



## 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.

<b>School Name</b>	Davis School for Independent Study School
<b>Address</b>	526 B St. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726785730098
<b>Principal</b>	Robert Kinder
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	June 9, 2018

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Stakeholder Involvement ..... 7
- School and Student Performance Data ..... 8
  - Student Enrollment..... 8
  - CAASPP Results..... 10
  - ELPAC Results ..... 14
  - Student Population ..... 16
  - Overall Performance ..... 17
  - Academic Performance ..... 18
  - Academic Engagement ..... 25
  - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
  - Goal 1 ..... 31
  - Goal 2..... 33
  - Goal 3..... 35
  - Goal 4..... 37
  - Goal 5..... 39
  - Goal 6..... 41
  - Goal 7 ..... 43
  - Goal 8..... 44
- Annual Review and Update ..... 45
  - Goal 1 ..... 45
  - Goal 2..... 47
  - Goal 3..... 48
  - Goal 4..... 50
  - Goal 5..... 52
  - Goal 6..... 53
  - Goal 7 ..... 55
  - Goal 8..... 56
- Budget Summary and Consolidation ..... 57
  - Budget Summary ..... 57
  - Allocations by Funding Source..... 57
  - Expenditures by Funding Source ..... 58

Expenditures by Budget Reference .....59  
Expenditures by Budget Reference and Funding Source .....60  
School Site Council Membership .....61  
Recommendations and Assurances .....62  
Addendum.....63  
Instructions: Linked Table of Contents .....63  
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....66  
Appendix B: Select State and Federal Programs.....68

# 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, 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.

### Enrollment

2017-2018 Total: 126

10th – 12th: 57

7th – 9th: 42

K – 6th: 27

### Faculty

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

### Academic Information

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

Grade Point Averages: State GPA is unweighted and based on courses from grade 10 on excluding P.E. Total GPA is based on all subjects taken in grades 9 – 12 and is weighted. College GPA is calculated on college preparatory courses in grades 10 and 11 and is weighted.

- The academic year is made up of two semesters. Students may take up to seven courses each semester. A limited summer school is available.

- Transcripts and Graduation Requirements may include courses taken in grade 9 at the local junior high schools.

### Curriculum Information

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

Advanced Placement Courses (available at Davis Senior High School): Offered in Studio Art 2-D, Studio Art 3-D, Studio Art: Drawing, Art History; English Literature & Composition; Music Theory; U.S. History; U.S. Government; Human Geography; French Language; Japanese Language and Culture; Spanish Language and Literature; Microeconomics, Macroeconomics; Calculus AB; Calculus BC; Statistics; Chemistry; Physics; and Biology. Honors courses include Physics, Essentials of Music, American Literature, English 10 and French 4, German 4, Spanish 4, Chinese 4 and Japanese 4.

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

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

### Graduation Requirements

English: 8 Semester(s), 40.0 Credits

Math: 2 Semester(s), 10.0 Credits

Algebra: 2 Semester(s), 10.0 Credits

Physical Science: 2 Semester(s), 10.0 Credits

Life Science: 2 Semester(s), 10.0 Credits

P.E.: 4 Semester(s), 20.0 Credits

Geography: 1 Semester(s), 5.0 Credits

World History: 2 Semester(s), 10.0 Credits

U.S. History: 2 Semester(s), 10.0 Credits

U.S. Government: 1 Semester(s), 5.0 Credits

Economics: 1 Semester(s), 5.0 Credits

Practical Arts: 1 Semester(s), 5.0 Credits

Fine Arts: 1 Semester(s), 5.0 Credits

Health: 1 Semester(s), 5.0 Credits

Community Service: 1 Semester(s), 1.0 Credits

Elective Courses: 59.0 Credits

Total Required: 210.0 Credits

### Class of 2017 Reported Post-Secondary Plans

Number

Percent

of Students of Class

Four-Year College 4 11%

Two-Year Colleges and 23 85%

Vocational Programs

Working Full-Time 9 4%

Or did not report

State of California Academic Performance Index (API): DSIS earned an API score of 843 for the 2013 school year. API was not calculated in 2017.

