

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Davis Elementary School	39685856042055	May 14, 2024	June 18, 2024

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.

This plan is being used by Davis Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Davis Elementary 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

The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

School faculty and staff

Community members

Ongoing feedback and input was solicited from both the School Site Council and English Language Advisory Committee on the following dates:

SSC: 9/13/23, 12/15/23, 2/15/24, 5/14/24

ELAC: 11/17/23, 1/19/24, 4/4/24, 5/10/24

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Due to resource inequities, Davis has subsequently met the indicators for Comprehensive Support and Improvement (CSI) status on the California Dashboard. Our areas of need include English Language Arts, Math, English Language Progress, and Suspension Rate. Due to a lack of a Reading Intervention Teacher on Special Assignment (TOSA) for 2022-23, we were unable to provide intervention and additional SIPPS instruction for students in literacy.

In order to address CSI status, Davis will be focusing on Professional Development in the areas of Social-Emotional Learning, Professional Learning Communities, Multi-Tiered Systems of Support, and using AVID instructional practices. These practices will impact the learning of all students that occurs at Davis and will thus impact the indicators on the California Dashboard.

Comprehensive Needs Assessment Components

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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the needs assessment, we have identified the following areas in Suspension Rate (Red), English Learner Progress (Red), English Language Arts (Red), and Mathematics (Red) that need significant improvement based on a review of the California School Dashboard and local data. Davis Elementary made improvements on the Chronic Absenteeism indicator, declining 7.6% from 45.5% in 2022 to 37.9% in 2023.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Referring to the California School Dashboard, Davis School student groups did not experience a performance gap of two or more levels below the "all student" performance.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Davis Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are Reading Inventory (RI) Middle of Year (MOY) assessment for Grades 1-6 and iReady Reading MOY diagnostic data. In addition, we have identified notable performance gaps among the Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd-6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 32% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 37% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Red on the 2023 California Dashboard. This was 76.3 points below standard.	All Students will be Orange on the 2024 California Dashboard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-24 school year, 23% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-25 school year, 28% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 18% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 23% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks.</p>	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Provide assistance to teachers with testing timelines.		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time and timecards for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>15000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data</p> <p>Conferences</p> <p>3748</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits</p> <p>8000</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>Provide timecards for teachers to collaborate on MTSS data conferencing and analysis</p> <p>1995</p> <p>Title I</p> <p>3000 Benefits</p> <p>Teacher Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>15000</p> <p>Title I</p> <p>4300 Materials</p> <p>List AVID Supplies:</p> <p>Binders</p> <p>Dividers</p> <p>Pencil Boxes</p> <p>Notebooks</p> <p>Journals</p> <p>Planners</p> <p>Whiteboards/Markers</p> <p>Organizational Materials</p> <p>5611</p> <p>Title I</p> <p>4200 Books</p> <p>Provide supplemental books for leveled reading</p> <p>1000</p> <p>Title I</p> <p>5715 Print Shop</p> <p>Print supplemental materials to support ELA instruction</p> <p>3000</p> <p>Title I</p> <p>4200 Books</p> <p>Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p>	All Students	<p>0</p> <p>Title I</p> <p>See PD 5.1 for Funding Allocation</p>

	<p>*AVID: Increase Engagement and Rigor</p> <p>Site ELA Based Initiative Professional Developments Include:</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement</p> <p>*Solution Tree PLC: Collaboration and Data-Informed Instruction</p>		
1.5			

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS	32% of K-2 students will be proficient on 2023-24 DIBELS MOY assessment, an increase of 5% over previous results from 2022-23.	32% of K-2 students were proficient on 2023-24 DIBELS MOY assessment, an increase of 5% over previous MOY results from 2022-23.
Grade 1-6 Reading Inventory (RI)	35% of Grade 1-6 students will be proficient on 2023-24 RI MOY assessment, an increase of 5% over previous results from 2022-23.	29% of Grade 1-6 students were proficient on 2023-24 RI MOY assessment, a decrease of 1% under previous MOY results from 2022-23.
Grade 3-6 iReady ELA	25% of Grade 3-6 students will be proficient on 2023-24 iReady Reading MOY diagnostic, an increase of 5% over previous results from 2022-23.	23% of Grade 3-6 students were proficient on 2023-24 iReady Reading MOY diagnostic, an increase of 3% over previous results from 2022-23.

