School Year: [2022-2023]

School Plan for Student Achievement (SPSA) Davis Intermediate School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Caroline Davis Intermediate School	43 69625 6048094	May 31, 2022	June 16, 2022

Purpose and Description

At Davis School, we want to ensure that every student's potential is achieved. We want to create a successful middle school that engages students, staff, and community. Our vital signs provide insights into our student's educational health and well-being at any point in time. Davis Vital Signs are Student proficiency in all subjects through the use of equitable teaching practices, Student Communication, collaboration, critical thinking, and creativity skills, Student Sense of relatedness, belonging, and voice, and Student Acquisition of pertinent skills. Our four pillars are building blocks of our professional development which include Culturally Responsive Teaching and Learning, Supports for Collegial Collaboration and Accountability for All Staff, High Expectations for All, and Safe Climate and Strong Relationships with Families and Community. Our school's work with Partners in School Innovation has helped us to create a strong theory of action and professional learning plan which leads us to positively transform our school and lead the way with equitable practices and instruction.

We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partners' Involvement

Involvement Process for the SPSA and Annual Review and Update

We continued to engage parent and family involvement as much as possible this year given Covid protocols and safety measures. Parent meetings were held through zoom or google meetings. For this school year, we continued to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. As we move toward the Fall 2022, we will provide more opportunities for parents to be on campus and participate in meetings in-person again. Pertinent school information is communicated via Facebook, Parent Square, and monthly newsletters to keep our community members informed.

Presentations to educational partners included:

School Site Council
May 31, 2022

English Learner Advisory Committee (ELAC)
May 31, 2022

The School Site Council approved the SPSA on May 31, 2022

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

Davis is in need of additional resources to ensure that all students continue to have 1:1 chromebook access. We are also in need of additional support for noon duty supervision or lunchtime activities and resources to ensure the safety and engagement of all students at break and lunch times. Additional access to a variety of electives and extracurricular activities for our students during the day and after school. Academic support and enrichment for students depending on their individual needs. There is a desire for additional support for professional development for all staff members. Also additional support to address the social-emotional needs of our students.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

Teachers will use additional planning time and resources to meet the needs of students. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for teachers with the goals of increasing student proficiency.

According to the CA Dashboard, our overall Academic Performance Level in both ELA and Math based on our SBAC scores had improved to Yellow. However, less than half of our overall student population is meeting or exceeding standards in ELA and Math. Our students have taken the annual state tests for the first time in two years and the data will give us a baseline of where our students are at and how we can help to improve student proficiency. Through our teachers being involved in Professional Learning Communities and opportunities for Professional Development and Coaching Cycles, we would like to increase the percentage of students who are meeting or exceeding standards.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall

CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	35% on or above grade level	31% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	35% on or above grade level	27% on or above grade level	Annual Growth of 3% overall

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Professional development and common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessment. Professional Learning Communities will focus on the needs and supporting our students with disabilities and English learners in accessing grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$6786 (Planning)	**LCFF Supplemental**
$3000 (Professional Development)	**LCFF Supplemental**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will fund additional hours daily for a service agreement for additional classroom support. The additional classroom support hours will allow for additional classroom interventions for our tier 2 and tier 3 students at-risk. Academic, data-driven programming support for small groups who need more time and attention to reach proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$49,633	**LCFF Supplemental**

Strategy/Activity 3

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will purchase instructional materials, including the purchase of office supplies. We will purchase instructional supplies and classroom materials that can be used for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource for literacy, and other software licenses that will directly be utilized to support our Professional Learning Communities and our student core courses and electives. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, and magazines).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7935 (supplies)	**LCFF**
$7260 (licenses)	**LCFF Supplemental**

Strategy/Activity 4

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

We will provide additional support by providing homework centers and extra support for identified students before or after school two to three days a week. Teachers may provide Math and Writing Academies or additional support academic tutorials before and/or after school to build student success.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

Amount(s)	Source(s)
$10,000	**LCFF**

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

There is a need to engage our most vulnerable populations in something in school to build relationships and connections and the desire to be in school and to attend and participate consistently. These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color

In ELA, Students with Disabilities are identified as red and Hispanic students are identified as orange through the California Dashboard.

In Math, Students with Disabilities, English Language Learners, and Hispanic students are identified as red through the California Dashboard.

Amongst these student groups, our school had been identified for Differentiated Assistance for Students with Disabilities in ELA, Math and suspensions .