PSAT National Merit Scholarship Qualifying Test: Commended students:

CLASS RANK: DSIS does not rank

AP/HONORS COURSES

DSHS and DSIS do not recommend taking more than the following AP./Honors course loads:

2 – 10th 3 - 11th 3 – 12th

## 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

Monthly site council meetings held to plan to for, allocate funding and execute SPSA plans

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.7%	2.4%	2.80%	2	3	3
African American	0.8%	1.6%	0.93%	1	2	1
Asian	5.0%	7.3%	6.54%	6	9	7
Filipino	0.8%	0.8%	0.93%	1	1	1
Hispanic/Latino	18.5%	17.1%	11.21%	22	21	12
Pacific Islander	%	%	%			
White	68.1%	63.4%	70.09%	81	78	75
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				119	123	107

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	2	1	2
Grade 1	3	3	2
Grade 2	3	3	4
Grade3	5	4	3
Grade 4	1	3	4
Grade 5	2	2	3
Grade 6	3	4	3
Grade 7	5	3	9
Grade 8	5	9	3
Grade 9	14	17	18
Grade 10	20	20	8
Grade 11	24	23	21
Grade 12	32	31	27
<b>Total Enrollment</b>	119	123	107

Conclusions based on this data:

1.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	2	0	0	1.7%	0.0%	0
Fluent English Proficient (FEP)	11	12	4	9.2%	9.8%	3.7%
Reclassified Fluent English Proficient (RFEP)		1		0.0%	50.0%	0

### Conclusions based on this data:

1. DSIS has a low EL population

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	*	*	3	*	*	3	*	*	50		
Grade 4	2	*	*	2	*	*	2	*	*	100		
Grade 5	2	*	*	1	*	*	1	*	*	50		
Grade 6	3	*	*	3	*	*	3	*	*	100		
Grade 7	8	*	*	6	*	*	6	*	*	75		
Grade 8	13	16	*	9	13	*	9	13	*	69.2	81.3	
Grade 11	32	32	20	20	27	13	20	27	13	62.5	84.4	65
All Grades	66	63	55	44	52	37	44	52	37	66.7	82.5	67.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2620.	*	*	30.77	*	*	46.15	*	*	7.69	*	*	15.38	*
Grade 11	2603.	2663.	2690.	15	37.04	61.54	50	51.85	30.77	30	11.11	7.69	5	0.00	0.00
All Grades	N/A	N/A	N/A	30	36.54	45.95	43	48.08	32.43	18	9.62	16.22	9	5.77	5.41

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	61.54	*	*	23.08	*	*	15.38	*	
Grade 11	40	66.67	84.62	55	33.33	15.38	5	0.00	0.00	
All Grades	50	61.54	67.57	41	32.69	21.62	9	5.77	10.81	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	53.85	*	*	30.77	*	*	15.38	*
<b>Grade 11</b>	10	37.04	61.54	60	59.26	38.46	30	3.70	0.00
<b>All Grades</b>	30	40.38	37.84	50	53.85	62.16	20	5.77	0.00

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	30.77	*	*	69.23	*	*	0.00	*
<b>Grade 11</b>	20	37.04	53.85	80	59.26	46.15	0	3.70	0.00
<b>All Grades</b>	27	38.46	37.84	70	59.62	54.05	2	1.92	8.11

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	53.85	*	*	23.08	*	*	23.08	*
<b>Grade 11</b>	20	44.44	69.23	80	55.56	30.77	0	0.00	0.00
<b>All Grades</b>	34	51.92	56.76	61	40.38	37.84	5	7.69	5.41

**Conclusions based on this data:**

1.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	*	*	3	*	*	3	*	*	50		
Grade 4	2	*	*	2	*	*	2	*	*	100		
Grade 5	2	*	*	1	*	*	1	*	*	50		
Grade 6	3	*	*	3	*	*	3	*	*	100		
Grade 7	8	*	*	6	*	*	6	*	*	75		
Grade 8	13	16	*	9	12	*	9	12	*	69.2	75	
Grade 11	32	32	20	20	26	13	20	26	13	62.5	81.3	65
All Grades	66	63	55	44	50	33	44	50	33	66.7	79.4	60

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2608.	*	*	41.67	*	*	25.00	*	*	16.67	*	*	16.67	*
Grade 11	2583.	2619.	2666.	5	7.69	30.77	20	38.46	38.46	45	42.31	23.08	30	11.54	7.69
All Grades	N/A	N/A	N/A	27	22.00	33.33	23	32.00	27.27	27	34.00	21.21	23	12.00	18.18

