

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.

|   |                                 |
|---|---------------------------------|
| <b>School Name</b>                            | Davis Elementary                |
| <b>Address</b>                                | 5224 E. Morada Lane<br>Stockton |
| <b>County-District-School (CDS) Code</b>      | California                      |
| <b>Principal</b>                              | Magenda Cruz                    |
| <b>District Name</b>                          | Lodi Unified School District    |
| <b>SPSA Revision Date</b>                     | 05/11/2022                      |
| <b>Schoolsite Council (SSC) Approval Date</b> | 05/10/2022                      |
| <b>Local Board Approval Date</b>              | 06/14/2022                      |

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

The mission of our school is to provide a positive school climate within which all students can excel academically, socially, and emotionally. It is our purpose to help each student reach their full potential. In partnership with our families, we will foster positive growth in social/emotional behaviors and attitudes, as well as supporting our students in achieving academic success. The entire staff pledges itself to work toward these student outcomes in a respectful atmosphere conducive to quality learning and achievement.

At Davis, we have three core values that we refer to as our Tiger Tenets that make up “The Davis Way.” The Tiger Tenets are the framework for our systems and expectations, guiding the work we do to promote and foster student growth.

Our Tiger Tenets are the following:

Be Safe  
Be Respectful  
Be Responsible

At Davis Elementary, it is our belief that by focusing on academic achievement and student social-emotional growth, we can foster a safe environment where students are encouraged to take risks and become life-long learners.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Additional Targeted Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## School Profile

Davis Elementary School is located at 5224 E. Morada Lane in Stockton, California and is one of 54 schools in the Lodi Unified School District. Originally founded in the 1870s, the first Davis School was located across Highway 99. A one and a half room schoolhouse, the original school was attended by only twenty students from grades one through eight. As the old Davis School became overcrowded, a new four-room schoolhouse was constructed at the same site. The current Davis Elementary School was constructed in 1958 to accommodate the growing Morada area.

There are currently 360 students enrolled in grades kindergarten through 6th grade and a student/teacher ratio of 23:1. Davis serves a student population of approximately 82.7% identified as Socio-Economically Disadvantaged, 16% are Students with Special Needs, and 24.7% English Learners. The demographics of the school reflect a diverse population of students with the largest ethnic group being 50.4% Hispanic, followed by 21.0% Asian, 10.3% White, 3.0% African American, and 11.6% Two or more races.

## Stakeholder Involvement

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

### **Involvement Process for the SPSA and Annual Review and Update**

During the 2021/2022 school year, the Davis Elementary School Leadership Team and School Administrator reviewed schoolwide data and made preliminary recommendations to School Site Council based on the review.

The SPSA and school achievement data was shared with the School Leadership Team and with staff during a staff meeting in April 2022. Input was solicited from the School Site Council in February 2022 and the SSC will continue to provide feedback on Goals and Actions/Strategies.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to resource inequities, Davis has subsequently met the indicators for Alternative Targeted Support Improvement (ATSI) status on the California Dashboard for Subgroup: Students with Disabilities. In order to address ATSI status, Davis will be focusing on Professional Development in the areas of Social-Emotional Learning, Professional Learning Communities, and using AVID instructional practices. These practices will impact the learning of Students with Disabilities that occurs at Davis and will thus impact the indicators on the California Dashboard.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

At Davis, the goal for English Language Arts is to increase the percentages of students who score at or above the proficiency levels on the following assessments:

\*SBAC: 38% of students will meet or exceed standards on the SBAC. This marks a 5% increase from 2020/21 scores.

\*K-12 LUSD Benchmarks: 41.9% of students will meet or exceed standards on the Benchmarks. This marks a 5% increase from the 2019/20 Benchmark scores.

\*K-2 DIBELS Assessments: 40.4% of K-2 students will meet proficiency standards on the DIBELS End of Year assessment. This marks a 5% increase from 2020/21 DIBELS End of Year data.

\*1st-6th RI (Reading Inventory): 48% of students of 1st-6th grade students will be proficient on RI at the end of the school year. This marks a 5% increase from 2020/21 Reading Inventory scores.

### Annual Measurable Outcomes

| Metric/Indicator                       | Expected Outcomes  | Actual Outcomes   |
|--|--|---|
| 2021/22 SBAC Results to measure growth | 32.4% of students will meet or exceed standards on SBAC for 2021/22, an increase of 5% over previous results from 2020/21.           | CAASPP 2021/22 data update not available due to changes in the Title One approval timeline.   |
| 2021/22 Benchmark data                 | 41.9% of students will meet or exceed standards on Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.     | 2021/22 Benchmark data incomplete due to assessments being optional.  |
| K-2 DIBELS                             | 40.4% of K-2 students will be proficient on 2021/22 DIBELS EOY assessment an increase of 5% over previous results from 2020/21.      | Due to changes in the Title One approval process, Davis Elementary is not on track to meet the End of Year goal for 2021/22 of 40.4% of K-2 students proficient on the DIBELS Diagnostic. At this reporting time, MOY data indicates that 30.1% of K-2 students are proficient or above on the DIBELS Diagnostic.                                       |
| 1st-6th RI (Reading Inventory)         | 48% of 1st-6th grade students will be proficient on RI at the end of the year, an increase of 5% over previous results from 2020/21. | Due to changes in the Title One approval process, Davis Elementary is not on track to meet the End of Year goal for 2021/22 of 48% of 1st-6th grade students proficient on the Reading Inventory Diagnostic. At this reporting time, MOY data indicates that 33% of 1st-6th grade students are proficient or above on the Reading Inventory Diagnostic. |

# Strategies/Activities for Goal 1

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures   | Estimated Actual Expenditures   |
|---|---|---|---|
| <p>ELA 1.1: .6 FTE Read 180 Intervention Teacher: Teacher will teach 4th grade and a 5th combination R180 sections.</p> <p>*Teachers READ 180 to 4th-5th grade students<br/>           *Progress Monitors students with SAM (Reading Inventory) quarterly<br/>           *Creates reading goals with students/Quarterly analysis of data to reconfigure groups as needed</p>  | <p>Action/Service fully implemented.</p>  | <p>Read 180 Intervention Teacher 1100 Teacher Title I 41154</p> <p>Benefits for Read 180 Intervention Teacher 3000 Benefits Title I 16228</p>   | <p>Read 180 Teacher 1100 Teacher Title I 41154</p> <p>Benefits for Read 180 Intervention Teacher 3000 Benefits Title I 16228</p>  |
| <p>ELA 1.2: Literacy Interventions/Supports</p> <p>Students will receive extra support through district-funded programs such as, but not limited to:</p> <p>*System 44 (3rd Grade stand alone)<br/>           *DIBELS, iRead, Amplify for all K-2 students<br/>           *SIPPS intervention for all K-3 students</p> <p>Students will receive additional adult intervention and support, as well as translation support for Grades K-6.</p> <p>ELA &amp; ELD Strategy</p> | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>DIBELS, Amplify, System 44, SIPPS LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Benefits for Para Temp 3000 Benefits Title I 443</p> <p>Provide translations for: Parent Teacher Conferences, Back to School Night, SSTs, etc. 2120 Para Temp Title I 1250</p> <p>Provide supplemental books for leveled reading 4200 Books Title I 19080</p> | <p>DIBELS, Amplify, System 44, SIPPS LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Benefits for Para Temp 3000 Benefits Title I 0</p> <p>Provide translations for: Parent Teacher Conferences, Back to School Night, SSTs, etc. 2120 Para Temp Title I 73</p> <p>Provide supplemental books for leveled reading 4200 Books Title I 22385</p> |
| <p>ELA 1.3: Professional Development and Professional Learning Community (PLC) Collaboration for ELA &amp; Math: Academic Conferences, Experts in Action</p>  | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>Provide substitutes for teachers to observe and participate in Experts in Action and for yearly Academic Conferences 1150 Teacher Sub Title I 1500</p>   | <p>Provide substitutes for teachers to observe and participate in Experts in Action and for yearly Academic Conferences 1150 Teacher Sub Title I 84</p>   |