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024

English Learner Reclassification Rate	3%	4%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	86%	85%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	*21% of Latino students scored at or above grade level* *26% of Black students scored at or above grade level* *5% of English learners scored at or above grade level*	*20% of Latino students scored at or above grade level* *15% of Black students scored at or above grade level* *7% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	*20% of Latino students scored at or above grade level* *12% of Black students scored at or above grade level* *12% of English learners scored at or above grade level*	*11% of Latino students scored at or above grade level* *10% of Black students scored at or above grade level* *11% of English learners scored at or above grade level*	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students. We will use resources to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/training/planning time/interventions/etc. will be provided with the goals of increasing student proficiency.

We will fund one-half FTE of a second instructional assistant to support our English Language Development program at Davis. This instructional assistant is also assigned to core academic classes to assist our newcomers and provide translation as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$25,751	**LCFF Supplemental**

Strategy/Activity 2

We will offer common planning days for core teachers with a focus on EL strategies and standards. They will focus on the needs and supporting our students with disabilities and English learners in accessing grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3744 (planning)	**LCFF**

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

There is an increased need for social emotional learning and support opportunities for our students with disabilities due to the return from distance learning. These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

- ○ The goal is to have less students in separate classrooms , therefore students who are in seperate classrooms at least 60% of the time must be mainstreamed in the general education setting at least 40% or more of their day. The following are % per school. The District target is <=21.6%

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome

			for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	*5% of Students with Disabilities Performed at or above grade level*	*7% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	*1% of Students with Disabilities Performed at or above grade level*	*6% of Students with Disabilities Performed at or above grade level*	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	33% 5% (Target met for SDC)	29% 9% (Target Met for SDC)	Students with Disabilities in General Education Settings for at least 80% of their day. The District target >=52% Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

We will utilize additional co-teaching time to meet the needs of students with disabilities. To address learning needs or foundational skill gaps for students with disabilities, professional development/training/planning time/interventions/etc. will be provided for our teachers with the goals of increasing inclusive environments and general education curriculum exposure.

Provide .2 FTE additional co-teaching opportunities so that our students with disabilities are able to have additional support in their core general education classes. This practice of having a general education teacher paired with a specialist special education teacher creates more opportunity for inclusivity and creates least restrictive classroom environments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$28,641 (co-teaching)	**LCFF Supplemental**

Strategy/Activity 2
Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

Continue to use the District-purchased SEL program (Nearpod) and create opportunities for teachers and IAs to utilize the program as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources**

Goal 4

Students will use technology to master collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

Additional needs had surfaced in response to the COVID pandemic as they relate to students using technology to master the skills of collaboration, communication, critical thinking and creativity.

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the many apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. No student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer. 1:1 technology such as chromebooks for students and hot spots for the students and families at home have become increasingly necessary.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	*Students in grade 3-8 who use technology weekly at school* *2020-21:* **N/A%** *Students in grades 3-8 who use technology daily at school* *2020-21:* **N/A%** *Teachers who report students use technology on a daily basis* *2020-21:* **N/A%**	*Students in grade 3-8 who use technology weekly at school* *2021-22:* **98%** *Students in grades 3-8 who use technology daily at school* *2021-22:* **94 %** *Teachers who report students use technology on a daily basis* *2021-22:* **77%**	*Students in grade 3-8 who use technology weekly at school* *2023-24:* **100%** *Students in grades 3-8 who use technology daily at school* *2023-24:* **90%** *Teachers who report students use technology on a daily basis* *2023-24:* **80%**
Student Access to Core Subject Areas Using 21st Century Skills	**N/A%** *of students report using technology to work or collaborate with others.* **N/A%** *of students report using technology to communicate with others.*	**92.4%** *of students report using technology to work or collaborate with others.* **78.5%** *of students report using technology to communicate with others.*	**90%** *of students report using technology to work or collaborate with others.* **60%** *of students report using technology to communicate with others*

	N/A% of students report using technology to solve problems or help with their critical thinking in class.	*86.2%* of students report using technology to solve problems or help with their critical thinking in class.	*80%* of students report using technology to solve problems or help with their critical thinking in class.
	N/A% of students report using technology to be creative.	*69.2%* of students report using technology to be creative.	*80%* of students report using technology to be creative.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

Refresh, maintain and repair Chromebooks so that all students are in a 1:1 ratio. Core classrooms will have short-throw projectors which will increase technological availability and engagement in lessons.

In addition, availability for technology upgrades and replacement technology, such as, but not limited to document cameras, projectors, and damaged Chromebooks to support student learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$17,543	**LCFF Supplemental**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students

Hand out and distribute district provided chromebooks and hotspots. Furthermore, continue to provide ongoing tech support and maintain network connectivity to allow continued access. Continue our outreach to vulnerable families to check in on connectivity and device useability.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources**

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

There is an increased need for socio-emotional and mental health support for students, throughout the pandemic, with some students experiencing anxiety, isolation, lack of personal connection and loss of focus. These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement.

