

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Davis Elementary
Address	5224 E. Morada Lane Stockton, CA. 95212
County-District-School (CDS) Code	39-68585-6042055
Principal	Magenda Cruz
District Name	Lodi Unified School District
SPSA Revision Date	11/2/2021
Schoolsite Council (SSC) Approval Date	10/26/2021
Local Board Approval Date	12/14/2021

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

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School Vision and Mission

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

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

Our Tiger Tenets are the following:

Be Safe
Be Respectful
Be Responsible

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

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

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

School Profile

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

There are currently 345 students enrolled in grades kindergarten through 6th grade and a student/teacher ratio of 25:1. Davis serves a student population of approximately 84% identified as Socio-Economically Disadvantaged, 16% are Students with Special Needs, and 24.7% English Learners. The demographics of the school reflect a diverse population of students with the largest ethnic group being 50.8% Hispanic, followed by 19.3% Asian, 14.0% White, 5.0% African American, and 4.5% Two or more races.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The SPSA and school achievement data was shared with staff during pre-service meetings on 07/29/2021. Teachers gave input as to appropriate goals and how to spend Title I funds to achieve those goals, based on a data snapshot that was presented.

*August 2021 Reviewed plan to the following parent groups:

- Back to School Night/Annual Title One Parent Meeting

*September/October 2021

- SSC met and reviewed recommendations and evaluated data on 9/7/21 and 9/28/21.
- SSC additionally provided written feedback on Proposed Goals.
- SSC agreed on a proposed plan for the 2020/21 school year on 10/26/21.

Resource Inequities

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

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

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

*SBAC: 35.9% of students will meet or exceed standards on the SBAC. This marks a 3% increase from 2018/19 scores as state assessments during 2019/20 were canceled due to COVID-19.

*K-12 LUSD Benchmarks: 39.9% of students will meet or exceed standards on the Benchmarks. This marks a 3% increase from the 2019/20 Benchmark scores.

*K-2 DIBELS Assessments: 40% of K-2 students will meet proficiency standards on the DIBELS End of Year assessment. This marks a 12% increase from 2019/20 DIBELS Beginning of Year data.