| Planned Actions/Services   | Actual Actions/Services                  | Proposed Expenditures  | Estimated Actual Expenditures  |
|--|--|--|--|
| <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> <li>*Identify Essential Outcomes</li> <li>*Analyze Data</li> <li>*Choose Focal Students</li> <li>*Set Reclassification Goal and choose English Learner Focal students</li> <li>*Plan Journeys ELD Lessons</li> <li>*Plan Journeys Lessons</li> <li>*Plan Response to Intervention</li> <li>*Observe teachers delivering high quality lessons</li> <li>*Observe high engaging teaching strategies for all learners</li> </ul> <p>ELA, Math, ELD, &amp; PD Strategy</p> |  | <p>Benefits for Teacher Temp timecards 3000 Benefits Title I 1976</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Title I 8500</p> <p>Benefits for Teacher Subs 3000 Benefits Title I 349</p> | <p>Benefits for Teacher Temp timecards 3000 Benefits Title I 1074</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Title I 6500</p> <p>Benefits for Teacher Subs 3000 Benefits Title I 266</p> |
| <p>ELA 1.4: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.</p> <p>ELA, Math, &amp; ELD Strategy</p>  | <p>Action/Service fully implemented.</p> | <p>Purchase site license for Flocabulary 5875 Technology Licenses Title I 2700</p>   | <p>Purchase site license for Flocabulary 5875 Technology Licenses Title I 2600</p>   |
| <p>ELA 1.5: Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p>  | <p>Action/Service fully implemented.</p> | <p>Provide Professional Development to Teachers and Staff in the areas of classroom engagement strategies and the improvement of instructional practices 5220 Conference Title I 17650</p> <p>Consulting with Solution Tree: PLC for Professional Development 5800 Prof</p>                                      | <p>Provide Professional Development to Teachers and Staff in the areas of classroom engagement strategies and the improvement of instructional practices 5220 Conference Title I 23377</p> <p>Consulting with Solution Tree: PLC for Professional Development 5800 Prof</p>                                      |

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures   | Estimated Actual Expenditures   |
|---|--|---|---|
| <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement</p> <p>*AVID: Increase Engagement and Rigor</p> <p>*Solution Tree PLC: Collaboration and Data-Informed Instruction</p> <p>*Additional PD</p> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p>   |  | and Operating/Consultants Title I 8280  | and Operating/Consultants Title I 11263   |
| <p>ELA 1.6: Scholastic News</p> <p>*Use of Scholastic News to deliver high-interest and engaging lessons</p> <p>ELA &amp; ELD Strategy</p>  | Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff. | Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans 4200 Books Title I 2700 | Subscription was not purchased for 2021/22 4200 Books Title I 0                     |
| <p>ELA 1.7: Print Site-Wide ELA &amp; Math Documents to support student achievement</p> <p>*Print AVID Materials</p> <p>*Print Sight Word drills and other supplemental ELA materials</p> <p>ELA &amp; Math Strategy</p>  | Action/Service fully implemented.  | Print supplemental materials to support ELA instruction 5715 Print Shop Title I 1000  | Print supplemental materials to support ELA instruction 5715 Print Shop Title I 532 |
| <p>ELA 1.8: AVID Supplies and Materials: Full Implementation for ELA &amp; Math</p> <p>*Implementation of AVID Elementary strategies</p> <p>*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners</p> <p>*Promotion of college-going culture</p> <p>*Use of AVID Weekly to deliver high-interest and engaging lessons, using</p> | Action/Service fully implemented.  | Order student AVID Supplies and Planners 4300 Materials Title I 14784   | Order student AVID Supplies and Planners 4300 Materials Title I 15500               |



| Planned<br>Actions/Services                                    | Actual<br>Actions/Services | Proposed<br>Expenditures | Estimated Actual<br>Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| AVID instructional strategies<br><br>ELA, Math, & ELD Strategy |                            |                          |                                  |

## Analysis

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

Davis Elementary's goals was to increase the percentages of students who score at or above the proficiency levels on the following assessments:

- \*SBAC: 38% of students will meet or exceed standards on the SBAC, reflecting a 5% increase from 2020/21 scores.
- \*K-12 LUSD Benchmarks: 41.9% of students will meet or exceed standards on the Benchmarks, reflecting a 5% increase from the 2019/20 Benchmark scores.
- \*K-2 DIBELS Assessments: 40.4% of K-2 students will meet proficiency standards on the DIBELS End of Year assessment, reflecting a 5% increase from 2020/21 DIBELS End of Year data.
- \*1st-6th RI (Reading Inventory): 48% of students of 1st-6th grade students will be proficient on RI at the end of the school year, reflecting a 5% increase from 2020/21 Reading Inventory scores.

These English/Language Arts goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In English/Language Arts, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 30.3% of K-2 students are proficient on the DIBELS Diagnostic and 33% of students in Grades 1-6 are proficient on the Reading Inventory Diagnostic. Davis Elementary had trouble implementing all interventions and participating in observing Experts in Action and Academic Conferences due to impacts and effects of staffing due to COVID-19. Davis Elementary successfully implemented strategies including Professional Development, conferences, providing leveled readers and building classroom libraries, as well as incorporating AVID strategies. The impact of implemented strategies is reflected in K-2 DIBELS and Grades 1-6 Reading Inventory Data.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

The threshold for Davis Elementary is \$5000.

Actual expenditures for Action 1.5: Professional Development: Conferences exceeded the threshold (+\$5727) in order to allow for additional teachers and staff to attend Professional Development opportunities.

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.

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2022/23 pertaining to teaching literacy skills and Professional Development in using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will provide continued and targeted support for this sub-group of students.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

At Davis, the goal for Math is to increase the percentages of students who score at or above the proficiency levels on the following assessments:

- \*SBAC: 15% of students will meet or exceed standards on the SBAC. This marks a 5% increase from 2020/21 scores.
- \*K-12 LUSD Benchmarks: 57.8% of students will meet or exceed standards on the Benchmarks. This marks a 5% increase from the 2019/20 Benchmark scores.
- \*Dreambox: 40% of students will be identified as On Track and 65 % of Davis students will complete, on average, 5 lessons or more a week in Dreambox. This marks an increase of 17% of students identified as On Track and an increase of 16% of students who completed 5 lessons or more a week from 2020/21.

### Annual Measurable Outcomes

| Metric/Indicator                       | Expected Outcomes   | Actual Outcomes   |
|--|---|---|
| 2021/22 SBAC Results to measure growth | 15% of students will meet or exceed standards on SBAC for 2021/22, an increase of 5% over previous results from 2020/21.                  | CAASPP 2021/22 data update not available due to changes in the Title One approval timeline.   |
| 2021/22 Benchmark Data                 | 57.8% of students will meet or exceed standards on District Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20. | 2021/22 Benchmark data incomplete due to assessments being optional.  |
| 2021/22 Dreambox Data                  | 40% of students will be identified as On Track and 65% of Davis students will complete, on average, 5 lessons or more a week in Dreambox. | Due to changes in the Title One approval process, Davis Elementary is not on track to meet the End of Year goal for 2021/22 of 40% of students identified as On Track and 65% of students completing, on average, 5 lessons or more a week in Dreambox. At this reporting time, Dreambox data indicates that 19.5% of students have been identified as On Track and 44% of students have completed, on average, 5 lessons or more a week. |

### Strategies/Activities for Goal 2

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures                | Estimated Actual Expenditures        |
|--|--|--------------------------------------|--------------------------------------|
| Math 2.1: Professional Development and PLC Collaboration for ELA, Math, & ELD: Academic Conferences, Experts in Action<br><br>Teachers and Administrator will attend | Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff. | See ELA Goal 1: Activity 3 Title I 0 | See ELA Goal 1: Activity 3 Title I 0 |

| Planned Actions/Services  | Actual Actions/Services                  | Proposed Expenditures                                       | Estimated Actual Expenditures                               |
|---|--|---|---|
| <p>Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> <li>*Identify Essential Outcomes</li> <li>*Analyze Data</li> <li>*Choose Focal Students</li> <li>*Plan Math Lessons</li> <li>*Plan Response to Intervention</li> <li>*Observe teachers delivering high quality lessons</li> <li>*Observe high engaging teaching strategies for all learners</li> </ul> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> |  |   |   |
| <p>Math 2.2: AVID Supplies and Materials: Full Implementation for ELA &amp; Math</p> <ul style="list-style-type: none"> <li>*Implementation of AVID Elementary strategies</li> <li>*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners</li> <li>*Promotion of college-going culture</li> </ul> <p>ELA, Math, &amp; ELD Strategy</p>  | <p>Action/Service fully implemented.</p> | <p>See ELA Goal 1: Activity 8 4300 Materials Title I 0</p>  | <p>See ELA Goal 1: Activity 8 4300 Materials Title I 0</p>  |
| <p>Math 2.3: Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement</p>   | <p>Action/Service fully implemented.</p> | <p>See ELA Goal 1: Activity 5 5220 Conference Title I 0</p> | <p>See ELA Goal 1: Activity 5 5220 Conference Title I 0</p> |

| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures  | Estimated Actual Expenditures  |
|--|---|--|--|
| <p>Strategies, Attendance Improvement<br/>*AVID: Increase Engagement and Rigor<br/>*Solution Tree PLC: Collaboration and Data-Informed Instruction<br/>*Additional PD</p> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> |   |  |  |
| <p>Math 2.4: STEM Supplies to support STEM instruction</p> <p>*Purchase materials that support implementation of STEM instruction</p>  | <p>Action/Service fully implemented.</p>  | <p>Purchase STEM supplies 4300 Materials Title I 0</p>   | <p>Purchase STEM supplies 4300 Materials Title I 0</p>   |
| <p>Math 2.5: Print Site-Wide ELA &amp; Math documents to support student achievement</p> <p>*Print STEM materials and handouts<br/>*Print Math foundational skills handouts</p> <p>ELA &amp; Math Strategy</p>           | <p>Action/Service fully implemented.</p>  | <p>See ELA Goal 1: Activity 7 5715 Print Shop Title I 0</p>  | <p>See ELA Goal 1: Activity 8 5715 Print Shop Title I 0</p>  |
| <p>Math 2.6: Math Interventions</p> <p>*Provide after school and intersession small group intervention</p> <p>Math &amp; ELD Strategy</p>  | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>Outside agency math tutoring to target students close to meeting grade level standards 5875 Technology Licenses Title I 19700</p> | <p>Outside agency math tutoring to target students close to meeting grade level standards 5875 Technology Licenses Title I 19800</p> |

## Analysis

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

Davis Elementary's goals was to increase the percentages of students who score at or above the proficiency levels on the following assessments:

\*SBAC: 15% of students will meet or exceed standards on the SBAC. This marks a 5% increase from 2020/21 scores.

\*K-12 LUSD Benchmarks: 57.8% of students will meet or exceed standards on the Benchmarks. This marks a 5% increase from the 2019/20 Benchmark scores.

\*Dreambox: 40% of students will be identified as On Track and 65 % of Davis students will complete, on average, 5 lessons or more a week in Dreambox. This marks an increase of 17% of students identified as On Track and an increase of 16% of students who completed 5 lessons or more a week from 2020/21.

These Math goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In Math, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 19.5% of K-6 students are identified as On Track and 44% of students complete on 5 lessons or more per week on average on Dreambox. Davis Elementary had trouble implementing all interventions and participating in observing Experts in Action and Academic Conferences due to impacts and effects of staffing due to COVID-19. Additionally, Davis Elementary experienced delays in implementing outside agency Math tutoring. Davis Elementary successfully implemented strategies including Professional Development, conferences, and incorporating AVID strategies.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

The threshold for Davis Elementary is \$5000.

For this Math goal, there were no actions that had a material difference of greater than \$5000.

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.

After careful analysis of the plan for Math, it is evident that Davis Elementary will need to 1) effectively implement the new math curriculum, 2) support teacher capacity by providing professional development, and 3) continue the strategies that are outlined in the SPSA plan for Math.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 3

At Davis, the goal for English Learners is to increase the percentages of students who score at or above the proficiency levels on the following assessments:

\*K-12 LUSD Benchmarks:

Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 23.3% to 28.3% in ELA.

Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 50% to 55% in Math.

Maintain a goal of 11% of English Learner students who will be Reclassified in 2021/22.

### Annual Measurable Outcomes

| Metric/Indicator                 | Expected Outcomes  | Actual Outcomes  |
|----------------------------------|--|--|
| 2021/22 K-12 LUSD Benchmark data | 28.3% of English Learner students will meet or exceed standards on ELA Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20. | 2021/22 Benchmark data incomplete due to assessments being optional.   |
| 2021/22 K-12 LUSD Benchmark data | 55% of English Learner students will meet or exceed standards on Math Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.  | 2021/22 Benchmark data incomplete due to assessments being optional.   |
| 2021/22 Reclassification data    | 2021/22 RFEP: 11%  | Due to changes in the Title One approval process, Davis Elementary is not on track to meet the End of Year goal for 2021/22 of 11% of K-6 students Reclassified. |

### Strategies/Activities for Goal 3

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures                       | Estimated Actual Expenditures               |
|---|---|---|---|
| <p>ELD 3.1: Literacy Interventions/Supports</p> <p>Students will receive extra support through district-funded programs such as, but not limited to:</p> <p>*System 44 (3rd Grade stand alone)</p> <p>*DIBELS, Amplify for all K-2 students</p> <p>*SIPPS intervention for all K-3 students</p> | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See ELA Goal 1: Activity 2 Title I 0</p> | <p>See ELA Goal 1: Activity 2 Title I 0</p> |

| Planned Actions/Services  | Actual Actions/Services   | Proposed Expenditures  | Estimated Actual Expenditures  |
|---|---|--|--|
| <p>Students will receive additional adult intervention and support, as well as translation support for Grades K-6.</p> <p>ELA &amp; ELD Strategy</p>  |   |  |  |
| <p>EL 3.2: Professional Development and PLC Collaboration for ELA, Math, &amp; ELD: Academic Conferences, Experts in Action</p> <p>Teachers and Admin will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> <li>*Identify Essential Outcomes</li> <li>*Analyze Data</li> <li>*Choose Focal Students</li> <li>*Set Reclassification Goal and choose EL Focal students</li> <li>*Plan Journeys ELD Lessons</li> <li>*Plan Journeys Lessons</li> <li>*Plan Response to Intervention</li> <li>*Observe teachers delivering high quality lessons</li> <li>*Observe high engaging teaching strategies for all learners</li> </ul> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See ELA Goal 1: Activity 3 Title I 0</p>                          | <p>See ELA Goal 1: Activity 3 Title I 0</p>                          |
| <p>ELD 3.3: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.</p> <p>ELA, Math, &amp; ELD Strategy</p>   | <p>Actions/Services fully implemented as planned.</p>   | <p>See ELA Goal 1: Activity 4 5875 Technology Licenses Title I 0</p> | <p>See ELA Goal 1: Activity 4 5875 Technology Licenses Title I 0</p> |

| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures  | Estimated Actual Expenditures                                  |
|--|---|--|--|
| <p>ELD 3.4: AVID Supplies and Materials: Full Implementation for ELA &amp; Math</p> <p>*Implementation of AVID Elementary strategies, including Academic Language and Literacy</p> <p>*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners</p> <p>*Promotion of college-going culture</p> <p>*Use of AVID Weekly to deliver high-interest and engaging lessons, using AVID instructional strategies</p> <p>ELA, Math, &amp; ELD Strategy</p> | <p>Actions/Services fully implemented as planned.</p>   | <p>See ELA Goal 1: Activity 8 Title I 0</p>                    | <p>See ELA Goal 1: Activity 9 Title I 0</p>                    |
| <p>EL 3.5: ELD Interventions</p> <p>*Provide after school and intersession small group intervention</p> <p>Math &amp; ELD Strategy</p>   | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See Math Goal 2: Activity 4 1120 Teacher Temp Title I 0</p> | <p>See Math Goal 2: Activity 4 1120 Teacher Temp Title I 0</p> |
| <p>EL 3.6: Scholastic News</p> <p>*Use of Scholastic News to deliver high-interest and engaging lessons</p> <p>ELA &amp; ELD Strategy</p>  | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See ELA Goal 1: Activity 6 4300 Materials LCFF 0</p>        | <p>See ELA Goal 1: Activity 7 4300 Materials Title I 0</p>     |

## Analysis

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

Davis Elementary's goals was to increase the percentages of students who score at or above the proficiency levels on the following assessments:

\*K-12 LUSD Benchmarks:

Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 23.3% to 28.3% in ELA.

Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 50% to 55% in Math.



Maintain a goal of 11% of English Learner students who will be Reclassified in 2021/22.

These English Language Development goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In English Language Development, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Davis Elementary had trouble implementing all interventions and participating in observing Experts in Action and Academic Conferences due to impacts and effects of staffing due to COVID-19. Davis Elementary successfully implemented strategies including use of Flocabulary and AVID strategies.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

The threshold for Davis Elementary is \$5000.

For this ELD goal, there were no actions that had a material difference of \$5000 or greater.

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.