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*	*	*	*	*	*	*	*	
Grade 4	*	*	*	*	*	*	*	*	*	
Grade 5	*	*	*	*	*	*	*	*	*	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	50.00	*	*	33.33	*	*	16.67	*	
Grade 11	10	11.54	53.85	50	65.38	38.46	40	23.08	7.69	
All Grades	32	30.00	45.45	39	46.00	27.27	30	24.00	27.27	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	41.67	*	*	50.00	*	*	8.33	*
<b>Grade 11</b>	5	19.23	30.77	70	57.69	61.54	25	23.08	7.69
<b>All Grades</b>	32	28.00	30.30	50	54.00	54.55	18	18.00	15.15

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	*	*	*	*	*	*	*	*	*
<b>Grade 4</b>	*	*	*	*	*	*	*	*	*
<b>Grade 5</b>	*	*	*	*	*	*	*	*	*
<b>Grade 6</b>	*	*	*	*	*	*	*	*	*
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	16.67	*	*	66.67	*	*	16.67	*
<b>Grade 11</b>	5	11.54	38.46	80	76.92	53.85	15	11.54	7.69
<b>All Grades</b>	25	18.00	33.33	64	70.00	51.52	11	12.00	15.15

Conclusions based on this data:

- 1.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 5	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
All Grades	*	*							*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
All Grades	*	*							*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
All Grades	*	*							*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
All Grades	*	*					*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
All Grades	*	*					*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
All Grades	*	*					*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
All Grades	*	*					*

**Conclusions based on this data:**

1. Not enough students for data

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>107</b>	<b>18.7%</b>	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
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.		

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>Socioeconomically Disadvantaged</b>	20	18.7%
<b>Students with Disabilities</b>	17	15.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	1	0.9%
<b>American Indian</b>	3	2.8%
<b>Asian</b>	7	6.5%
<b>Filipino</b>	1	0.9%
<b>Hispanic</b>	12	11.2%
<b>Two or More Races</b>	8	7.5%
<b>White</b>	75	70.1%

### Conclusions based on this data:








1.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  No Performance Color	<b>Chronic Absenteeism</b>  Red	
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. ADA is based on work completed. This results in a lower than average absentee rate.

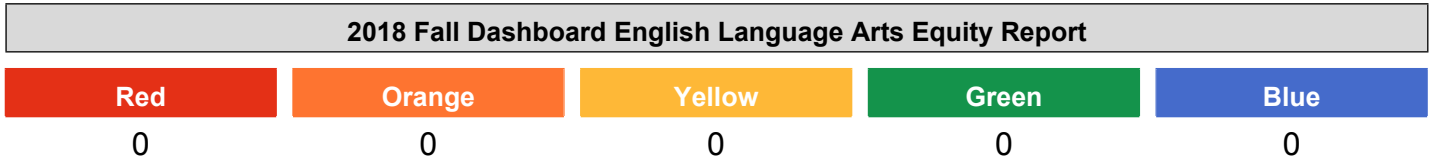
# School and Student Performance Data

## Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>75.8 points above standard</p> <p>Increased 8 points</p> <p>28 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 106.9 points above standard Increased 25.7 points 17 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
0 Students	0 Students	75.5 points above standard Increased 8 points 28 students

**Conclusions based on this data:**

1. Cohort numbers too small for dashboard data

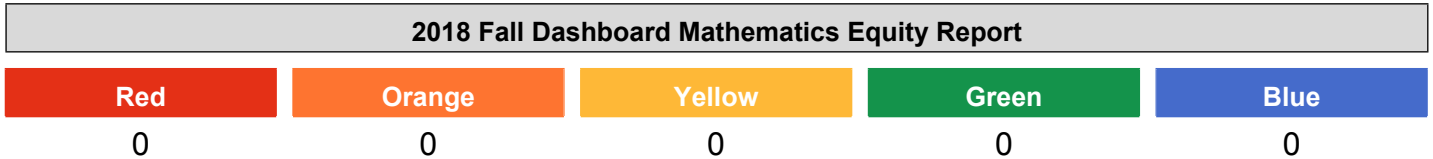
# School and Student Performance Data

## Academic Performance Mathematics

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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>11 points above standard</p> <p>Declined -7.9 points</p> <p>27 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 46 points above standard Increased 5.8 points 17 students