Analysis

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

The English/Language Arts goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In English/Language Arts, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 32% of K-2 students were proficient on 2023-24 DIBELS MOY assessment, an increase of 5% over previous MOY results from 2022-23. However, 29% of Grade 1-6 students were proficient on 2023-24 RI MOY assessment, a decrease of 1% over previous MOY results from 2022-23. 23% of Grade 3-6 students were proficient on the 2023-24 iReady MOY diagnostic, an increase of 3% over the baseline established from the 2023-24 iReady MOY results, but short of the goal of a 5% increase (to 25% proficient).

Davis Elementary had difficulty implementing all interventions and participating in observing Experts in Action and ensuring organizational consistencies were implemented and reinforced. Due to impacts and effects of staffing, the allocation for a Reading Intervention teacher to support students in SIPPS instruction was eliminated for 2023-24, thus impacting the ability to deliver SIPPS instruction for Grades K-2. Davis Elementary successfully implemented strategies including Professional Development, conferences, providing leveled readers and building classroom libraries, as well as incorporating AVID strategies. The impact of partially implemented strategies is reflected in K-2 DIBELS, Grades 1-6 Reading Inventory, and iReady data.

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

The threshold for Davis Elementary is \$5000.

For this ELA goal, additional funds were allocated to increase timecards for PLC collaboration and analysis (1.3) and increase allocation for conferences (1.7).

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

After careful analysis, Davis Elementary will continue to implement a majority of the strategies that are outlined in the plan. Services and Actions pertaining to teaching literacy skills and Professional Development in using the Multi-tiered System of Support framework, as well as implementation of an evidence-based supplemental reading program for all K-3 students, will continue to provide targeted support for students. Additionally, routine emphasis will be made to maintain organizational consistencies. Due to programmatic changes, the additional .6 FTE for Read 180 Intervention Teacher (1.1) will be eliminated for 2024-25. In lieu of Read 180 Intervention, teachers in Grades 4-6 will receive support from District Coaches and CORE consultants to provide SIPPS Plus instruction. For 2024-25, Davis Elementary will utilize the district-provided ELA Teacher on Special Assignment (TOSA) to support with analysis of SIPPS data to form flexible groupings and deliver SIPPS instruction. Additional funding will be allocated to Conferences to enable teachers and staff to attend and participate in Professional Development opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Davis Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are 2022-23 CAASPP and iReady Math MOY diagnostic data. In addition, we have identified notable performance gaps among the Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 8% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 9.62% Grade 4- 6.39% Grade 5- 10.41% Grade 6- 6.52%	During the 2023-24 school year, 13% of 3rd-6th grade students will meet/exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 14.62% Grade 4- 11.39% Grade 5- 15.41% Grade 6- 11.52%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 23% Grade 1- 4% Grade 2- 13% Grade 3- 17% Grade 4- 4% Grade 5- 23% Grade 6- 21%	During the 2024-25 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 28% Grade 1- 9% Grade 2- 18% Grade 3- 22% Grade 4- 9% Grade 5- 28% Grade 6- 26%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 100.6 points below standard. The performance color for the ALL student group is Red .	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 25 points towards standard. The performance color for the ALL student group will move from Red to Orange

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress.</p>	All Students	<p>0</p> <p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2</p> <p>0</p> <p>Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2</p>

	Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3 1000 Title I 4300 Materials Purchase supplemental STEM materials</p>
1.3	<p>Before-School Intervention</p> <p>Timecards for teachers to provide before-school intervention and enrichment.</p>	All Students	<p>5000 Title I 1120 Teacher Temp Timecards for Before-School Intervention/Enrichment 1251 Title I 3000 Benefits Benefits for timecards</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include: *AVID: Increase Engagement and Rigor</p> <p>Site ELA Based Initiative Professional Developments Include: *Ron Clark Academy: Active Engagement Strategies, Attendance Improvement *Solution Tree PLC: Collaboration and Data-Informed Instruction</p>	All Students	<p>0 Title I</p> <p>See PD 5.1 for Funding Allocation</p>

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 CAASPP/SBAC	22% of grade 3-6 students will meet/exceed Math standards as measured by the 2023 CAASPP Test.	During the 2022-23 school year, 8% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 9.62% Grade 4- 6.39% Grade 5- 10.41% Grade 6- 6.52%
2023/24 iReady Mathematics Middle of the Year Assessment	21% of Grades K-6 students will demonstrate proficiency as measured by the iReady Math Middle of the Year diagnostic assessment.	During the 2023-24 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 23% Grade 1- 4% Grade 2- 13% Grade 3- 17% Grade 4- 4% Grade 5- 23% Grade 6- 21%

Analysis

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

The Math goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In Math, Davis Elementary's overall implementation of strategies or activities was unsuccessful at this reporting time period (Middle of Year/MOY) because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates that 8% of Grade 3-6 students met or exceeded standards on 2022-23 CAASPP assessment, a decrease of 9% over previous MOY results from 2021-22. Additionally, a baseline of 16% of Grade K-6 students who were proficient on 2022-23 iReady Math MOY assessment was established.