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2022/23 pertaining to teaching literacy skills and Professional Development in using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will provide continued and targeted support for this sub-group of students.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 4

Davis Elementary School will increase involvement by 2% as measured by using school sign-in sheets at Back to School Night and Open House, and monitoring attendance at Parent/Teacher Conferences.

### Annual Measurable Outcomes

| Metric/Indicator                              | Expected Outcomes  | Actual Outcomes   |
|---|--|---|
| Sign-In sheets for Back to School Night       | In 2021/22, 41% of parents will attend Back to School Night.               | Davis Elementary did not meet the End of Year goal of 41% of parents attending Back to School Night . Event attendance data for 2021/22 indicates that 31.5% of parents attended Back to School Night.                      |
| Sign-In sheets for Parent/Teacher Conferences | In 2021/22, 50% of parents will attend Parent/Teacher Conferences.         | In 2021/22, 88% of parents attended Parent/Teacher Conferences.   |
| Sign-In sheets for Open House                 | In 2021/22, 30% of parents will attend Open House.                         | 2021/22 Open House data update not available due to changes in the Title One approval timeline.   |
| Chronic Absenteeism Dashboard                 | In 2021/22, the number of chronically absent students will decline to 20%. | Davis Elementary did not meet the End of Year goal for 2021/22 of 20% or fewer of students identified as Chronically Absent. At this reporting time, attendance data indicates that 42% of students are Chronically Absent. |
| Sign-in sheets for STEM Family Night          | In 2021/22, 30% of parents will attend STEM Family Night.                  | In 2021/22, 44% of parents attended STEM Family Night.  |

### Strategies/Activities for Goal 4

| Planned Actions/Services   | Actual Actions/Services  | Proposed Expenditures  | Estimated Actual Expenditures   |
|--|--|--|---|
| <p>PI 4.1: Bilingual Translation</p> <p>Bilingual Paraeducators will be available to interpret for families during school events, including Parent/Teacher conferences</p> | Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff. | <p>Translations 2120 Para Temp Title I: Parent Involvement 500</p> <p>Benefits for Para Temp 3000 Benefits Title I: Parent Involvement 178</p> | <p>Translations 2120 Para Temp Title I: Parent Involvement 150</p> <p>Benefits for Para Temp 3000 Benefits Title I: Parent Involvement 53</p> |
| <p>PI 4.2: Parent/Family Engagement</p> <p>Purchase materials to facilitate family</p>   | Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff. | Purchase materials to facilitate family engagement, including STEM and activity kits   | Purchase materials to facilitate family engagement, including STEM and activity kits  |

| Planned Actions/Services            | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures   |
|-------------------------------------|-------------------------|--|---|
| engagement, including activity kits |                         | 4300 Materials Title I: Parent Involvement 977<br><br>Prepare materials to facilitate family engagement 5715 Print Shop Title I: Parent Involvement 1091 | 4300 Materials Title I: Parent Involvement 0<br><br>Prepare materials to facilitate family engagement 5715 Print Shop Title I: Parent Involvement 0 |

## Analysis

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

Davis Elementary School will increase involvement by 2% as measured by using school sign-in sheets at Back to School Night and Open House, and monitoring attendance at Parent/Teacher Conferences. Specific goals included the following:

- \*41% of parents will attend Back to School Night
- \*50% of parents will attend Parent/Teacher Conferences
- \*30% of parents will attend Open House
- \*The percentage of chronically absent students will decline to 20%
- \*30% of parents will attend STEM Family Night

These Parent/Family Engagement goals were to be attained through the use of Bilingual translation at Parent events and by providing materials and opportunities for Family Engagement. In Parent/Family Engagement, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 30.3% of K-2 students are proficient on the DIBELS Diagnostic and 33% of students in Grades 1-6 are proficient on the Reading Inventory Diagnostic. Davis Elementary had trouble implementing all interventions and participating in observing Experts in Action and Academic Conferences due to impacts and effects of staffing due to COVID-19. Davis Elementary successfully implemented strategies including Professional Development: Conferences, providing leveled readers and building classroom libraries, and incorporating AVID strategies and that is The threshold for Davis Elementary is \$5000.

For this Math goal, there were no actions that had a material difference of greater than \$5000.evident in our overall K-2 DIBELS and Grades 1-6 Reading Inventory Data.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year data collection time.

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

The threshold for Davis Elementary is \$5000.

For this Parent Involvement goal, there were no actions that had a material difference of greater than \$5000.

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.

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional opportunities for parents and families to be on campus will be provided in 2022/23.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

All Davis Teachers, Staff, and Administrator will participate in high-quality on-going Professional Development to improve instruction, increase student engagement and rigor, and support students in reaching proficiency on Common Core Standards.

## Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes  | Actual Outcomes   |
|--|--|---|
| <p>*Attendance sheets from PD, Staff Meetings &amp; Academic Conferences</p>                               | <p>2021/22<br/>           *Attend Staff/PLC meetings: 95% of Teachers<br/>           *Choose and attend 1 District-provided PD: 70% of Teachers<br/>           *Attend Academic Conferences: 90% of Teachers<br/>           *Attend Off-Campus PD: 60% of Teachers<br/>           *Participate in Experts in Action: 50% of Teachers</p> | <p>Goal was not met for the 2021/22 school year.</p> <p>*85% of Teachers attended Staff/PLC Meetings<br/>           *District-provided PD attendance unavailable<br/>           *Academic Conferences and Experts in Action were not implemented due sub staffing shortages<br/>           *40% of Teachers attended Off-Campus PD</p>  |
| <p>Increase of scores on CAASP, District ELA and Math Benchmarks, DIBELS, Reading Inventory, and ELPAC</p> | <p>See Goals 1, 2, &amp; 3 for expected outcomes</p>   | <p>CAASPP and ELPAC Data updates not available due to changes in the Title One approval timeline.</p> <p>2021/22 Benchmark data incomplete due to assessments being optional.</p> <p>Due to changes in the Title One approval process, Davis Elementary is not on track to meet the End of Year goal for 2021/22 of 40.4% of K-2 students proficient on the DIBELS Diagnostic. At this reporting time, MOY data indicates that 30.1% of K-2 students are proficient or above on the DIBELS Diagnostic data incomplete due to assessments being optional. Davis Elementary is also not on track to meet the End of Year goal for 2021/22 of 48% of 1st-6th grade students proficient on the Reading Inventory Diagnostic. At this reporting time, MOY data indicates that 33% of 1st-6th grade students are proficient or above on the Reading Inventory Diagnostic.</p> |

## Strategies/Activities for Goal 5

| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures   | Estimated Actual Expenditures  |
|--|---|---|--|
| <p>PD 5.1: Professional Development for ELA &amp; Math: Academic Conferences, Experts in Action</p> <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> <li>*Identify Essential Outcomes</li> <li>*Analyze Data</li> <li>*Choose Focal Students</li> <li>*Set Reclassification Goal and choose English Learner Focal students</li> <li>*Plan Journeys ELD Lessons</li> <li>*Plan Journeys Lessons</li> <li>*Plan Response to Intervention</li> <li>*Observe teachers delivering high quality lessons</li> <li>*Observe high engaging teaching strategies for all learners</li> </ul> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See ELA Goal 1: Activity 3 1120 Teacher Temp Title I 0</p>   | <p>See ELA Goal 1: Activity 3 Title I 0</p>  |
| <p>5.2: District Professional Development</p> <p>Teachers and staff attend district-offered professional development opportunities.</p>  | <p>Action/Service was implemented by district.</p>  | <p>Attend District-offered PD LCFF 0</p>  | <p>Attend District-offered PD LCFF 0</p>   |
| <p>PD 5.3: Off-site Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences,</p>  | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> | <p>See Goal 1: Activity 5 5220 Conference Title I 0</p> <p>Professional Development books to support engagement and collaboration 4200 Books Title I 2813</p> | <p>See Goal 1: Activity 5 5220 Conference Title I 0</p> <p>Professional Development books to support engagement and collaboration 4200 Books Title I 0</p> |

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| <p>related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement</p> <p>*AVID: Increase Engagement and Rigor</p> <p>*Solution Tree PLC: Collaboration and Data-Informed Instruction</p> <p>*Additional PD</p> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> |                         |                       |                               |

## Analysis

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

Davis Elementary's goals was to increase Teacher, Staff, and Administration participation in high-quality on-going Professional Development to improve instruction, increase student engagement and rigor, and support students in reaching proficiency on Common Core Standards, including participation in the following:

- \*Attend Staff/PLC meetings: 95% of Teachers
- \*Choose and attend 1 District-provided PD: 70% of Teachers
- \*Attend Academic Conferences: 90% of Teachers
- \*Attend Off-Campus PD: 60% of Teachers
- \*Participate in Experts in Action: 50% of Teachers

These Profesisonal Development goals were to be attained through opportunities for participation in District-provided PD, off-campus PD, and through Academic Conferences/Experts in Action. Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 85% of Teachers attended Staff/PLC meetings and 40% of Teachers attended Off-Campus PD.