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.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
0 Students	0 Students	10.8 points above standard Declined -7.9 points 27 students

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

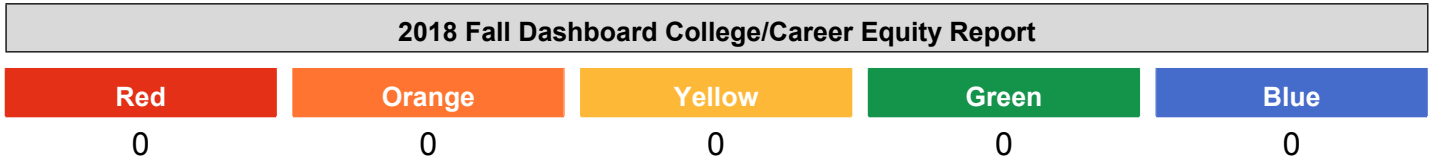
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>46.7% prepared</p> <p>Increased 22.9%</p> <p>30 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

**2018 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 52.6% prepared Increased 26.7% 19 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
15.8% <b>Prepared</b>	23.8 <b>Prepared</b>	46.7 <b>Prepared</b>
34.2% <b>Approaching Prepared</b>	23.8 <b>Approaching Prepared</b>	23.3 <b>Approaching Prepared</b>
50% <b>Not Prepared</b>	52.4 <b>Not Prepared</b>	30 <b>Not Prepared</b>

**Conclusions based on this data:**

- 1.



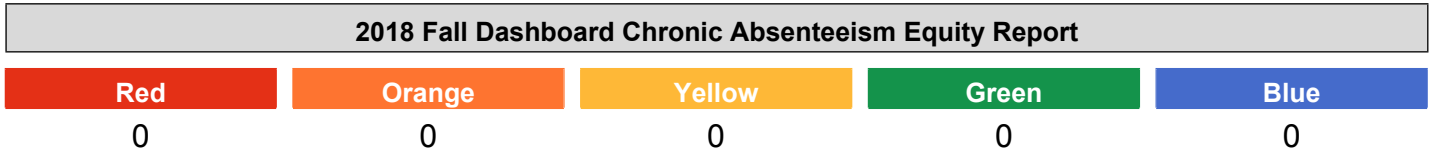
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>25% chronically absent</p> <p>Increased 0.6%</p> <p>48 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>36.4% chronically absent</p> <p>11 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 23.5% chronically absent Declined 1.5% 34 students

**Conclusions based on this data:**

- 1.

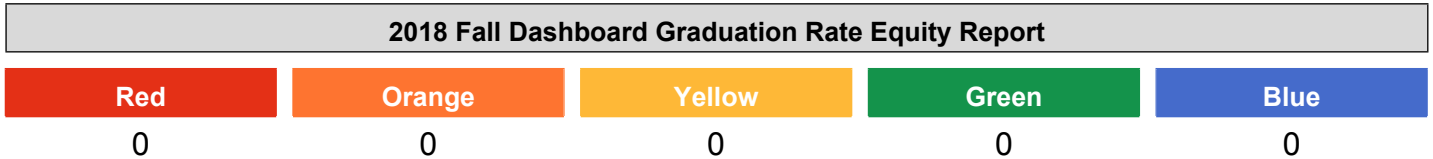
# School and Student Performance Data

## Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>86.7% graduated</p> <p>Increased +3.3%</p> <p>30 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 94.7% graduated Increased +13.3% 19 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

<b>2017</b>	<b>2018</b>
83.3% graduated	86.7% graduated

**Conclusions based on this data:**

- 1.