Additionally, 14% of Grade K-6 students were proficient on the 2023-24 iReady MOY diagnostic, a decrease of 2% over the baseline established from the 2023-24 iReady MOY results and short of the goal of a 5% increase (to 21% proficient).

Davis Elementary successfully implemented strategies including Professional Development/Conferences and incorporating AVID strategies. However, Davis Elementary had difficulty implementing all interventions and participating in observing Experts in Action and ensuring organizational consistencies were implemented and reinforced. The impact of partially implemented strategies is reflected in 2022-23 CAASPP and 2023-24 iReady Math MOY data.

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

The threshold for Davis Elementary is \$5000.

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

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

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2024-25 pertaining to refinement of instruction in iReady Math and Professional Development in using the Multi-Tiered System of Support framework, as well as maintaining organizational consistencies.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified the English Learner Progress Indicator as an area of need. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	38.6% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	48.6% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies.	English Learners	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I

	<p>Tailor instructional practices based on data insights to address diverse student needs.</p> <p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	English Learners	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	0 Title III ELD Coach- Teacher on Special Assignment
1.4	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose</p>	English Learners	
1.5	<p>Bilingual Para-educators will provide push-in support to English Learners.</p>	English Learners	0 Title III Bilingual Paraeducators
1.6	<p>Provide Rosetta Stone for students who score level 1 on the ELPAC.</p>	English Learners	0 Title III

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023/24 English Learner Progress Indicator	63.1% of English Learner students will make progress toward English language proficiency as measured on the California Dashboard.	38.6% of English Learner students made progress toward English language proficiency as measured on the California Dashboard.

Analysis

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

These English Learner goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. In English Learner progress, Davis Elementary's overall implementation of strategies or activities was unsuccessful at this reporting time period because Davis Elementary has not met all of the articulated goals. California Dashboard data reported in Winter 2023 indicates that 38.6% of English Learner students have made progress toward English language proficiency, a decrease of 19.5% from the previous reporting period.

Davis Elementary successfully implemented strategies including providing leveled readers and building classroom libraries, as well as incorporating AVID strategies. However, Davis Elementary had difficulty implementing all interventions and participating in observing Experts in Action and ensuring organizational consistencies were implemented and reinforced. The impact of partially implemented strategies is reflected in December 2023 California Dashboard.

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

The threshold for Davis Elementary is \$5000.

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

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

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Services and Actions pertaining to teaching literacy skills and Professional Development in using the Multi-tiered System of Support framework, as well as implementation of an evidence-based supplemental reading program for all K-3 students, will continue to provide targeted support for students. For 2024-25, Davis Elementary will utilize the district-provided ELA Teacher on Special Assignment (TOSA) to support with analysis of SIPPS data to form flexible groupings and deliver SIPPS instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

By March 31, 2025, with an implementation of Multi-Tiered System of Support (MTSS), Davis Elementary School will show a 5% increase in parent involvement on the following:

- *Parent /Teacher Conferences
- *Back to School Night

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets for Back to School Night	In 2023-24, 47% of families attended Back to School Night.	In 2024-25, 52% of families will attend Back to School Night.
Sign-in sheets for Parent/Teacher Conferences	In 2023-24, 90% of families attended Parent/Teacher Conferences.	In 2024-25, 95% of families will attend Parent/Teacher Conferences.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All	500 Title I: Parent Involvement 4325 Food For Meetings Provide light refreshments for meetings 1000 Title I: Parent Involvement 2120 Para Temp Translations and Parent Support at Events

			400 Title I: Parent Involvement 3000 Benefits Benefits for Para Temp
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All	942 Title I: Parent Involvement 5715 Print Shop Print materials to distribute to families

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-In sheets for Back to School Night	In 2023-24, 48% of parents will attend Back to School Night.	In 2023-24, 47% of parents attended Back to School Night
Sign-In sheets for Parent/Teacher Conferences	In 2023-24, 87% of parents will attend Parent/Teacher Conferences.	In 2023-24, 90% of parents attended Parent/ Teacher Conferences

Analysis

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

These Parent/Family Engagement goals were to be attained through the use of Bilingual translation at Parent events and by providing materials and opportunities for Family Engagement. In Parent/Family Engagement, Davis Elementary's overall implementation of strategies or activities was partially successful at this reporting time period because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates in 2023-24, 47% of parents attended Back to School Night, falling short of the goal of 48% of parents attending Back to School Night. For Parent/Teacher Conferences, 90% of parents attended, an increase of 8% over attendance in 2022-23.