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

Due to COVID-19 and ramifications of staffing shortages, the effectiveness of our implementation appears to be limited at the Middle of the Year data collection time.

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

The threshold for Davis Elementary is \$5000.

Actual expenditures for Action 5.3: Off-site Professional Development exceeded the threshold (+\$5727) in order to allow for additional teachers and staff to attend Professional Development opportunities.

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.

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2022/23 pertaining to teaching literacy skills and Professional Development in using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will provide continued and targeted support for this sub-group of students.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 6

Davis will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2021/22 school year for students in Subgroup: Students with Disabilities. Administration and teachers will be given opportunities to collaborate as a team to analyze data in each of the indicators. Based upon student needs, Davis will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and therefore have a positive impact on each of the indicators.

## Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes | Actual Outcomes                          |
|--|-------------------|--|
| CDE Dashboard 2019/Subgroup: Students with Disabilities<br>Chronic Absenteeism   | Orange            | CDE Dashboard data update not available. |
| CDE Dashboard 2019/Subgroup: Students with Disabilities<br>Suspension Rate       | Orange            | CDE Dashboard data update not available. |
| CDE Dashboard 2019/Subgroup: Students with Disabilities<br>English Language Arts | Orange            | CDE Dashboard data update not available. |
| CDE Dashboard 2019/Subgroup: Students with Disabilities<br>Mathematics           | Yellow            | CDE Dashboard data update not available. |

## Strategies/Activities for Goal 6

| Planned Actions/Services  | Actual Actions/Services  | Proposed Expenditures                                    | Estimated Actual Expenditures                            |
|---|--|--|--|
| <p>ATSI 6.1: Professional Development for ELA &amp; Math: Academic Conferences, Experts in Action</p> <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> <li>*Identify Essential Outcomes</li> <li>*Analyze Data</li> <li>*Choose Focal Students</li> <li>*Set Reclassification Goal and choose English Learner Focal students</li> </ul> | Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff. | See Goal 1: Activity 3<br>1120 Teacher Temp<br>Title I 0 | See Goal 1: Activity 3<br>1120 Teacher Temp<br>Title I 0 |



| Planned Actions/Services   | Actual Actions/Services   | Proposed Expenditures                                      | Estimated Actual Expenditures                              |
|--|---|--|--|
| <p>*Plan Journeys ELD Lessons<br/>           *Plan Journeys Lessons<br/>           *Plan Response to Intervention<br/>           *Observe teachers delivering high quality lessons<br/>           *Observe high engaging teaching strategies for all learners</p> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p>   |   |  |  |
| <p>ATSI 6.2: Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement<br/>           *AVID: Increase Engagement and Rigor<br/>           *Solution Tree PLC: Collaboration and Data-Informed Instruction<br/>           *Additional PD</p> <p>ELA, Math, ELD, PD, &amp; ATSI Strategy</p> | <p>Action/Service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p> |  |  |
| <p>ATSI 6.3: Social Emotional Learning Curriculum</p> <p>Provide training and implementation of SEL Curriculum</p>   | <p>Action/Service fully implemented.</p>  | <p>District-funded PATHs curriculum and training<br/>0</p> | <p>District-funded PATHs curriculum and training<br/>0</p> |

## Analysis

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

Davis Elementary goals was to improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2021/22 school year for students in Subgroup: Students with Disabilities.

This ATSI goal was to be attained through SEFL curriculum implementation, intervention and engagement strategies, and professional development. Davis Elementary overall implementation of strategies or activities was not successful at this reporting time period Middle of Year (MOY) because CDE Dashboard data is unavailable. Additionally, PD Action/Services were not fully implemented as planned.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of Year data collection time.

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

The threshold for Davis Elementary is \$5,000.

For this ATSI goal, there were no actions that had a material difference of greater than \$5,000.

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.

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2022/23 pertaining to teaching literacy skills and Professional Development in using the Multi-Tiered System of Support framework. The implementation of an evidence-based supplemental reading program for all students K-3 will provide continued and targeted support for this sub-group of students.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

\*K-2 DIBELS assessment

\*2nd - 6th Grade Reading Inventory (RI)

\*3rd- 6th Grade ELA iReady Universal Screener

\*3rd-6th Grade CAASPP English Language Arts

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

This goal is based on disaggregated data from 2021/22 school from the universal measures DIBELS, Reading Inventory and CAASPP data.

### Expected Annual Measurable Outcomes

| Metric/Indicator                 | Baseline  | Expected Outcome   |
|----------------------------------|---|--|
| K-2 DIBELS                       | 2021/22 DIBELS: 30.3% of K-2 students were proficient on DIBELS MOY (Middle of Year) assessment | 35.3% of K-2 students will be proficient on 2022/23 DIBELS MOY assessment, an increase of 5% over previous results from 2021/22. |
| Grade 1-6 Reading Inventory (RI) | 2021/22 RI: 34% of Grade 1-6 students were proficient on RI for the MOY assessment              | 39% of Grade 1-6 students will be proficient on 2022/23 RI MOY assessment, an increase of 5% over previous results from 2022/23. |
| Grade 3-6 iReady ELA             | There is no baseline for iReady ELA for Davis Elementary School.                                | A baseline for iReady ELA will be established for Davis Elementary School.   |

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1.1: Additional FTE

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Add .6 FTE Read 180 Intervention Teacher to our existing staff to support our Grades 4-6 students who need additional Reading Intervention in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The intervention teacher will work with in a pull-out model of a 4th grade and a 5th/6th combination R180 sections.

- \*Teaches READ 180 to 4th-6th grade students
- \*Progress Monitors students with SAM (Reading Inventory) quarterly
- \*Creates reading goals with students/Quarterly analysis of data to reconfigure groups as needed

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

K-3 students who need Tier 2 and/or Tier 3 support. Reading Inventory/Lexile levels and SBAC scores will be used to identify students in Grades 4-6 to receive Read 180 support.

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

- \*Administrator
- \*Intervention Teachers
- \*Teachers

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 42657  |
| <b>Source</b>           | Title I                                      |
| <b>Budget Reference</b> | 1100 Teacher                                 |
| <b>Description</b>      | Read 180 Intervention Teacher                |
| <b>Amount</b>           | 17507  |
| <b>Source</b>           | Title I                                      |
| <b>Budget Reference</b> | 3000 Benefits                                |
| <b>Description</b>      | Benefits for Read 180 Intervention Teacher   |
| <b>Amount</b>           | 0  |
| <b>Source</b>           | LCFF   |
| <b>Budget Reference</b> | 1100 Teacher                                 |
| <b>Description</b>      | District-funded Reading Intervention Teacher |

### Strategy/Activity 2

ELA 1.2: DIBELS Assessment

All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read.

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

All K-2 students

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |                                |
|------------------|--------------------------------|
| Amount           | 0                              |
| Source           | LCFF                           |
| Budget Reference | 5875 Technology Licenses       |
| Description      | License to assess using DIBELS |

### Strategy/Activity 3

ELA 1.3: Reading Inventory

All Grade 2-6 teachers and 1st grade (MOY) will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

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

All Grade 2-6 students

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |                               |
|------------------|-------------------------------|
| Amount           | 0                             |
| Source           | LCFF                          |
| Budget Reference | 5875 Technology Licenses      |
| Description      | License for Reading Inventory |

### Strategy/Activity 4

ELA 1.4: iReady

All Grade 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

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

All Grade 3-6 students

## Timeline

MOY 2022/MOY 2023

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

|                  |                                      |
|------------------|--------------------------------------|
| Amount           | 0                                    |
| Source           | LCFF                                 |
| Budget Reference | 5875 Technology Licenses             |
| Description      | License to provide iReady assessment |

## Strategy/Activity 5

ELA 1.5: DIBELS for Tier 2 and 3 students

Use DIBELS to assess and monitor progress of all Grade 3-6 Tier 2 and Tier 3 students use Non-fluency assessment

## Students to be Served by this Strategy/Activity

Tier 2 and Tier 3 Grade 3-6 students

## Timeline

MOY 2022/MOY 2023

## Person(s) Responsible

\*Administrator  
\*Teachers

## Proposed Expenditures for this Strategy/Activity

|                  |                                |
|------------------|--------------------------------|
| Amount           | 0                              |
| Source           | LCFF                           |
| Budget Reference | 5875 Technology Licenses       |
| Description      | License to assess using DIBELS |

## Strategy/Activity 6

ELA 1.6:

Administrators and teachers will use universal Data Collection Template. Teachers will collect data at BOY, MOY, and EOY to disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

## Students to be Served by this Strategy/Activity

All K-6 students

## Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

\*Administrator  
\*Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 7

ELA 1.7:

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

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

\*All K-3 Students  
\*Grade 1-2 students: small SIPPS reading groups daily 30 minutes

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

ELA 1.8: SIPPS

K-3 teachers will use the program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at the specific grade level:

\*Kindergarten: Beginning Lesson 40  
\*First Grade: Extension  
\*Second Grade: Finish Extension  
\*Third Grade: Challenge

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

K-3 students and students who need additional Tier 2 support in early reading development.

