways when coming to DSIS.

LCAP Goal

LCAP Goal 3

Basis for this Goal

School survey reflects high levels of anxiety and depression amongst our student population. Our YouthTruth data executive summary (describes the degree to which students perceive themselves as engaged with their school and their education) was down during the pandemic. While still high, DSIS typically has exceptional ratings on YouthTruth in student safety and feeling safe.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth data executive summary	3.62 out of 5 score	Improvement to 3.82
DSIS student survey data	60% identify they have anxiety coming to school.	50% of students have anxiety coming to school.

Planned Strategies/Activities

Strategy/Activity 1

Allocate funds to ensure all students can participate Field Trips and onsite activities such as Fun Friday, Apple Pie Day etc.

Students to be Served by this Strategy/Activity

All students

Timeline

22-23 school year

Person(s) Responsible

DSIS staff and Leadership

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Budget Reference	None Specified
Description	School Activities/Field Trips, ensure cost is not a prohibitive factor for student access

Strategy/Activity 2

Implement strategies focused on students social/emotional needs via the support of a mental health provider.

Students to be Served by this Strategy/Activity

At risk students

Timeline

22-23 school year

Person(s) Responsible

Adminm, counselor, mental health provider

Proposed Expenditures for this Strategy/Activity

Amount	6500
Source	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Utilize technology and equipment to enhance opportunities for existing and new VIRTUAL ACADEMY students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1:1 student to chromebook ratio	DSIS will continue to ensure all students either have a district-issued chromebook or personal device.	
Enrollment in Virtual Academy	120 students enrolled	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Identify necessary technology and equipment needed to maintain student engagement and compatibility with our school's online programs as well as our new science lab.		Ensure all students have access to proper technology on and off site. LCFF - Supplemental 2623	4000
		None Specified	
Build internship program with emphasis on CTE pathways. While this is unfunded, it will be a goal for the new VP.			

Analysis

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

District provided additional funding and we were able to furnish a science lab far beyond our goals.

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

DSIS now has our own, standalone, true science lab.

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

Funds were applied to supplemental equipment, as district provided the main furniture and items.

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

Utilize data to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
18-19 CAASPP scores	5% increase in proficient students and 5% decrease in students below standard.	We are awaiting this year's CAASPP data.
Increase participation rate from 20-21 by 5%	35% opt out rate	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Utilize funds to support at-risk and students feeling "unknown" and uninvolved through Leadership and Art.		ensure all students have access to materials LCFF - Supplemental 1000	1000
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

We were able to purchase necessary Art materials.

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 3

Improve school culture and inclusion with focus on MTSS and related programs that include all students or focused groups and ensure that our students feel safe in all ways when coming to DSIS.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth truth data executive summary	Improvement to 3.82	Decrease
DSIS student survey data	50% of students have anxiety coming to school.	63% now state having anxiety.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Allocate funds to ensure all students can participate Field Trips.		School Activities/Field Trips, ensure cost is not a prohibitive factor for student access None Specified LCFF - Supplemental 500	500
Implement strategies focused on students social/emotional needs via our "calm and collected" class		Events funding; no cost to students LCFF - Supplemental 500	
Furniture to create safe and inclusive environments in new classroom, Room 2 and well as space for at-risk students as part of our "Calm & Collected" Intervention class.		None Specified LCFF - Base 6030	

Analysis

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

This goal shifted in focus to other areas of need as far as student intervention support.

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	22,860.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	9594	0.00
LCFF - Supplemental	13266	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	9,594.00
LCFF - Supplemental	13,266.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,500.00
None Specified	3,516.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	7,594.00
None Specified	LCFF - Base	2,000.00
	LCFF - Supplemental	5,250.00
	LCFF - Supplemental	6,500.00
None Specified	LCFF - Supplemental	1,516.00
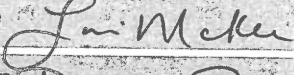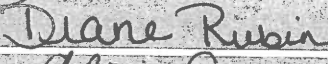
School Site Council Membership

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

2 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members		Role
Rob Kinder	5/13/22	Principal
Erica Cornwell	5/13/22	Classroom Teacher
Lori McKee	5/13/22	Classroom Teacher
Diane Rubin	5/13/22	Other School Staff
Alicia Segae	5/16/2022	Parent or Community Member
Jennifer Abanat	5/16/2022	Parent or Community Member
Quincy Lindley	5/17/22	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
	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 5/20/2021.

Attested:

	Principal, Rob Kinder on 05/13/22
	SSC Chairperson, Quincy Lindley on 5/17/22

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