*1st-6th SRI (Reading Inventory): 40% of students of 1st-6th grade students will be proficient on RI at the end of the school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020/21 SBAC Results to measure growth	35.9% of students will meet or exceed standards on SBAC for 2020/21, an increase of 3% over previous results from 2018/19. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Goal was not met for the 2020/21 school year. 27.4% of students met or exceeded standards on SBAC for 2020/21.
2020/21 Benchmark data	39.9% of students will meet or exceed standards on Benchmarks for 2020/21, an increase of 3% over previous results from 2019/20. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Due to COVID-19, ELA Benchmarks were not administered to students.
K-2 DIBELS	40% of K-2 students will be proficient on 2020/21 DIBELS EOY assessment.	Goal was not met for the 2020/21 school year. 35.4% of students were proficient on the 2020/21 EOY DIBELS assessment.
1st-6th SRI (Reading Inventory)	40% of 1st-6th grade students will be proficient on RI at the end of the year.	Goal was met for the 2020/21 school year. 43% of students were proficient or above on RI at the end of the school year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1: .6 FTE Read 180 Intervention Teacher: Teacher will teach 4th grade and a 5th combination R180 sections.</p> <p>*Teachers READ 180 to 4th-5th grade students *Progress Monitors students with SAM (Reading Inventory) quarterly *Creates reading goals with students/Quarterly analysis of data to reconfigure groups as needed</p>	<p>Implemented as planned. Read 180 teacher provided targeted intervention to 4th and 5th grade students. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>Read 180 Intervention Teacher, with benefits 1100 Teacher Title I 59453</p>	<p>Read 180 Teacher 1100 Teacher Title I 59453</p>
<p>ELA 1.2: Literacy Interventions/Supports</p> <p>Students will receive extra support through district-funded programs such as, but not limited to:</p> <p>*System 44 (3rd Grade stand alone) *DIBELS, iRead, Amplify for all K-2 students *SIPPS intervention for all K-3 students</p> <p>Students will receive additional adult intervention and support, as well as translation support for Grades K-6.</p> <p>ELA & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>DIBELS, iRead, Amplify, System 44 LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Purchase supplemental materials to teach differentiated reading 4300 Materials Title I 1015</p> <p>Provide translations for: Parent Teacher Conferences, Back to School Night, SSTs, etc. 2120 Para Temp Title I 1000</p> <p>Provide supplemental books for leveled reading 4200 Books Title I 48624</p> <p>Timecards to provide after school and intersession small group intervention 1120 Teacher Temp Title I 5000</p>	<p>DIBELS, iRead, Amplify, System 44 LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Activity did not happen due to Distance Learning as a result of COVID-19. 4300 Materials Title I 0</p> <p>Provide translations for: Parent Teacher Conferences, Back to School Night, SSTs, etc. 2120 Para Temp Title I 147</p> <p>Provide supplemental books for leveled reading 4200 Books Title I 24771</p> <p>Timecards to provide after school and intersession small group intervention. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and after school interventions were not available. 1120</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Teacher Temp Title I 1785
<p>ELA 1.3: Professional Development and Professional Learning Community (PLC) Collaboration for ELA & Math: Academic Conferences, Experts in Action</p> <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> *Identify Essential Outcomes *Analyze Data *Choose Focal Students *Set Reclassification Goal and choose English Learner Focal students *Plan Journeys ELD Lessons *Plan Journeys Lessons *Plan Response to Intervention *Observe teachers delivering high quality lessons *Observe high engaging teaching strategies for all learners <p>ELA, Math, & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>Substitutes for yearly Academic Conferences 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>Provide substitutes for teachers to observe and participate in Experts in Action 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Comprehensive Support and Improvement 0</p>	<p>Substitutes for yearly Academic Conferences 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>Provide substitutes for teachers to observe and participate in Experts in Action 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Comprehensive Support and Improvement 0</p>
<p>ELA 1.4: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.</p> <p>ELA, Math, & ELD Strategy</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>Purchase site license for Flocabulary 5875 Technology Licenses Title I 2700</p>	<p>Purchase site license for Flocabulary 5875 Technology Licenses Title I 2500</p>
<p>ELA 1.5: Enhance student learning through virtual Study Trips</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided</p>	<p>Provide access to virtual study trips to enhance student learning and</p>	<p>Provide access to virtual study trips to enhance student learning and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.	increase engagement 5872 Field Trips Title I 0	increase engagement 5872 Field Trips Title I 0
<p>ELA 1.6: Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement *Get Your Teach On: Active Engagement Strategies *AVID: Increase Engagement and Rigor *No Excuses University: Leadership and Engagement Strategies *Solution Tree PLC: Collaboration and Data-Informed Instruction *Additional PD</p> <p>ELA, Math, PD, and CSI Goal.</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p>	<p>Substitutes 1150 Teacher Sub Title I 194</p>
<p>ELA 1.7: Scholastic News</p> <p>*Use of Scholastic News to deliver high-interest and engaging lessons</p> <p>ELA & ELD Goal</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans 4300 Materials Title I 2000</p>	<p>Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans (Digital Subscription) 4200 Books Title I 1182</p>
<p>ELA 1.8: Print Site-Wide ELA & Math Documents to support student achievement</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-</p>	<p>Print supplemental materials to support ELA instruction 5715 Print Shop Title I 500</p>	<p>Due to COVID-19, instruction was provided virtually in Quarters 1-3 and Print Shop was not</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA & Math Strategy	person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.		utilized. 5715 Print Shop Title I 0
<p>ELA 1.9: AVID Supplies and Materials: Full Implementation for ELA & Math</p> <p>*Implementation of AVID Elementary strategies *Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners *Promotion of college-going culture *Use of AVID Weekly to deliver high-interest and engaging lessons, using AVID instructional strategies</p> <p>ELA, Math, & ELD Strategy</p>	<p>Partially Implemented Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>Order student AVID Supplies and Planners 4300 Materials Title I 9500</p> <p>Purchase site subscription to AVID Weekly to provide access to high-engagement articles and lesson plans utilizing AVID-based strategies. 4300 Materials Title I 800</p>	<p>AVID Supplies were provided by District. 4300 Materials Title I 2903</p> <p>Purchase site subscription to AVID Weekly to provide access to high-engagement articles and lesson plans utilizing AVID-based strategies. 4300 Materials Title I 595</p>