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

|                  |                                     |
|------------------|-------------------------------------|
| Amount           | 6000                                |
| Source           | Title I                             |
| Budget Reference | 4200 Books                          |
| Description      | Purchase additional SIPPS materials |

## Strategy/Activity 9

ELA 1.9 CORE - SIPPS training

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS.

## Students to be Served by this Strategy/Activity

K-3 students and students who need additional Tier 2 support in early reading development.

## Timeline

MOY 2022/MOY 2023

## Person(s) Responsible

Admin  
Teachers  
Paras

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 10

ELA 1.10- Amplify Reading

Amplify for all K-2 students 20 minutes per day 5 days per week. Beginning Kinders and Newcomers will use iRead.

## Students to be Served by this Strategy/Activity

K-2  
English Learners

## Timeline

August 2022- June 2023

## Person(s) Responsible

K-2 Teachers  
Intervention  
K-2 Students



## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 11

ELA 1.11 English Language Arts Coaching Support

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

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

All Students

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

Teachers  
ELA Coaches  
Administrator

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 12

ELA 1.12- MTSS DATA Conferencing

MTSS Data Conferences: provide release time and/or collaboration time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

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

All students

### Timeline

BOY  
MOY  
EOY

### Person(s) Responsible

Administrator  
Specialists  
Teacher  
Intervention

## Proposed Expenditures for this Strategy/Activity

Amount

1500

|                         |  |
|-------------------------|--|
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1150 Teacher Sub   |
| <b>Description</b>      | Provide substitutes for release time to collaborate on MTSS data conferencing and analysis |
| <b>Amount</b>           | 8500   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1120 Teacher Temp  |
| <b>Description</b>      | Provide timecards for teachers to collaborate on MTSS data conferencing and analysis       |
| <b>Amount</b>           | 2162   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 3000 Benefits  |
| <b>Description</b>      | Benefits for Teacher Timecards   |
| <b>Amount</b>           | 381  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 3000 Benefits  |
| <b>Description</b>      | Benefits for Teacher Subs  |

### Strategy/Activity 13

ELA 1.13 AVID Implementation

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

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

K-6 Students

#### Timeline

MOY 2022/MOY 2023

#### Person(s) Responsible

All K-6 Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 14

ELA 1.14 - AVID Organizational Tools

AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have:

Binders

Dividers  
Pencil boxes  
Notebooks  
Journals  
Organizational materials

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

All K-6 Students

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

K-6 Teachers  
Intervention  
RSP Teachers  
Administrators  
Secretaries

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 11000  |
| <b>Source</b>           | Title I                                      |
| <b>Budget Reference</b> | 4300 Materials                               |
| <b>Description</b>      | Purchase supplies to support AVID strategies |

### Strategy/Activity 15

ELA 1.15- Kinder Assessment  
Kindergarten will assess students letter naming, letter sounds three times a year in Illuminate

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

Kindergarten Students

### Timeline

When students are ready, MOY, EOY

### Person(s) Responsible

Kindergarten Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 16

ELA 1.16 Positive Behavior Intervention and Support System (PBIS)

Continue to work on implementing a strong PBIS team that focuses on meeting monthly and has a regular meeting format/agenda, minutes, meeting roles and action plans as indicated on the Total Fidelity Inventory

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

All Students

**Timeline**

June 2023

**Person(s) Responsible**

PBIS committee  
Admin

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 17**

ELA 1.17: Literacy Interventions/Supports

Students will receive additional adult intervention and support, as well as translation support for Grades K-6. Students will receive access to high-interest and engaging literature.

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

All students  
Targeted students who demonstrate need for additional support.

**Timeline**

MOY 2022-MOY2023

**Person(s) Responsible**

Administrator  
Teachers  
Classified Staff

**Proposed Expenditures for this Strategy/Activity**

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 1250                                     |
| <b>Source</b>           | Title I                                  |
| <b>Budget Reference</b> | 2120 Para Temp                           |
| <b>Description</b>      | Provide additional support in classrooms |
| <b>Amount</b>           | 483                                      |
| <b>Source</b>           | Title I                                  |
| <b>Budget Reference</b> | 3000 Benefits                            |
| <b>Description</b>      | Benefits for Para Timecards              |

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 11032  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4200 Books                                     |
| <b>Description</b>      | Provide supplemental books for leveled reading |

### Strategy/Activity 18

ELA 1.18: Flocabulary

Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.

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

All students

#### Timeline

MOY 2022/MOY 2023

#### Person(s) Responsible

\*Administrator  
\*Teachers

#### Proposed Expenditures for this Strategy/Activity

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>Amount</b>           | 2700                                  |
| <b>Source</b>           | Title I                               |
| <b>Budget Reference</b> | 5875 Technology Licenses              |
| <b>Description</b>      | Purchase site license for Flocabulary |

### Strategy/Activity 19

ELA 1.19: Professional Development

Professional Development  
Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices  
\*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement  
\*AVID: Increase Engagement and Rigor  
\*Solution Tree PLC: Collaboration and Data-Informed Instruction  
\*Additional PD

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

All students

#### Timeline

MOY 2022/MOY 2023

#### Person(s) Responsible

\*Administrator  
\*Teachers  
\*Classified Staff

### Proposed Expenditures for this Strategy/Activity

|                  |   |
|------------------|---|
| Amount           | 20000   |
| Source           | Title I   |
| Budget Reference | 5220 Conference   |
| Description      | Provide Professional Development to Teachers and Staff in the areas of classroom engagement strategies and the improvement of instructional practices |

### Strategy/Activity 20

ELA 1.20: Scholastic News

Use of Scholastic News to deliver high-interest and engaging lessons

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

All students

### Timeline

MOY 2022/MOY 2023

### Person(s) Responsible

All teachers

### Proposed Expenditures for this Strategy/Activity

|                  |   |
|------------------|---|
| Amount           | 2700  |
| Source           | Title I   |
| Budget Reference | 4200 Books  |
| Description      | Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans |

### Strategy/Activity 21

ELA 1.21: Print Shop to print Site-Wide ELA & Math Documents to support student achievement

\*Print AVID Materials

\*Print Sight Word drills and other supplemental ELA materials

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

All students

### Timeline

MOY 2022/MOY 2023

**Person(s) Responsible**

\*Administrator  
\*Teachers

**Proposed Expenditures for this Strategy/Activity**

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 1000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5715 Print Shop   |
| <b>Description</b>      | Print supplemental materials to support ELA instruction |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:

K-6 Math iReady Universal Screener

3-6 CAASPP Math

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

CAASPP Data for 2020/21 were reviewed.

