

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Davis Intermediate School	43 69625 6048094	5/23/24	June 20, 2024

Plan Description

Briefly describe your school’s plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for ATSI in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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. We have created 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, improving student outcomes and achievement. We are focused on using the MTSS framework to align our practices and support around student academics, behavior, and social-emotional strengths and needs.

We work closely with educational partners and stakeholders throughout the district and analyze student performance data on an ongoing basis. We have a professional learning plan calendar which helps us to create purposeful checkpoints throughout the year through staff meetings, leadership committees such as our Instructional Focus Team and Culture & Climate Team, and bimonthly Professional Learning Community Collaboration to give updates and gather feedback. We also have various meetings and engagements with parents and families to keep our lines of

communication open. Five goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students. The SPSA plan will be used to meet federal ATSI requirements.

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

Goal 5 - *We will provide safe, engaging, and creative learning environments.*

Educational Partner Involvement

How, when, and with whom did your 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

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. We continued to engage parent and family involvement as much as possible this year. Parent meetings were held in person and through virtual google meetings. Alongside this, parents were still encouraged to come on campus in person for Back-to-School Night or for classroom visits, events, or meetings with teachers, counselors, or Administration. Pertinent school information is communicated via Parent Square, Facebook, and monthly newsletters to keep our community members informed. Staff was informed during updates and announcements at staff meetings and were given the opportunity to provide individual feedback on surveys and forms.

Presentations to educational partners included:

Davis Staff Meeting and Surveys: 4/10/24, 4/19/24

School Site Council: 5/23/24

English Learner Advisory Committee (ELAC): 5/23/24

The School Site Council/ELAC approved the SPSA on 5/23/24

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

Continued and additional release time and support for professional development and resources for all staff members to address the academic and social-emotional needs of our students. Mental health supports are a continued need. Professional development, Professional Learning Community collaboration, and release days with a focus on our English Language Learner group are also a key focus towards our school focus and goals.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data shows that Hispanics, English Learners, students with disabilities, and socioeconomically disadvantaged students are performing at lower rates on their ELA and Math proficiencies. The 2023 CA Dashboard level for these student groups were red (very low) or orange (low), as well as orange for overall students, which indicates a need for increased intervention and support for Hispanics, English Learners, students with disabilities, and socioeconomically disadvantaged students.

Data shows that our English Learners are not redesignating at the percentage of increase that we would like or expect, which indicates the need to provide increased intervention and support in order to redesignate our students, especially our Long term language learners before they leave our school for high school. The English Learner Progress Indicator on the CA Dashboard was at the orange level.

Data shows that our percentage of Students with disabilities is at a steady rate and we have not increased or decreased that number in this school year, which indicates that we need to continue our inclusionary practices for our students with disabilities.

Data shows that our Chronic Absenteeism percentage indicator is red for overall students and English Learners, as well as orange for Socioeconomically Disadvantaged students and Students with Disabilities, indicating a need to support our students and their families around school attendance.

Data shows that our overall suspension rate indicator is at a red, including those students who are socioeconomically disadvantaged, Hispanic, English Learners, and Students with Disabilities, which indicates a need to increase our positive behavior intervention and support across the school and further develop our alternatives to suspension and restorative practices.

Data shows through our district Student Connectedness and Belonging Surveys, students' feeling of safety has slightly decreased, but connection has slightly increased over the last year

Reviewing this data with staff, our School Site Council and English Learner Advisory Committee, it has been determined that the following steps will need to be taken in order to improve the performance level of the needed student groups:

Provide Teacher Planning Release days for teachers to meet with grade-alike and department teams to align best instructional practices to increase the student engagement and achievement of all students, with a focus on our English Learner population.
Provide professional development opportunities for our teachers and staff to continue to learn and enhance classroom strategies around instruction and behavior.

Provide opportunities for our students to be involved in school to increase safety, connectedness and belonging.

Provide family engagement opportunities for families to be involved in the school through education and events.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal # 1

Goal	Description
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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Because Davis school has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of English Language Learners.

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 will be provided for teachers with the goals of increasing student proficiency.