Analysis

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

Davis Elementary's goal was to increase the number of students that met standards on the quarterly benchmark assessments by 3%, reflecting an increase from 36.9% to 39.9%. The goal for the number of students who would meet or exceed grade level standards on the SBAC would also increase by 3% to 35.9%. These goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. Although actions and services were implemented, the lack of consistent implementation, usage of curriculum, and interventions provided during Distance Learning in 2020/21 due to COVID-19 resulted in the inability to achieve growth goals.

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

Instead of meeting growth goals on SBAC and DIBELS EOY (End of Year) assessments, Davis had an overall decrease in students who met or exceeded standards with 27.4% of students proficient on the SBAC and 35.4% of K-2 students proficient on DIBELS EOY. District benchmarks were not required to be administered for 2020/21 and therefore no data is available. Davis met growth goals on the Reading Inventory assessment, with 43% of students proficient or above on RI at the end of the school year. Strategies/activities were not effective in meeting all goals due to incomplete implementation as a result of Distance Learning due to COVID-19 for Quarters 1-3 of the 2020/21 school year.

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

The threshold for Davis Elementary is \$5000.

Due to COVID-19, instruction for Quarters 1-3 of the 2020/21 school year was delivered through Distance Learning. Proposed expenditures for after school and intersession intervention, supplemental books for leveled reading,

Paraprofessional support, supplemental books for leveled reading, and AVID materials were not fully implemented as funding was provided from other sources.

*On Action 1.2: Literacy Interventions/Supports, there was a material difference of \$24,000 in Supplemental Books and \$3,000 in after school/intersession intervention. We were unable to process the purchase of additional supplemental books due to Distance Learning for Quarters 1-3 and coordination of requests of books. Additionally, it was difficult to recruit students to attend after school/intersession intervention during Distance Learning. As a result, we did not utilize all of the funding that was allocated for Action 1.2.

*On Action 1.9: AVID Supplies and Materials, there was a material difference of \$6,500 in Materials. We received additional supplies and materials that was funded through the district and were unable to identify additional materials that could be purchased through Site Title I funds. As a result, we did not utilize all of the funding that was allocated for Action 1.9.

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.

Actions and Strategies that are typically implemented during in-person instruction were not implemented due to Distance Learning for COVID-19 for Quarters 1-3.

Interventions will be more closely related to needs for student achievement areas in the SBAC and District Benchmarks. Administration, teachers, and staff will examine data through the Professional Learning Community (PLC) process to determine goals for achievement and decipher best teaching practices to support in achieving goals for ELA. Davis will additionally incorporate the strategic use of AVID strategies and SIPPS instruction to address student learner needs.

Goals for 2021/22 will include:

*32.4% of students will meet or exceed standards on the SBAC. This marks a 5% increase from 2020/21 SBAC scores.

*41.9% of students will meet or exceed standards on the District Benchmark. This marks a 5% increase from 2019/20 scores.

*40.4% of K-2 students will demonstrate proficiency on the 2021/22 DIBELS EOY assessment. This marks a 3% increase from 2020/21 DIBELS EOY scores.

*48% of students in Grades 1-6 will demonstrate proficiency on the Reading Inventory (RI) at the end of the year. This marks a 3% increase from 2020/21 RI scores.