### Expected Annual Measurable Outcomes

| Metric/Indicator                         | Baseline  | Expected Outcome  |
|--|---|---|
| 2022/23 CAASPP Results to measure growth | 2020-21 CAASPP 6.77 % met or exceeded standards | 11.77% of students will meet or exceed Math standards on CAASPP |
| 2022/23 i Ready                          | 2022-23 i-Ready Baseline not established yet    | Davis will establish a baseline for this reporting year         |

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 2.1: Professional Development and PLC Collaboration for ELA, Math, & ELD: Academic Conferences, Experts in Action

Teachers and Administrator will attend Academic Conferences with their PLC team to

\*Identify Essential Outcomes

\*Analyze Data

\*Choose Focal Students

\*Plan Math Lessons

\*Plan Response to Intervention

\*Observe teachers delivering high quality lessons

\*Observe high engaging teaching strategies for all learners

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



All students

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Administrator

\*Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

See ELA goal 1: Activity 12

### Strategy/Activity 2

Math 2.2: AVID Supplies and Materials: Full Implementation for ELA & Math

\*Implementation of AVID Elementary strategies

\*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners

\*Promotion of college-going culture

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

All Students

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Administrator

\*Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

4300 Materials

Description

See ELA Goal 1: Activity 14

### Strategy/Activity 3

Math 2.3: Professional Development

Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices

\*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement

\*AVID: Increase Engagement and Rigor

\*Solution Tree PLC: Collaboration and Data-Informed Instruction  
\*i ready Math Curriculum implementation

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

All Students

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Administrator  
\*Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |                             |
|------------------|-----------------------------|
| Amount           | 0                           |
| Source           | Title I                     |
| Budget Reference | 5220 Conference             |
| Description      | See ELA Goal 1: Activity 19 |

### Strategy/Activity 4

Math 2.4: STEM Assemblies

\*Provide STEM Assemblies to support STEM instruction and engagement

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

All Students

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Administrator  
\*Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |                                     |
|------------------|-------------------------------------|
| Amount           | 4000                                |
| Source           | Title I                             |
| Budget Reference | 5800 Prof and Operating/Consultants |
| Description      | Provide STEM Assemblies             |

### Strategy/Activity 5

Math 2.5: Print Site-Wide ELA & Math documents to support student achievement

\*Print STEM materials and handouts  
\*Print Math foundational skills handouts

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

All students

### Timeline

August 2021/June 2022

### Person(s) Responsible

\*Administrator  
\*Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |                             |
|------------------|-----------------------------|
| Amount           | 0                           |
| Source           | Title I                     |
| Budget Reference | 5715 Print Shop             |
| Description      | See ELA Goal 1: Activity 21 |

### Strategy/Activity 6

Math 2.6: Math/STEM Interventions

\*Provide after school and intersession small group intervention

Math & ELD Strategy

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

\*All students  
\*Targeted students who demonstrate need for additional support.

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Teachers

### Proposed Expenditures for this Strategy/Activity

|                  |   |
|------------------|---|
| Amount           | 4000  |
| Source           | Title I   |
| Budget Reference | 1120 Teacher Temp   |
| Description      | Provide timecards for afterschool and intersession intervention |

|                         |                                |
|-------------------------|--------------------------------|
| <b>Amount</b>           | 1017                           |
| <b>Source</b>           | Title I                        |
| <b>Budget Reference</b> | 3000 Benefits                  |
| <b>Description</b>      | Benefits for Teacher Timecards |

### Strategy/Activity 7

Math 2.7 i-Ready Diagnostic Screener

Math 1

All k-6 teachers will administer the Universal Diagnostic Screener - Math i-Ready Assessment to all K-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

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

K-6 Students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

\*K-6 Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 8

Math 2.8- Dreambox

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

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

All Students

### Timeline

August 2022-June 2023

### Person(s) Responsible

K-6 Teachers

### Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By October 1, 2022 , with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

\*English Learner Progress reported California Dashboard

### LCAP Goal

LUUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready (LCAP Goal 1)

### Basis for this Goal

Disaggregated Data for 2018-19 English Learner Proficiency as measured by the English Learner Progress Indicator (ELPI)

### Expected Annual Measurable Outcomes

| Metric/Indicator                           | Baseline  | Expected Outcome   |
|--|---|--|
| 2022-23 English Learner Progress Indicator | 2018/19 36.5% of English Learners are making progress toward English language proficiency | 41.5% of English Learner students will make progress toward English language proficiency |

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 3.1: Literacy Interventions/Supports

Students will receive extra support through district-funded programs such as, but not limited to:

- \*System 44 (3rd Grade stand alone)
- \*DIBELS, Amplify for all K-2 students
- \*SIPPS intervention for all K-3 students

Students will receive additional adult intervention and support, as well as translation support for Grades K-6.

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2022/June 2023

## Person(s) Responsible

\*Administrator  
\*Teachers  
\*Classified

## Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

Title I

**Description**

See ELA Goal 1

## Strategy/Activity 2

EL 3.2: Professional Development and PLC Collaboration for ELA, Math, & ELD: Academic Conferences, Experts in Action

Teachers and Admin will attend Academic Conferences with their PLC team to

\*Identify Essential Outcomes

\*Analyze Data

\*Choose Focal Students

\*Set Reclassification Goal and choose EL Focal students

\*Plan Journeys ELD Lessons

\*Plan Journeys Lessons

\*Plan Response to Intervention

\*Observe teachers delivering high quality lessons

\*Observe high engaging teaching strategies for all learners

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2022/June 2023

## Person(s) Responsible

\*Administrator  
\*Teachers

## Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

Title I

**Description**

See ELA Goal 1

### Strategy/Activity 3

ELD 3.3: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.

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

English Learners

#### Timeline

August 2022/June 2023

#### Person(s) Responsible

\*Administrator  
\*Teachers

#### Proposed Expenditures for this Strategy/Activity

|                  |                          |
|------------------|--------------------------|
| Amount           | 0                        |
| Source           | Title I                  |
| Budget Reference | 5875 Technology Licenses |
| Description      | See ELA Goal 1           |

### Strategy/Activity 4

ELD 3.4: AVID Supplies and Materials: Full Implementation for ELA & Math

\*Implementation of AVID Elementary strategies, including Academic Language and Literacy  
\*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners  
\*Promotion of college-going culture  
\*Use of AVID Weekly to deliver high-interest and engaging lessons, using AVID instructional strategies

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

English Learners

#### Timeline

August 2022/June 2023

#### Person(s) Responsible

\*Administrator  
\*Teachers

#### Proposed Expenditures for this Strategy/Activity

|        |         |
|--------|---------|
| Amount | 0       |
| Source | Title I |

**Description**

See ELA Goal 1

**Strategy/Activity 5**

EL 3.5: Scholastic News

\*Use of Scholastic News to deliver high-interest and engaging lessons

ELA & ELD Strategy

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

All Students

**Timeline**

August 2022/June 2023

**Person(s) Responsible**

\*Administrator

\*Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Source**

LCFF

**Budget Reference**

4300 Materials

**Description**

See ELA Goal 1

**Strategy/Activity 6**

EL 3.6 ELD -progress monitoring

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey’s ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above and administrator will collect schedules

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

English Learners

**Timeline**

August 2022/June 2023

**Person(s) Responsible**

K-6 Teachers

Admin

**Proposed Expenditures for this Strategy/Activity**



## Strategy/Activity 7

EL 3.7 EL- Disaggregating DATA on DATA collection Sheet

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected three times per year. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

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

English Learners

### Timeline

August 2022/June 2023

### Person(s) Responsible

Admin  
K-6 Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 8

EL 3.8 - Newcomers IRead

Students who are new to the US will have access to Iread

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

English Learners

### Timeline

August 2022/June 2023

### Person(s) Responsible

K-6 Teachers  
Admin

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 9

EL 3.9 Early Literacy - MTSS Support

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers  
Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

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

All students

### **Timeline**

August 2022/June 2023

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

K-6 Teacher

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

### **Strategy/Activity 10**

EL 3.10 - Supplemental Curriculum  
iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

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

All Students

### **Timeline**

August 2022-June 2023

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

K-3 Teachers

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

### **Strategy/Activity 11**

EL 3.11 - AVID Strategies for Integrated ELD  
Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

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

English Learners

**Timeline**

August 2022-June 2023

**Person(s) Responsible**

K-6 Teachers

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent/Family Engagement

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School will show a 5% increase in parent involvement on the:  
Parent /Teacher Conferences  
Back to School Night

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed (LCAP Goal 3)

### Basis for this Goal

Sign-in sheets from Back to School Night

### Expected Annual Measurable Outcomes

| Metric/Indicator                              | Baseline  | Expected Outcome   |
|---|---|--|
| Sign-In sheets for Back to School Night       | In 2021/22, 41% of families attended Back to School Night       | In 2022/23, 46% of parents will attend Back to School Night.       |
| Sign-In sheets for Parent/Teacher Conferences | In 2021/22, 50% of families attended Parent Teacher Conferences | In 2023/23, 55% of parents will attend Parent/Teacher Conferences. |

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 4.1: Bilingual Translation

Bilingual Paraeducators will be available to interpret for families during school events, including Parent/Teacher conferences