According to the CA Dashboard, less than half of our overall student population is meeting or exceeding standards in ELA and Math. Overall, students are in the orange (low) indicator. Through our teachers being involved in Professional Learning Communities, Department Planning, and opportunities for Professional Development, we would like to increase the percentage of students who are meeting or exceeding standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	2021-22 <ul style="list-style-type: none"> ● ELA: 30% at standard ● Math: 26% at standard ● Science: 29% at standard 2022-23 <ul style="list-style-type: none"> ● ELA: 29% at standard ● Math: 24% at standard 2023-24 <ul style="list-style-type: none"> ● Available Fall 2024 	Annual Growth of 3% overall
CA Dashboard Academic Indicator	2021-22 <ul style="list-style-type: none"> ● ELA: Low 63.5 points below standard ● Math: Low 70.9 points below standard 2022-23 <ul style="list-style-type: none"> ● ELA: Orange (low) ● Math: Orange (low) 2023-24 <ul style="list-style-type: none"> ● Available Fall 2024 	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	2021-22 <ul style="list-style-type: none"> ● ELA: 31% on or above grade level 2022-23 <ul style="list-style-type: none"> ● ELA: 32% on or above grade level 2023-24 <ul style="list-style-type: none"> ● ELA: 24% on or above grade level 	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	2021-22 <ul style="list-style-type: none"> ● Math: 27% on or above grade level 2022-23 <ul style="list-style-type: none"> ● Math: 23% on or above grade level 2023-24 <ul style="list-style-type: none"> ● Math: 19% on or above grade level 	Annual Growth of 3% overall

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Teacher Planning/ Release Days	1 day of release time so that every teacher can plan, prepare and collaborate with their department and/or grade-alike teachers to help strengthen and refine their Instructional practices in the classroom.	All students	\$6,291	LCFF
Technology and Technology Replacement	As students have 1:1 Chromebooks, some may need to be replaced for damage and we will be allocating each department with "loaners" to replace lost, stolen or damaged Chromebooks so that there is tech access for all students.	All students	\$3000	LCFF
Newsela	Online Program to support core curriculum in all subject areas. Teachers get to pick content and activities that level up their lessons.	All students	\$5740	LCFF
Brain Pop	Online Program to support core curriculum to build background knowledge and improve literacy skills for every student.	All students	\$3686	LCFF
Instructional Materials and Supplies	Instructional supplies in order to provide teachers in classrooms with materials to engage students in their learning and move more students towards proficiency and beyond	All students	\$2506	LCFF
Miscellaneous Online Subscriptions	Online subscriptions to increase academic proficiencies and track data with measurable outcomes to improve student learning and achievement	All students	\$500	LCFF
After School HW centers	Tutoring and HW Center academies to extend the learning of our students, especially in ELA and Math	All students	\$0	School sponsored

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Every teacher on staff was given at least one planning and release day to meet with their department or grade alike team. Teachers were able to collaborate, plan, backwards map, align grading practices, assessments, and teaching practices to help boost student achievement. We will continue this in the coming year. We will continue to budget for classroom materials and supplies for teachers to use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. Online software licenses were available to support the core curriculum in all content areas to boost student engagement and achievement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Since we experienced a number of chromebooks that were either lost or damaged by students, we wanted to create a reserve of chromebook replacements to use in situations where online technology was required in the classroom setting. Each department will now have 3 chromebooks each to use in the event that the students does not have a chromebook to utilize in the classroom.

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.

SPSA Goal 1 and Goal 4 from 2023-2024 were combined for 2024-2025.