To meet Goals for ELA, the following Actions/Strategies will be implemented during the 2021/22 school year:

*Read 180 Intervention Teacher/.6 FTE

Literacy Interventions/Supports:

*System 44

*DIBELS for K-2 students

*SIPPS/Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

*Additional Adult Intervention/Support

*Teacher After School Intervention

Professional Development/Collaboration:

*PLC Collaboration

*Professional Development (virtual conferences/district-based PD)

*Experts in Action/Observe colleagues (teacher subs)

*Academic Conferences (Subs)

*Flocabulary

*Virtual Study Trips

*Print Shop

*Scholastic News

AVID Implementation:

*AVID Supplies/Materials

*AVID Weekly

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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

*SBAC: 29% of students will meet or exceed standards on the SBAC. This marks a 3% increase from 2018/19 scores as state assessments during 2019/20 were canceled due to COVID-19.

*K-12 LUSD Benchmarks: 55.8% of students will meet or exceed standards on the Benchmarks. This marks a 3% increase from the 2019/20 Benchmark scores.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020/21 SBAC Results to measure growth	29% of students will meet or exceed standards on SBAC for 2020/21, an increase of 3% over previous results from 2018/19. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Goal was not met for the 2020/21 school year. 6.8% of students met or exceeded standards on SBAC for 2020/21.
2020/21 Benchmark Data	55.8% of students will meet or exceed standards on District Benchmarks for 2020/21, an increase of 3% over previous results from 2018/19. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Due to COVID-19, Math Benchmarks were not administered to students.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1: Professional Development and PLC Collaboration for ELA, Math, & ELD: Academic Conferences, Experts in Action</p> <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> *Identify Essential Outcomes *Analyze Data 	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021</p>	<p>See ELA Goal 1: Activity 3 Title I 0</p>	<p>See ELA Goal 1: Activity 3 Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Choose Focal Students *Plan Math Lessons *Plan Response to Intervention *Observe teachers delivering high quality lessons *Observe high engaging teaching strategies for all learners</p> <p>ELA, Math, & ELD Strategy</p>			
<p>Math 2.2: AVID Supplies and Materials: Full Implementation for ELA & Math</p> <p>*Implementation of AVID Elementary strategies *Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners *Promotion of college-going culture</p> <p>ELA, Math, & ELD Strategy</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>See ELA Goal 1: Activity 9 4300 Materials Title I 0</p>	<p>See ELA Goal 1: Activity 9 4300 Materials Title I 0</p>
<p>Math 2.3: Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement *Get Your Teach On: Active Engagement Strategies</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*AVID: Increase Engagement and Rigor *No Excuses University: Leadership and Engagement Strategies *Solution Tree PLC: Collaboration and Data-Informed Instruction *Additional PD</p> <p>ELA, Math, PD, and CSI Goal.</p>			
<p>Math 2.4: STEM Supplies to support STEM instruction</p> <p>*Purchase materials that support implementation of STEM instruction</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>Purchase STEM supplies 4300 Materials Title I 15500</p>	<p>Purchase STEM supplies 4300 Materials Title I 10791</p>
<p>Math 2.5: Print Site-Wide ELA & Math documents to support student achievement</p> <p>ELA & Math Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>See ELA Goal 1: Activity 8 5715 Print Shop Title I 0</p>	<p>See ELA Goal 1: Activity 8 5715 Print Shop Title I 0</p>
<p>Math 2.6: Math Interventions</p> <p>*Provide after school and intersession small group intervention</p> <p>Math & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>Timecards to provide after school and intersession small group intervention 1120 Teacher Temp Title I 2500</p>	<p>Timecards to provide after school and intersession small group intervention 1120 Teacher Temp Title I 1785</p>

Analysis

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

Davis Elementary's goal was to increase the number of students that met standards on the quarterly benchmark assessments by 3%, reflecting an increase from 52.8% to 55.8%. The goal for the number of students who would meet or exceed grade level standards on the SBAC would also increase by 3% to 29%. These goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. Although actions and services were implemented, the lack of consistent implementation, usage of curriculum, and interventions provided during Distance Learning in 2020/21 due to COVID-19 resulted in the inability to achieve growth goals.