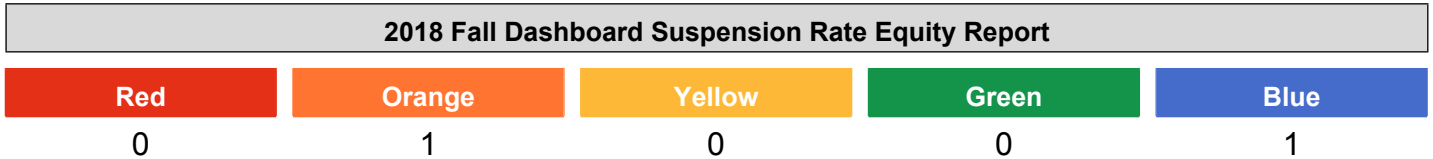
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 1.4% suspended at least once Increased 0.8% 147 students	<p><b>English Learners</b></p>  No Performance Color Less than 11 Students - Data Not 2 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 2 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 6.3% suspended at least once Increased 6.3% 32 students	<p><b>Students with Disabilities</b></p>  No Performance Color 5.3% suspended at least once Increased 5.3% 19 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color Less than 11 Students - Data 1 students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 4.5% suspended at least once Increased 4.5% 22 students	 No Performance Color Less than 11 Students - Data 9 students	 No Performance Color 0 Students	 Blue 1% suspended at least once Maintained 0.2% 99 students

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

**2018 Fall Dashboard Suspension Rate by Year**

<b>2016</b>	<b>2017</b>	<b>2018</b>
0% suspended at least once	0.5% suspended at least once	1.4% suspended at least once

**Conclusions based on this data:**

- 1.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Increase Student Achievement

### Goal Statement

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

### LCAP Goal

LCAP Goal 1,2,3

### Basis for this Goal

DSIS is still not meeting the federal Adequate Yearly Progress (AYP) target for participation rates, each year shows an increase towards that goal. In 2015-16 73% of DSIS students scored proficient or above on the CAASPP assessment, although standardized test data is difficult to evaluate because of low participation rates.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	15-16 AYP	2-5% increase in proficiency
CAST	will see scores this year	
School surveys		

### Planned Strategies/Activities

#### Strategy/Activity 1

Utilize data from interim CAASPP and CAST tests to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.

#### Students to be Served by this Strategy/Activity

Students previously below proficient

#### Timeline

8/2017 - 6/2020

#### Person(s) Responsible

Principal, teaching staff organized by grade level supervising teacher teams and/or small classroom teachers

#### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 2

Develop additional common assessments and rubrics for core subjects.

**Students to be Served by this Strategy/Activity**

**Timeline**

8/2017 - 6/2020

**Person(s) Responsible**

Principal, teaching staff organized by grade level supervising teacher teams and/or small classroom teachers

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Technology Plan

### Goal Statement

Providing access to curriculum, word processing, and goal-setting/organizational tools online that is the same for every student. This requires a technology plan to be put into place.

### LCAP Goal

LCAP Goals 1, 2, 3

### Basis for this Goal

Our most at-risk students do not have access to technology at home. In an effort to provide access to curriculum, word processing, and goal-setting/organizational tools online, a technology plan needs to be created so that all DSIS students have access to the same technology tools. DSIS beginning to be short on Chromebooks for student use.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase number of technology devices available for students	32 current DSIS Chromebooks	enough to support all students on site at any given time (40-45)

### Planned Strategies/Activities

#### Strategy/Activity 1

Develop Technology Plan

#### Students to be Served by this Strategy/Activity

All

#### Timeline

8/2018-6/2020

#### Person(s) Responsible

Principal, Technology Committee and DSIS staff.

#### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 2

Purchase updated tech items; such as iPads, Chromebooks, informational TV for front office

**Students to be Served by this Strategy/Activity**

ALL students

**Timeline**

8/2018 - 6/2020

**Person(s) Responsible**

Principal, Site Administrative Assistant

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4700
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books and Supplies
<b>Description</b>	Purchase Technology
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books and Supplies
<b>Description</b>	Purchase Technology

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Climate

### Goal Statement

Increase the percentage of students who report positive rankings on "School Culture" questions on the Youth Truth Survey from 78% to 88% by increasing school-wide opportunities for participation, and broadening our methods of communicating with families in order to foster increased participation.

### LCAP Goal

LCAP Goal 3

### Basis for this Goal

Youth Truth Survey: 88% reported a positive ranking on the "School Culture" questions.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth data	70-80% satisfaction	80-85% satisfaction

### Planned Strategies/Activities

#### Strategy/Activity 1

Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting school activities and key dates; Seek input from student groups to plan high-interest events; Enhance school website to promote events.