Goal # 2

Goal	Description
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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomically disadvantaged students, foster youth, and students of color. In Math, Students with Disabilities have an orange (low) indicator and Hispanic students, EL, and socioeconomically disadvantaged students are identified as red (very low) through the California Dashboard. In ELA, Students with Disabilities, English Language Learners, are identified as red (very low) on the 2023 California Dashboard. Hispanics and socioeconomically disadvantaged students are identified as orange (low). Because Davis school has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of English Language Learners. 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 especially for our English Language Learners. We will have a new Spanish Dual Language Program, so materials and training to create and enhance this program option is needed.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	2021-22: 4% 2022-23: 7% 2023-24: 4%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	2021-22: 85% 2022-23: 72% 2023-24: 72%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	2021-22: 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 2022-23: 21% of Latino students scored at or above grade level 16% of Black students scored at or above grade level 2% of English learners scored at or above grade level 2023-24: 20% of Latino students scored at or above grade level 18% of Black students scored at or above grade level 5% 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)	2021-22: 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 2022-23: 10% of Latino students scored at or above grade level 6% of Black students scored at or above grade level 5% of English learners scored at or above grade level 2023-24: 14% of Latino students scored at or above grade level 6 11% of Black students scored at or above grade level 5% of English learners scored at or above grade level	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	2021-22: ELA: Very Low Math: Very Low 2022-23: ELA: Orange (low) Math: Orange (low) 2023-24: Available Fall 2024	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Instructional Materials and Supplies	Instructional supplies in order to provide teachers in classrooms with materials to engage students in their learning and move more students towards proficiency and beyond.	EL, SED	\$2960	LCFF Supplemental
Core teacher Planning/ Release Days	Additional Planning and release days with a focus on developing culturally relevant lessons and units and focusing on strong instructional strategies for our English Language Learners.	EL, SED	\$3728	LCFF
Professional Development for teachers	Professional development for teachers and staff to support our students with a focus on our ELs, foster youth, and socioeconomically disadvantaged students	EL, SED	\$1500	LCFF
School Social Worker/Interve nionist	Service Agreement for School social worker/interventionist/Support specialist or intern stipend(s) to work primarily with our ELL population for services and support	EL, SED	\$30,776	LCFF Supplemental
Spanish Dual Language Materials and Trainings	Support the development and implementation of strong spanish dual language program and will be used to fund extra expenses related to materials, training, and professional development	Spanish Dual Language Learners	\$3286	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We were able to give core subject teachers an additional planning and release day in the second semester of the school year to continue to plan and align practices and dive into the core curriculum provided by the district, as well as identify tier 2 sources of support to increase EL, SED, Foster Youth and students of color achievements.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will be offering a Spanish Dual Language Program for the first time on our campus in '24-'25. Since we will be launching this beneficial program and opportunity for our community, we have budgeted for professional development and materials for our bilingual program and increased student achievement.

We will also be adding a school social worker who can help to counsel, case manage, and work with our bilingual families with academics, social, and behavioral needs.

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.

Because Davis school has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of English Language Learners. This is an identified need in our Goal #2 to 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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is an increased need for social emotional learning and support opportunities for our students with disabilities, 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 fewer students in separate classrooms, therefore students who are in separate 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 $\leq 21.6\%$

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	2021-22: 7% 2022-23: 19% 2023-24: Available in the Fall	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	2021-22: 6% 2022-23: 15% 2023-24: Available Fall 2024	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	2021-22: ELA: Very Low Math: Very Low 2022-23: ELA: Orange Math: Orange 2023-24: Available Fall 2024	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	2021-22: 29% 2022-23: 37% 2023-24: Available Fall 2024	Students with Disabilities in General Education Settings for at least 80% of their day. The District target $\geq 52\%$ Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Push-in Support/Co-Taught Classes	A specialist and general education teacher co-teaching together to provide a more inclusive environment and access to core curriculum for students with disabilities.	Students with Disabilities	\$0	District Funded
Instructional Materials/Supplies	Instructional supplies in order to provide teachers in classrooms with materials to engage students in their learning and move more students towards proficiency and beyond.	Students with Disabilities	\$0 (included in Goal 1)	LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We have shown improvement in our CA Dashboard indicator for our Students with disabilities in ELA and Math, by moving from very low to Orange status.
 We have also shown improvement and gains in our Students with disabilities for mid-year iReady assessments in the last couple of years. We have also increased the percentage of students who are in a more inclusive classroom environment.
 We have continued to offer co-taught classes which pair a general education teacher with a specialist so that students with disabilities can readily access the core curriculum and classroom environment with support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

We will increase the number of co-taught sections by one so that we can continue to increase the number of students in a more inclusive classroom environment with access to our core curriculum especially in the areas of Math and Language Arts.

Goal # 4

Goal	Description
Goal 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is an increased need to keep parents engaged and informed. There has been low attendance at Parent Meetings at the site, even after we continue to recover from Distance Learning and Covid. 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Parent Meetings	2021-22: 2-5 2022-23: 3-6 2023-24: 6-10	Increase attendance by 10-15 parents
Parent Engagement Events/Community Events	2021-22: Bimonthly Virtual Meet & Greet Events, 1 virtual event with School Linked Services, 1 in-person parent meeting 2022-23: Monthly Virtual Event, 5 in-person parent meetings 2023-24: Monthly	Monthly in-person Coffee Chats, Active Home & School Club, Parent Workshops through School Linked Services
Parent Square Delivery and Post Data	2021-22: 98% Contactable Rate 2022-23: 98% Contactable Rate 2023-24: 99% Contactable Rate	100% Contactable Rate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
School Linked Services	Links to resources and services for parental engagements and events through agencies around the county	All	\$0	District funded
Parent Square & Infinite Campus	Increase communications with our families through utilization of a variety of digital communication systems (ParentSquare, Infinite Campus).	All	\$0	District funded
Community Liaisons	Community Liaisons can assist in outreach to parents to increase involvement and communications.	All	\$0	District funded
Smore and Canva	Platforms for newsletters and flyers to increase parent communication	All	\$0	Site sponsored
Wifi Hot Spot distribution	Through Silicon Valley Education Foundation and School2Home, we have been able to distribute hot spots at no cost to those who need internet access at home.	All (and SED)	\$0	SVEF/School2Home partnership
Social Media Communic ations	Use of social media like Facebook/Meta, X, Instagram to share important information to highlight and celebrate	All	\$0	Site sponsored