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

Instead of meeting growth goals on SBAC, Davis had an overall decrease in students who met or exceeded standards with 6.8% of students proficient on the SBAC. District benchmarks were not required to be administered for 2020/21 and therefore no data is available. Strategies/activities were not effective in meeting all goals due to incomplete implementation as a result of Distance Learning due to COVID-19 for Quarters 1-3 of the 2020/21 school year.

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

The threshold for Davis Elementary is \$5000.

Due to COVID-19, instruction for Quarters 1-3 of the 2020/21 school year was delivered through Distance Learning. Proposed expenditures for after school and intersession intervention and STEM supplies were not fully implemented.

*On Action 2.4: STEM Supplies, there was a material difference of \$4,700 in Materials. We purchased materials to support STEM Instruction, however we were unable to schedule an additional distribution of STEM Materials prior to the return from Distance Learning. As a result, we did not utilize all of the funding that was allocated for Action 2.4.

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.

Actions and Strategies that are typically implemented during in-person instruction were not implemented due to Distance Learning for COVID-19 for Quarters 1-3.

Interventions will be more closely related to needs for student achievement areas in the SBAC and District Benchmarks. Administration, teachers, and staff will examine data through the Professional Learning Community (PLC) process to determine goals for achievement and decipher best teaching practices to support in achieving goals for ELA. Davis will additionally incorporate the strategic use of AVID strategies to address student learner needs.

Goals for 2021/22 will include:

*11.8% of students will meet or exceed standards on the SBAC. This marks a 5% increase from 2020/21 SBAC scores.

*57.8% of students will meet or exceed standards on the District Benchmark. This marks a 5% increase from 2019/20 scores.

To meet Goals for Math, the following Actions/Strategies will be implemented during the 2021/22 school year:

*Teacher After School Intervention

Professional Development/Collaboration:

*PLC Collaboration

*Professional Development (virtual conferences/district-based PD)

*Experts in Action/Observe colleagues (teacher subs)

*Academic Conferences (Subs)

*Flocabulary

*Print Shop

AVID Implementation:

*AVID Supplies/Materials

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

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

*K-12 LUSD Benchmarks:
 Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 23.3% to 26.3% in ELA.
 Raise percentage of English Learner students that meet or exceed standards on Benchmarks from 50% to 53% in Math.
 Maintain a goal of 8% of English Learner students who will be Reclassified in 2020/21.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2020/21 K-12 LUSD Benchmark data	26.3% of English Learner students will meet or exceed standards on ELA Benchmarks for 2020/21, an increase of 3% over previous results from 2019/20. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Due to COVID-19, ELA Benchmarks were not administered to students.
2020/21 K-12 LUSD Benchmark data	53% of English Learner students will meet or exceed standards on Math Benchmarks for 2020/21, an increase of 3% over previous results from 2019/20. Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	Due to COVID-19, Math Benchmarks were not administered to students.
2020/21 Reclassification data	2020/21 RFEP: 8%	Goal was met for the 2020/21 school year. 2020/21 RFEP: 11%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD 3.1: Literacy Interventions/Supports Students will receive extra support through district-	Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in	See ELA Goal 1: Activity 2 Title I 0	See ELA Goal 1: Activity 2 2120 Para Temp Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>funded programs such as, but not limited to:</p> <ul style="list-style-type: none"> *System 44 (3rd Grade stand alone) *DIBELS, iRead, Amplify for all K-2 students *SIPPS intervention for all K-3 students <p>Students will receive additional adult intervention and support, as well as translation support for Grades K-6.</p> <p>ELA & ELD Strategy</p>	<p>Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>		
<p>EL 3.2: Professional Development and PLC Collaboration for ELA, Math, & ELD: Academic Conferences, Experts in Action</p> <p>Teachers and Admin will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> *Identify Essential Outcomes *Analyze Data *Choose Focal Students *Set Reclassification Goal and choose EL Focal students *Plan Journeys ELD Lessons *Plan Journeys Lessons *Plan Response to Intervention *Observe teachers delivering high quality lessons *Observe high engaging teaching strategies for all learners <p>ELA, Math, & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>See ELA Goal 1: Activity 3 Title I 0</p>	<p>See ELA Goal 1: Activity 3 1120 Teacher Temp Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELD 3.3: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.</p> <p>ELA, Math, & ELD Strategy</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>See ELA Goal 1: Activity 4 5875 Technology Licenses Title I 0</p>	<p>See ELA Goal 1: Activity 4 5875 Technology Licenses Title I 0</p>
<p>ELD 3.4: AVID Supplies and Materials: Full Implementation for ELA & Math</p> <p>*Implementation of AVID Elementary strategies, including Academic Language and Literacy</p> <p>*Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners</p> <p>*Promotion of college-going culture</p> <p>*Use of AVID Weekly to deliver high-interest and engaging lessons, using AVID instructional strategies</p> <p>ELA, Math, & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>See ELA Goal 1: Activity 9 4300 Materials Title I 0</p>	<p>See ELA Goal 1: Activity 9 4300 Materials Title I 0</p>
<p>EL 3.5: ELD Interventions</p> <p>*Provide after school and intersession small group intervention</p> <p>Math & ELD Strategy</p>	<p>Partially Implemented. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. The planned actions and services were not implemented as planned during the 2020/21 school year.</p>	<p>See Math Goal 2: Activity 4 1120 Teacher Temp Title I 0</p>	<p>See Math Goal 2: Activity 4 1120 Teacher Temp Title I 0</p>
<p>EL 3.6: Scholastic News</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3</p>	<p>See ELA Goal 1: Activity 7 4300 Materials Title I 0</p>	<p>See ELA Goal 1: Activity 7 4300 Materials Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Use of Scholastic News to deliver high-interest and engaging lessons ELA & ELD Goal	and was transitioned to in-person instruction in Spring 2021.		