Davis Elementary had difficulty implementing all actions and services, including providing take-home activity kits. However, Davis Elementary was able to successfully implement strategies including bilingual paraeducator support to provide parents with the opportunity to access school communications and providing documents to facilitate family engagement. The impact of partially implemented strategies is reflected in Back to School Night and Parent/Teacher Conference attendance data.

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

The threshold for Davis Elementary is \$5000.
For this Parent Involvement goal, there were no actions that had a material difference of greater than \$5000.

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

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Services and Actions pertaining to providing opportunities for parents and families to engage in evening events, as well as resources to support new students and families, will continue to increase parent and family engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Davis will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified ELA [Reading Inventory (RI) Middle of Year (MOY) assessment for Grades 1-6 and iReady Reading MOY diagnostic data], Mathematics [2022-23 CAASPP and iReady Math MOY diagnostic data], and English Learner Progress Indicator as areas of need.

In addition, we have identified notable performance gaps among the Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Panoramic Survey results	<p>2023-24 Panorama Survey: 62% of Grade 3-5 students reported a Sense of Belonging, a 1% decrease from 2022-23.</p> <p>2023-24 Panorama Survey: 60% of Grade 3-5 students reported a Sense of Social Awareness, maintaining results from 2022-23.</p>	<p>2024-25 Panorama Survey: 67% of Grade 3-5 students will report a Sense of Belonging, a 5% decrease from 2023-24.</p> <p>2024-25 Panorama Survey: 65% of Grade 3-5 students will report a Sense of Social Awareness, a 5% decrease from 2023-24.</p>
Increase of scores on CAASPP, District ELA and Math Benchmarks, DIBELS, and ELPAC	See Goals 1, 2, & 3 for Baseline/Actual outcomes	See Goals 1, 2, & 3 for Expected Outcomes.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA/Math Initiative Professional Developments Include: *AVID: Increase Engagement and Rigor</p> <p>Site ELA/Math Based Initiative Professional Developments Include: *Ron Clark Academy: Active Engagement Strategies, Attendance Improvement *Solution Tree PLC: Collaboration and Data-Informed Instruction</p>	All	<p>34156 Title I 5220 Conference Provide conference opportunities for teachers and staff.</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention</p>	All	<p>0 Title I See SEL 6.2 for Funding Allocation</p>

	<p>goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming</p>	<p>All</p>	<p>0 Title I 5800 Prof and Operating/Consultants See SEL 6.3 for Funding Allocation</p>

	<p>challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
<p>1.4</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p>	<p>ALL</p>	<p>25000 Title I 5872 Field Trips Provide study trip opportunities for students to connect and extend their learning</p>

	Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
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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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
*Attendance sheets from PD, Staff Meetings & Academic Conferences	2023-24: 100% of Teachers will attend Staff/PLC Meetings	2023-24: 95% of Teachers attended Staff/PLC Meetings
Increase of scores on CAASP, District ELA and Math Benchmarks, DIBELS, Reading Inventory, and ELPAC	See Goals 1, 2, & 3 for Expected Outcomes	See Goals 1, 2, & 3 for Actual Outcomes

Analysis

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

These Professional Development goals were to be attained through opportunities for participation in District-provided PD, off-campus PD, and through Academic Conferences/Experts in Action. In Professional Development, Davis Elementary's overall implementation of strategies or activities was successful at this reporting time period because Davis Elementary has partially met all of the articulated goals with 100% of teachers attending Professional Development in the areas of MTSS Framework, CORE, and iReady Math and 95% of teachers attending Staff/PLC meetings. Davis Elementary partially implemented strategies including district and offsite Professional Development, Academic Conferences, and participating in Experts in Action.

Davis Elementary was able to effectively implement strategies/activities to partially achieve the articulated goals at the Middle of the Year data collection time.

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

The threshold for Davis Elementary is \$5000.