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

With tools such as Parent Square and increasing our parent knowledge of platforms such as Infinite Campus, we are able to better communicate with our parent community. There has been an increase in in-person attendance of parent meetings and educational events and resource fairs. Since more parents are aware of these meetings and events, they are more connected and participate more frequently.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were awarded a grant partnership with School2Home and Silicon Valley Education Foundation which allows us to get free wifi hotspots for our families who need internet access. This increases parent participation and connection to our school.

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.

No changes will be made to this goal however we will continue to enhance our outreach for parent engagement.

Goal # 5

Goal	Description
[Goal 5]	School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is an increased need for socio-emotional and mental health support for students, with some students experiencing anxiety, isolation, lack of personal connection and loss of focus. These additional needs have surfaced as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement. Alternatives to suspension, restorative practices, and PBIS frameworks need to be continuously used to positively impact all student groups and decrease out of classroom suspensions.

For chronic absenteeism, our overall level is red on the California Dashboard. For suspensions, our overall rate of suspension Dashboard level is red. Hispanic, English Learner and socioeconomically disadvantaged students are also in the red indicator in 2023. Because Davis school has been identified for Additional Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of English Language Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Annual Average	2021-22: 89.9% 2022-23: 92.03% 2023-24: 92.81%	98%
Chronic Absenteeism	2021-22: 38% 2022-23: 34% 2023-24: 33.8%	The Chronic Absenteeism rate will be reduced to 5%.
Suspension Rate	2021-22: 1% 2022-23: 16% 2023-24: 12.8%	1%
Expulsion Rate	2021-22: 0% 2022-23: 0% 2023-24: 0%	0 students
Student Safety, Connectedness and Belonging	2021-22: 87% Safe, 34% connected 2022-23: 78% Safe, 68% connected 2023-24: 82% Safe, 63% connected	85% feel safe at school 85% feel connected at school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Wellness Center Support	Service Agreement for Wellness Center support, student supervision and check-in, and co-create Wellness activities throughout the year	All	\$20,000	LCFF
School Social Worker/Mental Health	Service Agreement for MSW level school social worker to do case management, individual counseling, and referrals part-time.	All	\$27,155	LCFF Supplemental

Wellness Center Social Worker/Mental Health	Service Agreement for school social worker to Lead and Manage Wellness Center and groups and activities for students and families.	All	\$50,000	LCFF Supplemental
Art of Yoga	Instructors and activities by “The Art of Yoga Project”, a trauma-informed program to give at-risk students the necessary tools for healing, better decision-making, and life-long wellness.	All	\$0	School Sponsored
Extracurricular clubs and activities	Clubs and high interest activities to engage our students safely during lunchtime or after school	All	\$0	School sponsored
Athletic Director Release Days	Time for athletic directors to meet with league directors for after school sports schedule planning	All	\$699	LCFF
Advisory and SEL Mentor	Mentor for morning Advisory slides, PBIS check ins, and school culture and climate review. 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.	All	\$0	School sponsored
Visual and Performing Arts Materials and Staffing	Additional arts education, training supplies, curriculum, professional learning, materials, and arts educational partnership programs.	All	\$77,289	Prop 28 AMS
PBIS training and support	SCCOE partnership for Data analysis and cycles of inquiry with both district and site MTSS/PBIS teams, professional learning workshops, instructional setting coaching and building capacity, and technical assistance	All	\$0	SCCOE grant

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Our student safety, belonging, and connectedness survey data showed that the feeling of safety has slightly decreased while the connectedness has increased. We have introduced the Wellness Center to our students with materials and supplies, as well as staffing to create an additional safe space on campus. The Wellness Center has a high number of visitors daily. We continue to have programs like the Art of Yoga and Daily Advisory, as well as the offerings of clubs and activities to keep students engaged and to create an increasingly positive environment to lower the numbers of problem behaviors and suspensions and increase our rates of attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2024-2025 school year, our PBIS team and staff will work in conjunction with the County Office of Education as part of the PBIS Grant that we applied for and were accepted into. This will provide staff additional training and professional development to create consistent systems of behavioral support and rewards in the classrooms and out in the yard.