Analysis

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

Davis Elementary's goal was to increase the number of English Learner students that met standards on the quarterly benchmark assessments by 3%, reflecting an increase from 23.3% to 26.3% in ELA and an increase from 50% to 53% in Math. An additional goal was to maintain the percentage of students who would meet reclassification requirements at 8%. These goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development.

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

Davis had an overall increase in students who met reclassification requirements at 11% for 2020/21. District benchmarks were not required to be administered for 2020/21 and therefore no data is available. Strategies/activities were effective in meeting reclassification goals.

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

The threshold for Davis Elementary is \$5000.

Due to COVID-19, instruction for Quarters 1-3 of the 2020/21 school year was delivered through Distance Learning. Proposed expenditures for after school and intersession intervention, Paraprofessional support, and AVID materials were not fully implemented.

*Material differences for Goal 3: ELD can be found under Actions for Goal 1: ELA and Goal 2: Math.

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.

Actions and Strategies that are typically implemented during in-person instruction were not implemented due to Distance Learning for COVID-19 for Quarters 1-3.

Interventions will be more closely related to needs for student achievement areas in the SBAC and District Benchmarks. Administration, teachers, and staff will examine data through the Professional Learning Community (PLC) process to determine goals for achievement and decipher best teaching practices to support in achieving goals for ELA. Davis will additionally incorporate the strategic use of AVID strategies and SIPPS instruction to address student learner needs.

Goals for 2021/22 will include:

*28.3% of English Learner students will meet or exceed standards on ELA Benchmarks for 2020/21, an increase of 5% over previous results from 2019/20.

*55% of English Learner students will meet or exceed standards on Math Benchmarks for 2020/21, an increase of 5% over previous results from 2019/20.

*11% of English Learner students will be reclassified, a maintenance of results from 2020/21.