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

English Learners

#### Timeline

August 2022/June 2023

## Person(s) Responsible

\*Administrator  
\*Bilingual Paraeducators

## Proposed Expenditures for this Strategy/Activity

|                         |                             |
|-------------------------|-----------------------------|
| <b>Amount</b>           | 500                         |
| <b>Source</b>           | Title I: Parent Involvement |
| <b>Budget Reference</b> | 2120 Para Temp              |
| <b>Description</b>      | Translations                |
| <b>Amount</b>           | 194                         |
| <b>Source</b>           | Title I: Parent Involvement |
| <b>Budget Reference</b> | 3000 Benefits               |
| <b>Description</b>      | Benefits for Para Temp      |

## Strategy/Activity 2

PI 4.2: Parent/Family Engagement

Purchase materials to facilitate family engagement, including activity kits

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2022/June 2023

## Person(s) Responsible

\*Administrator  
\*Teachers  
\*Classified

## Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 961  |
| <b>Source</b>           | Title I: Parent Involvement  |
| <b>Budget Reference</b> | 4300 Materials   |
| <b>Description</b>      | Purchase materials to facilitate family engagement, including STEM and activity kits |
| <b>Amount</b>           | 610  |
| <b>Source</b>           | Title I: Parent Involvement  |
| <b>Budget Reference</b> | 5715 Print Shop  |

|                         |   |
|-------------------------|---|
| <b>Description</b>      | Prepare materials to facilitate family engagement |
| <b>Amount</b>           | 500   |
| <b>Source</b>           | Title I: Parent Involvement                       |
| <b>Budget Reference</b> | 4325 Food For Meetings                            |
| <b>Description</b>      | Provide light refreshments for parent meetings    |

**Strategy/Activity 3**

PI 1.4 - Community Outreach Activity  
 Kindness Campaign. Social Dilemma

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

All Students

**Timeline**

August 2022- August 2023

**Person(s) Responsible**

Committees  
 Parent Club

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

All Davis Teachers, Staff, and Administrator will participate in high-quality on-going Professional Development to improve instruction, increase student engagement and rigor, and support students in reaching proficiency on Common Core Standards. By March 31, 2023, Davis Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework  
K-2 The Consortium On Reading Excellence CORE  
K-6 iReady - Math

### LCAP Goal

LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready (LCAP Goal 1)

### Basis for this Goal

CAASP,, DIBELS, Reading Inventory, and ELPAC Data

### Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline   | Expected Outcome  |
|---|--|---|
| *Attendance sheets from PD, Staff Meetings & Academic Conferences                                   | 2021-22<br>*Attend Staff/PLC meetings: 95% of Teachers | 2022/23<br>*Attend Staff/PLC meetings: 100% of Teachers |
| Increase of scores on CAASP, District ELA and Math Benchmarks, DIBELS, Reading Inventory, and ELPAC | See Goals 1, 2, & 3 for baseline scores                | See Goals 1, 2, & 3 for expected outcomes               |

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 5.1: Professional Development for ELA & Math: Academic Conferences, Experts in Action

Teachers and Administrator will attend Academic Conferences with their PLC team to

- \*Identify Essential Outcomes
- \*Analyze Data
- \*Choose Focal Students
- \*Set Reclassification Goal and choose English Learner Focal students
- \*Plan Journeys ELD Lessons
- \*Plan Journeys Lessons
- \*Plan Response to Intervention
- \*Observe teachers delivering high quality lessons
- \*Observe high engaging teaching strategies for all learners

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

All Students

### Timeline

August 2022/June 2023

### Person(s) Responsible

- \*Administrator
- \*Teachers

### Proposed Expenditures for this Strategy/Activity

|                    |                |
|--------------------|----------------|
| <b>Amount</b>      | 0              |
| <b>Source</b>      | Title I        |
| <b>Description</b> | See ELA Goal 1 |

### Strategy/Activity 2

5.2: District Professional Development

Teachers and staff attend district-offered professional development opportunities.

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

All Students

### Timeline

August 2022/June 2023

### Person(s) Responsible

- \*Administrator
- \*Teachers

### Proposed Expenditures for this Strategy/Activity

|                    |                            |
|--------------------|----------------------------|
| <b>Amount</b>      | 0                          |
| <b>Source</b>      | LCFF                       |
| <b>Description</b> | Attend District-offered PD |



### Strategy/Activity 3

PD 5.3: Off-site Professional Development

Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices

\*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement

\*AVID: Increase Engagement and Rigor

\*Solution Tree PLC: Collaboration and Data-Informed Instruction

\*Additional PD

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

All students

### Timeline

August 2022/June 2023

### Person(s) Responsible

\*Administrator

\*Teachers

\*Classified Staff

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 0  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5220 Conference  |
| <b>Description</b>      | See ELA Goal 1   |
| <b>Amount</b>           | 3000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4200 Books   |
| <b>Description</b>      | Professional Development books to support engagement and collaboration |

# Form C: 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       | 143,654.00 |

## Allocations by Funding Source

| Funding Source              | Amount | Balance |
|-----------------------------|--------|---------|
| Title I                     | 140889 | 0.00    |
| Title I: Parent Involvement | 2765   | 0.00    |

# Expenditures by Funding Source

| Funding Source              | Amount     |
|-----------------------------|------------|
|                             | 0.00       |
| LCFF                        | 0.00       |
| Title I                     | 140,889.00 |
| Title I: Parent Involvement | 2,765.00   |

## Preliminary Plan

## Final Plan



05/10/2022

Principal

Date



05/10/2022

SSC Chairperson

Date



05/12/2022 10:45 am

Program Manager

Date

Principal

Date

SSC Chairperson

Date

Program Manager

Date

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

| Budget Reference                    | Funding Source              | Amount    |
|-------------------------------------|-----------------------------|-----------|
|                                     |                             | 0.00      |
|                                     | LCFF                        | 0.00      |
| 1100 Teacher                        | LCFF                        | 0.00      |
| 4300 Materials                      | LCFF                        | 0.00      |
| 5875 Technology Licenses            | LCFF                        | 0.00      |
|                                     | Title I                     | 0.00      |
|                                     | Title I                     | 0.00      |
| 1100 Teacher                        | Title I                     | 42,657.00 |
| 1120 Teacher Temp                   | Title I                     | 12,500.00 |
| 1150 Teacher Sub                    | Title I                     | 1,500.00  |
| 2120 Para Temp                      | Title I                     | 1,250.00  |
| 3000 Benefits                       | Title I                     | 21,550.00 |
| 4200 Books                          | Title I                     | 22,732.00 |
| 4300 Materials                      | Title I                     | 11,000.00 |
| 5220 Conference                     | Title I                     | 20,000.00 |
| 5715 Print Shop                     | Title I                     | 1,000.00  |
| 5800 Prof and Operating/Consultants | Title I                     | 4,000.00  |
| 5875 Technology Licenses            | Title I                     | 2,700.00  |
| 2120 Para Temp                      | Title I: Parent Involvement | 500.00    |
| 3000 Benefits                       | Title I: Parent Involvement | 194.00    |
| 4300 Materials                      | Title I: Parent Involvement | 961.00    |
| 4325 Food For Meetings              | Title I: Parent Involvement | 500.00    |
| 5715 Print Shop                     | Title I: Parent Involvement | 610.00    |

# FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

| Name of Members      | Role                       |
|----------------------|----------------------------|
| Magenda Cruz         | Principal                  |
| Maria Teran          | Classroom Teacher          |
| MaryElla Randall     | Classroom Teacher          |
| Melanie Sinclair     | Classroom Teacher          |
| Angela Novoa         | Other School Staff         |
| Emily Brienza-Larsen | Parent or Community Member |
| Carly Daher          | Parent or Community Member |
| Cassandra Lacondeguy | Parent or Community Member |
| Yuridia Alonzo       | Parent or Community Member |
| Starr Baker          | Parent or Community Member |

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.


# FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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




| Signature   | Committee or Advisory Group Name   |
|---|------------------------------------|
|  | English Learner Advisory Committee |

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 05/10/2022.

Attested:

| Preliminary Plan  |                     | Final Plan             |             |
|---|---------------------|------------------------|-------------|
|  | 05/10/2022 12:00 am |                        |             |
| <i>Principal</i>  | <i>Date</i>         | <i>Principal</i>       | <i>Date</i> |
|  | 05/10/2022 12:00 am |                        |             |
| <i>SSC Chairperson</i>  | <i>Date</i>         | <i>SSC Chairperson</i> | <i>Date</i> |
|  | 05/12/2022 10:45 am |                        |             |
| <i>Program Manager</i>  | <i>Date</i>         | <i>Program Manager</i> | <i>Date</i> |