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.

Prop 28 Visual and Performing Arts grant money is included. This will serve as yet another way to strengthen our electives program and provide more student choice of activities and earnings around visual and performing arts.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 235,830

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$ [0]

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Prop 28	\$77,289
LCFF Supplemental	\$110,891
LCFF Basic	\$ 47, 650

Subtotal of state or local funds included for this school: \$ [235,830]

Total of federal, state, and/or local funds for this school: \$[0]

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet federal ATSI planning requirements.

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements](#)
- [Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for Comprehensive Support and Improvement [CSI], Targeted Support and Improvement [TSI], and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements for ATSI in alignment with the LCAP and other federal, state, and local programs.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders

are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional ATSI Planning Requirements:

- This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional ATSI Planning Requirements:

- When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and

data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional ATSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, the school must include metrics related to the specific student group(s) that led to the school’s ATSI eligibility.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource

allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: *Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.*

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. Strategies to improve students' skills outside the academic subject areas;
- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Davis School Site Council Agenda & Meeting Notes
Thursday, May 23, 2024
5:30 PM

Google Meet: meet.google.com/gxp-emjd-hzm

Agenda Item:

Notes:

I. Sign-In/Attendance	All Members	Marked X by name below Meeting began at 5:32 PM
II. Welcome & Introductions	All Members	All were welcomed and introduced.
III. Review Davis SPSA 2024-25	Kudsi	<p>Goal 1: Try to see that all students are proficient and or exceeding all Common Core State Standards.</p> <p>-Our goal is to increase by one performance level.</p> <p>Strategies:</p> <p>-Money is set aside for the release days of teachers to plan, classroom resources, Newsela, homework centers for identified students, etc.</p> <p>Goal 2 : Accelerate the academic achievement toward meeting or exceeding standards for ELLs, students of color, and low socioeconomic disadvantaged students, and foster youth</p> <p>Strategies: Continue to fund a second instructional assistant to work with the students, Summer Bridge to Middle School taught before school started,</p> <p>Goal 3: Provide an inclusive learning environment for students with disabilities to support social, emotional, and academic development.</p> <p>Goal 6: Actively engaging families and community members</p> <p>-Parent groups, fundraising, ParentSquare</p>

		<p>Goal 5: School and Classroom environments support learning (chronic absentee)</p> <p>-Extra counselor/mental health/ social worker on campus, Art of Yoga</p>
IV. Discussion and Questions/Comments/Clarifications of SPSA	All Members	WiFi for PE in Community Center/Track? Money for Friday Flex activities? Flocabulary pricing?
V. Vote to Approve/Disapprove of Plan	All Members	Chris Shannon made motion to approve SPSA Angela White seconded it. All in Favor. 0 opposed. 0 abstained SPSA is approved.
VI. Questions/ Final Comments/Announcements	All Members	Promotion is June 7 at noon in Community Center. June 3-7 Event Schedule with activities at the end of day Kellee Humphrey is new Principal at Anderson Elementary. We will be looking for new Assistant Principal.
VII. Closing	Kudsi	Adjourned at 6:27 PM

Meeting Attendance: Please mark X below by your name if you are in attendance.

Ginelyn Kudsi, Principal	X
Angela White, Teacher Representative	X
Jennifer Lapena, Teacher Representative	X
Cyndi Lubben, Parent Representative	X
Chris Shannon, Parent Representative	X



A1 ▾ | 🔗 First name

	A	B	C	D	E	F
1	First name	Last name	Email	Duration	Time joined	Time exited
2	Ginelyn	Doldolea-Kudsi	GKudsi@ogsd.net	57 min	5:29 PM	6:27 PM
3	Jennifer	Lapena	JLapena@ogsd.net	56 min	5:30 PM	6:27 PM
4	Cyndi	Lubben	cynl*****@***.com	1 hr	5:27 PM	6:26 PM
5	Chris	Shannon	mean*****@***.com	57 min	5:29 PM	6:26 PM
6	Angela	White	AWhite@ogsd.net	55 min	5:31 PM	6:27 PM
7						