For chronic absenteeism, students with disabilities, Socioeconomically disadvantaged, English learners, and Hispanics are identified as red or orange through the California Dashboard.

For suspensions, students with disabilities, Socioeconomically disadvantaged, Asians, Whites and Hispanics are identified as red or orange through the California Dashboard.

Amongst these student groups, our district was identified in the past, for Differentiated Assistance for students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	May 2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	94.7%	89.9%	98%
Chronic Absenteeism	17.6%	38%	*The Chronic Absenteeism rate will be reduced to 5%.*
Suspension Rate	0%	1%	1%
Expulsion Rate	0%	0%	*0 students*

Student Safety, Connectedness and Belonging	*Survey not available in 2020-21*	*87% feel safe at school* *34% feel connected at school*	*85% feel safe at school* *85% feel connected at school*

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students. We will use additional resources and activities to meet students' behavior, engagement or safety needs. To address these needs, we will provide the following strategies/activities with the goals of increasing school connectedness, belonging, and well-being and safety.

Additional counselor or social worker intern on campus that provides counseling to students who are referred for various social-emotional issues and concerns, as well as chronic absenteeism. Counselors will provide individual and group workshops to address the needs of students on campus and their families.

Continued support, staff and materials for our newly-created Wellness Center.

Continued support, curriculum, and staff to continue to create and adjust our Advisory lessons and period to increase connectedness, safety and belonging for a positive school climate.

Professional Development opportunities for staff to be trained in Trauma-Informed practices, restorative practices or meeting student socio-emotional needs.

Provide "The Art of Yoga Project", a trauma-informed program to give at-risk girls the necessary tools for healing, better decision-making, and life-long wellness.

We will continue to create in-person club meetings and other pockets of opportunities for students to be together in a supervised way, ideally to be with their peers and socialize.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$16,545	**LCFF**

Strategy/Activity 2

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

We will use Nearpod as a social-emotional learning tool of engagement in synchronous and asynchronous learning. Teachers and Counselors can use this to present to students and interact.

We will be continuing Advisory periods. Advisory will serve as a morning homeroom and has many benefits. Advisory supports strong academics, helps students navigate the social and emotional issues unique to middle school, create a positive school culture, creates a proactive safety net and support structure, and facilitates easier communication. A bell schedule that stresses the importance of peer and teacher relationships will be a welcome addition to our strong Davis community.

Amount(s)	Source(s)
$0	**District Provided Resources or free community resources**

Goal 6

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

There is an increased need to keep parents engaged and informed.

There has been low attendance at Parent Meetings at the site. There is a need to increase parent involvement and education. Actively involving our parents and engaging in community resources will enable them to respond more effectively to the academic and social-emotional needs of the students.

These additional needs have surfaced in response to the COVID pandemic as they relate to actively engaging families and community members in supporting the implementation of instruction, and providing input to program decisions.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	5-10	2-5	Increase attendance by 10-15 parents
Parent Engagement Events/Community Events	Monthly Virtual Meet & Greets and 1 virtual event with School Linked Services	Bimonthly Virtual Meet & Greet Events, 1 virtual event with School Linked Services, 1 in-person parent meeting	Monthly in-person Coffee Chats, Active Home & School Club, Parent Workshops through School Linked Services
Parent Square Delivery and Post Data	97% Contactable Rate	98% Contactable Rate	100% Contactable Rate

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students.

Our school community will use additional resources to actively engage families and community members. To address these needs, we will provide strategies with the goals of increasing community engagement and parent involvement.

Increase communications with our families through utilization of a variety of digital communication systems (ParentSquare, Infinite Campus).

Community Liaisons can assist in outreach to parents to increase involvement and communications.

Continue to involve parents in school decisions and input through various parent committees.

Continued collaboration with School Linked Services so that various agencies can provide workshop topics that are relevant to our parents.

Hold various parent meetings virtually via Google meet in addition to or as an alternative to in-person meetings to suit the needs of our parents' schedules.

Links sent home in newsletters and ParentSquare.

ParentSquare used daily/weekly for class and school wide announcements.

Use of social media like Facebook, Twitter, Instagram to share important information.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	**District Provided Resources or free community resources**

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$176,858

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
	$0

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
LCFF	**$38,244**
LCFF Supplemental	**$138,614**
	$176,858

Total of federal, state, and/or local funds for this school: $ 176,858