#### Students to be Served by this Strategy/Activity

#### Timeline

8/2018 - 6/2020

#### Person(s) Responsible

DSIS staff

#### Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Base
Budget Reference	4000-4999: Books and Supplies

**Description**

School Activities/Field Trips

**Strategy/Activity 2**

Implement strategies focused on students social/emotional needs.

**Students to be Served by this Strategy/Activity**

ALL

**Timeline**

8/2017 - 6/2022

**Person(s) Responsible**

Principal, DSIS Staff

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Leadership class sponsored activities

**Students to be Served by this Strategy/Activity**

all students

**Timeline**

8/2017 - 6/2022

**Person(s) Responsible**

Principal, DSIS Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	700
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books and Supplies
<b>Description</b>	School Activities

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Online Learning Opportunities

### Goal Statement

Explore expanding online learning opportunities.

### LCAP Goal

LCAP Goal 1, 2, 3,

### Basis for this Goal

2016-17 WASC self-study and 2018 student survey

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Maintain Schoology access as a standard platform for monitoring student progress and a resource/portal for access to curriculum.

#### Students to be Served by this Strategy/Activity

ALL

#### Timeline

8/2018 - 6/2020

#### Person(s) Responsible

Teachers; Principal, Curriculum & Instruction Dept. Technology department

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 2

Examine the effectiveness of the blended courses using completion data and end of year test scores. Implement blended Social Science courses. Explore online Health curriculum.

#### Students to be Served by this Strategy/Activity

ALL

### **Timeline**

8/2018 - 6/2020

### **Person(s) Responsible**

Principal; DSIS Blended Online Teachers; DSIS Technology Committee; District Office.

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 3**

DSIS teachers will continue to incorporate technology such as google, Internet sources, instructional software programs, and other online learning tools in workshops, classes, and curriculum to enrich instruction, foster subject area comprehension, and increase student engagement; Wireless internet access is available in the North and South Wings to enable students and parents to "bring their own devices", and use school-owned iPads/ Chromebooks. Teachers will maintain their personal webpages for communication with parents and students; Teachers will utilize online plagiarism programs to check essays for plagiarism

### **Students to be Served by this Strategy/Activity**

ALL

### **Timeline**

8/2018 - 6/2020

### **Person(s) Responsible**

Teachers; Principal; DSIS Technology Committee; DJUSD Technology Department

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

School Facilities

### Goal Statement

Develop a facility use plan that supports student learning and staff collaboration

### LCAP Goal

LCAP Goal 1, 2, 3

### Basis for this Goal

2016 WASC self-Study and Student/Parent Surveys

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Library furniture needs upgrading		

### Planned Strategies/Activities

#### Strategy/Activity 1

Develop a facility use plan that supports student learning and staff collaboration.

#### Students to be Served by this Strategy/Activity

ALL

#### Timeline

8/2018-6/2020

#### Person(s) Responsible

Principal, Staff, DJUSD Director of Facilities

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 2

Purchase new tables and chairs for library

#### Students to be Served by this Strategy/Activity

ALL

**Timeline**

8/2019-20

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2100
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books and Supplies
<b>Description</b>	Purchase Tables



# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Student College and Career Readiness

### Goal Statement

DSIS high school students indicate on surveys that they would like to have more college/career readiness preparation during their high school years.

### LCAP Goal

LCAP Goal 1,2

### Basis for this Goal

2016 DSIS WASC Self-study and 2017 student surveys

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Create and maintain online document that shows students places where they can complete their community service requirements.

#### Students to be Served by this Strategy/Activity

#### Timeline

8/2017-6/2020

#### Person(s) Responsible

DSIS Counselor, staff and principal

#### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 2

Expose students to educational opportunities and careers through field trips to colleges, guest speakers, internships, and job placement.

#### Students to be Served by this Strategy/Activity

**Timeline**

8/2017-6/2020

**Person(s) Responsible**

DSIS Counselor, staff and principal

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

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

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Utilize data from interim CAASPP and CAST tests to inform teaching by collecting, analyzing, and discussing evidence of learning as a staff.			
Develop additional common assessments and rubrics for core subjects.			
Increase counseling position from .75 FTE to .80 FTE to support and monitor progress of foster and homeless youth, English language learners and low income youth.		Increase FTE 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3200	

## Analysis

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

Utilizing data to inform program direction and vision.