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

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

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2024-25 pertaining to teaching literacy skills and Professional Development in using the Multi-Tiered System of Support framework. Professional development in the implementation of an evidence-based supplemental reading program for all students K-3 will provide continued and targeted support for teachers in delivering reading instruction to students.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

Davis will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among the Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group: Yellow/37.9% Chronically Absent, which is an decrease of 7.6%.	Green/30% Chronically Absent, which is a decrease of 7.9% from 2023 CA Dashboard.
CA Dashboard - Suspension Rate	ALL Student Group: Red/10.3% Suspended at least one day, which is an increase of 5.4%.	Orange/7% Suspended at least one day, which is a decrease of 3.3% from 2023 CA Dashboard.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score: 83% Tier 2 TFI Score: 96% Tier 2 TFI Score: 100%	2024-2025 Local Data: Tier 1 TFI Score: 85% Tier 2 TFI Score: 100% Tier 3 TFI Score: 100%
PBIS Recognition	Platinum for the 2023-2024 School Year	Platinum for the 2024-2025 School Year
Panorama Survey	2023-24 Panorama Survey: 62% of Grade 3-5 students reported a Sense of Belonging, a 1% decrease from 2022-23.	2024-25 Panorama Survey: 67% of Grade 3-5 students will report a Sense of Belonging, a 5% decrease from 2023-24.

	2023-24 Panorama Survey: 60% of Grade 3-5 students reported a Sense of Social Awareness, maintaining results from 2022-23.	2024-25 Panorama Survey: 65% of Grade 3-5 students will report a Sense of Social Awareness, a 5% decrease from 2023-24.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 Title I 5220 Conference See PD 5.1 for Funding Allocation
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support.</p>	All	3000 Title I 1120 Teacher Temp Timecards to collaborate on and plan PBIS initiatives. 751 Title I 3000 Benefits Benefits for Timecards 2000 Title I 4300 Materials Purchase materials to support Counseling curriculum and services.

	<p>Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through</p>	<p>All</p>	<p>9427 Title I 5800 Prof and Operating/Consultants Provide Assemblies to connect classroom lessons to real-world applications.</p>

	storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
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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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CDE 2023 Dashboard Indicator Chronic Absenteeism	CDE Dashboard 2023 Subgroups: High: Asian, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White	CDE Dashboard 2023 Overall: Yellow Subgroups: Orange: Asian, English Learners, Hispanic, Two or More Races, Students with Disabilities, White Yellow: Hispanic, Socioeconomically Disadvantaged
CDE 2023 Dashboard Indicator Suspension Rate	CDE Dashboard 2023 Subgroups: High: Students with Disabilities, White Medium: Asian, Hispanic, Socioeconomically Disadvantaged	CDE Dashboard 2023 Overall: Red Subgroups: Red: Asian, English Learners, Hispanic, Socioeconomically Disadvantaged White Orange: Two or More Races, Students with Disabilities
CDE 2023 Dashboard Indicator English Language Arts	CDE Dashboard 2023 Subgroups: Low: Asian Medium: English Learners, Hispanic, Socioeconomically Disadvantaged	CDE Dashboard 2023 Overall: Red Subgroups: Red: Asian, Socioeconomically Disadvantaged, English Learners Orange: Hispanic
CDE 2023 Dashboard Indicator Mathematics	CDE Dashboard 2023 Subgroups: Low: Asian Medium: English Learners, Hispanic, Socioeconomically Disadvantaged	CDE Dashboard 2023 Overall: Red Subgroups: Red: Asian, Socioeconomically Disadvantaged, English Learners Orange: Hispanic

Analysis

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

This ATSI/SEL goal was to be attained through SEL curriculum implementation, intervention and engagement strategies, professional development and Academic Conferences. Davis Elementary’s overall implementation of strategies or activities was not successful at this reporting time as reflected on the California Dashboard.

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

The threshold for Davis Elementary is \$5000.
For this ATSI/SEL goal, there were no actions that had a material difference of greater than \$5000.