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

Utilizing counseling time for this allowed to slot specific time addressing this need.

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

na

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.

We have decided to spend elsewhere next year and feel data utilization has improved.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Providing access to curriculum, word processing, and goal-setting/organizational tools online that is the same for every student. This requires a technology plan to be put into place.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop Technology Plan			
Purchase updated tech items; such as iPads, Chromebooks, Tablets		Purchase Technology 4000-4999: Books And Supplies LCFF - Base 1000	

## Analysis

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

Purchased tech as needed with minimal funding allocated

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

OK. Next year plan to increase this.

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

n/a

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.

Increased spending to replenish aging and insufficient tech

# Annual Review and Update

**SPSA Year Reviewed: 2018-19**

## Goal 3

Increase the percentage of students who report positive rankings on "School Culture" questions on the Youth Truth Survey from 78% to 80% by increasing school-wide opportunities for participation, and broadening our methods of communicating with families in order to foster increased participation.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop K-12 multi-age student activities and events; Communicate via newsletters, emails, and website highlighting school activities and key dates; Seek input from student groups to plan high-interest events; Enhance school website to promote events.		School Activities/Field Trips 4000-4999: Books And Supplies LCFF - Base 300	
Implement strategies focused on students social/emotional needs.			
Leadership class sponsored activities		School Activities 4000-4999: Books And Supplies LCFF - Supplemental 300	

## Analysis

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

Increased student social opportunities

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

Far more student activities than in previous years. We look to continue building this.



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

Used site funds to increase this.

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.

Will remain will small increase

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

Explore expanding online learning opportunities.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Maintain Schoology access as a standard platform for monitoring student progress and a resource/portal for access to curriculum.			
Examine the effectiveness of the blended courses using completion data and end of year test scores. Implement blended Social Science courses. Explore online Health curriculum.			
DSIS teachers will continue to incorporate technology such as Power Point, Internet sources, instructional software programs, and other online learning tools in workshops, classes, and curriculum to enrich instruction, foster subject area comprehension, and increase student engagement; Wireless internet access is available in the North and South Wings to enable students and parents to "bring their own devices", and use school-owned iPads/ Chromebooks. Teachers will maintain their personal webpages			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
for communication with parents and students; Teachers will utilize online plagiarism programs to check essays for plagiarism			
Contribute to developing Overdrive collection - online access to specific books for DSIS students		Online Books 4000-4999: Books And Supplies LCFF - Supplemental 300	

## Analysis

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

Building on digital platform

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

Excellent. In house PD means minimal funding required.

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

Overdrive is not a good value. Did not purchase

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.

Delete overdrive goal

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

Develop a facility use plan that supports student learning and staff collaboration

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop a facility use plan that supports student learning and staff collaboration.			
Purchase new tables for Orange classroom		Purchase Tables 4000-4999: Books And Supplies LCFF - Base 3700	

## Analysis

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

Modernize classrooms with more flexible seating

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

very good. 2 classrooms new tables

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

n/a

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.

Will continue spending with focus on library/cafe area

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 6

DSIS high school students indicate on surveys that they would like to have more college/career readiness preparation during their high school years.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Create an online document that shows students places where they can complete their community service requirements.			
Expose students to educational opportunities and careers through field trips to colleges, guest speakers, internships, and job placement.			

## Analysis

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

Online information posted more frequently and offer more opportunities for students to engage with community

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

Low effectiveness. Principal to take a larger role in supporting counselor on this for 19-20

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

n/a

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.

n/a



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 7

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 8

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 8

Planned  
Strategy/Activity

Actual  
Strategy/Activity

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	8,800.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	5000	0.00
LCFF - Supplemental	3800	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	5,000.00
LCFF - Supplemental	3,800.00

# Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books and Supplies	8,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Base	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,800.00

# 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
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Rob Kinder	Principal
Alexander Furlow	Classroom Teacher
Matt Haines	Classroom Teacher
Marvie Paulson	Other School Staff
Jennie Singer	Parent or Community Member
Hillary Garvin	Parent or Community Member
Cypher McAulraith	Secondary Student
	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 5/8/2019.

Attested:



Principal, Robert Kinder on 5/8/19



SSC Chairperson, Skye McIlraith on 5/8/19

# Addendum

---

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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](mailto: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 measurable 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