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

After careful analysis, Davis Elementary will continue to implement the strategies that are outlined in the plan. Additional Actions/Services will be implemented in 2024-25 pertaining to assemblies to support school culture, collaboration to support PBIS initiatives, Professional Development in using the Multi-Tiered System of Support framework, as well as maintaining organizational consistencies. Caring Schools Curriculum will be implemented in 2024-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Comprehensive Support and Improvement (CSI)

The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

CDE CA Dashboard Data for the 2023-24 school year indicates that Davis Elementary School is either in the red or orange in each of the following indicators: English Language Arts (Red), Mathematics (Red), English Language Performance Indicator (Red) and Suspension Rate (Red). We have identified notable performance gaps among the Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions and professional development will be implemented, including AVID Community of Practice and SIPPS in Grades K-6, as well as additional student support services as 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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	10.3% (Red) of Davis students were suspended at least one day as reported on the 2023 CA Dashboard.	Davis will reduce the suspension rate for All-Students by 3% to move the performance level from "Red" to "Orange" as measured by the 2024 CA Dashboard.
English Language Progress Indicator	38.6% of English Learners at Davis Elementary school made progress towards English Language Proficiency as reported on the 2023 CA Dashboard.	The 2024 CA Dashboard English Learner Progress Indicator will increase by a minimum of 5% from 38.6% to 44%

		moving the performance level from Red to Orange.
English Language Arts CAASPP (distance from standard)	As reported on the 2023 CA Dashboard, the All-Student group performed 76.3 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups: Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups The All-Student group will increase by one performance band from Red to Orange and will decrease the distance from standard by 5 points.
Mathematics CAASPP (distance from standard)	As reported on the 2023 CA Dashboard, the All-Student group performed 100.6 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups: Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups The All-Student group will increase by one performance band from Red to Orange and will decrease the distance from standard by 5 points.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and coaching for teachers in Grades 4 - 6 through CORE in the areas of SIPPS Plus and additional supports.	Students in Grades 4-6	20000 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants CORE Consultant coaching for teachers in Grades 4-6
1.2	Additional Mental Health support provided to General Education students to address student SEL needs.	All students	7149 Comprehensive Support and Improvement 2230 MHT Time Card Provide timecard for Mental Health Clinician to support General Education SEL needs 2851 Comprehensive Support and Improvement 3000 Benefits Benefits for MHC
1.3	AVID Professional Development opportunities to support a Community of Practice	All students	20000 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants

			Provide AVID Community of Practice professional development during school break
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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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
None Apply- New Goal	None Apply- New Goal	None Apply- New Goal

Analysis

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

None Apply- New goal for 2024-25.

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

None Apply- New goal for 2024-25.

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.

None Apply- New goal for 2024-25.

Goals, Strategies, & Proposed Expenditures

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

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

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$137,781.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$187,781.00
Total Federal Funds Provided to the School from the LEA for CSI	\$50,000

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 (\$)
Title I	\$134,939.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$134,939.00

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 (\$)
Central Title I	\$0.00
Comprehensive Support and Improvement	\$50,000.00
Title I: Parent Involvement	\$2,842.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$52,842.00

Total of federal, state, and/or local funds for this school: \$187,781.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Comprehensive Support and Improvement	50,000.00
Title I	134,939.00
Title I: Parent Involvement	2,842.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	16,000.00
1150 Teacher Sub	15,000.00
1900 Other Cert Salaries	0.00
2120 Para Temp	1,000.00
2230 MHT Time Card	7,149.00
3000 Benefits	10,996.00
4200 Books	8,611.00
4300 Materials	18,000.00
4325 Food For Meetings	500.00
5220 Conference	34,156.00
5715 Print Shop	1,942.00
5800 Prof and Operating/Consultants	49,427.00
5872 Field Trips	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
2230 MHT Time Card	Comprehensive Support and Improvement	7,149.00
3000 Benefits	Comprehensive Support and Improvement	2,851.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	40,000.00
	Title I	0.00
1120 Teacher Temp	Title I	16,000.00
1150 Teacher Sub	Title I	15,000.00
3000 Benefits	Title I	7,745.00
4200 Books	Title I	8,611.00
4300 Materials	Title I	18,000.00
5220 Conference	Title I	34,156.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	9,427.00
5872 Field Trips	Title I	25,000.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
3000 Benefits	Title I: Parent Involvement	400.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	942.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	53,354.00
Goal 2	7,251.00
Goal 3	0.00
Goal 4	2,842.00

Goal 5
Goal 6
Goal 7

59,156.00
15,178.00
50,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Magenda Cruz	Principal
Tim Peck	Classroom Teacher
Adam Garcia	Classroom Teacher
Joie Sousa	Classroom Teacher
Jamal Galloway	Other School Staff
Ramona Hudson	Parent or Community Member
Marci Jones	Parent or Community Member
Jo Johnson	Parent or Community Member
Jessica McCann	Parent or Community Member
Bobbi Jo Wren	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:



Principal, Magenda Cruz on 5/15/24



SSC Chairperson, Bobbi Wren on 5/16/24