To meet Goals for ELD, the following Actions/Strategies will be implemented during the 2021/22 school year:

Literacy Interventions/Supports:

*System 44

*DIBELS for K-2 students

*SIPPS/Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

*Additional Adult Intervention/Support

*Teacher After School Intervention

Professional Development/Collaboration:

*PLC Collaboration

*Professional Development (virtual conferences/district-based PD)

*Experts in Action/Observe colleagues (teacher subs)

*Academic Conferences (Subs)

*Flocabulary

AVID Implementation:

*AVID Supplies/Materials

*AVID Weekly

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign-In sheets for Back to School Night	In 2020/21, 27% of parents will attend Back to School Night.	Goal was met for the 2020/21 school year. In 2020/21, 39% of parents attended Back to School Night virtually.
Sign-In sheets for Parent/Teacher Conferences	In 2020/21, 52% of parents will attend Parent/Teacher Conferences.	Goal was not met for the 2020/21 school year. In 2020/21, 32.7% of parents attended Parent/Teacher Conferences virtually
Sign-In sheets for Open House	In 2020/21, 27% of parents will attend Open House.	Goal was not met for the 2020/21 school year. In 2020/21, 20% of parents attended Open House virtually
Chronic Absenteeism Dashboard	In 2020/21, the number of chronically absent students will decline to 13%.	Goal was not met for the 2020/21 school year. In 2020/21, 25.18% of students were Chronically Absent.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 4.1: Bilingual Translation</p> <p>Bilingual Paraeducators will be available to interpret for families during school events, including Parent/Teacher conferences</p>	<p>Implemented as planned. Funded out of Title I.</p>	<p>Translations 2120 Para Temp Title I: Parent Involvement 711</p>	<p>Translations 2120 Para Temp Title I: Parent Involvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 4.2: Parent/Family Engagement</p> <p>Purchase materials to facilitate family engagement, including activity kits</p>	<p>Implemented as planned. Funded out of Title I.</p>	<p>See ELA Goal 1: Activity 8 4300 Materials Title I: Parent Involvement 1696</p>	<p>See ELA Goal 1: Activity 8 4300 Materials Title I: Parent Involvement 0</p>
<p>PI 4.3: Light refreshments</p> <p>Parents will be invited to attend Parent Meetings and stay after awards ceremonies and other events for coffee and light refreshments. Parents will have an opportunity to share thoughts and ideas, chat with the principal, and ask questions during designated Parent Meetings and after awards ceremonies.</p>	<p>Not implemented as planned due to COVID-19 restrictions on visitors on school campuses.</p>	<p>Provide light refreshments for parents to help increase attendance 4325 Food For Meetings Title I: Parent Involvement 0</p>	<p>Provide light refreshments for parents to help increase attendance 4325 Food For Meetings Title I: Parent Involvement 0</p>

Analysis

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

Davis Elementary's goal was to achieve increase involvement by 2% as measured by using school sign-in sheets at Back to School Night and Open House, and monitoring attendance at Parent/Teacher Conferences. It was through an increase in school/home communication and family events that Davis planned to achieve this Parent Involvement goal. Teachers and staff were diligent in the use of communication apps and newsletters to keep parents informed of their student's education and school/classroom news. To determine the percentage of parents who attended school events, sign-in sheets were implemented.

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

The actions and services that were implemented were effective, however there are additional steps that can be taken to ensure increased parental involvement. Due to COVID-19, there were limited opportunities to complete the proposed actions/services. The use of planners was effective in enabling parents and teacher to engage in communication once there was a return to in-person instruction.

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

The threshold for Davis Elementary is \$5000.

Due to COVID-19, instruction for Quarters 1-3 of the 2020/21 school year was delivered through Distance Learning. Proposed expenditures for translations and refreshments were not fully implemented.

*On Actions 4.1 and 4.2: Bilingual Translation and Parent/Family Engagement, there was a material difference of \$2,407 in Para Temp and Materials. We implemented the activities, but utilized Actions from Goals 1 and 2. As a result, we did not utilize all of the funding that was allocated for Actions 4.1 and 4.2.

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.

Actions and Strategies that are typically implemented during in-person instruction were not implemented due to Distance Learning for COVID-19 for Quarters 1-3.

Goals for 2021/22 will include:

Increase involvement by 2% as measured by using school sign-in sheets at Back to School Night and Open House, Parent Engagement Nights (including STEM nights), and monitoring attendance at Parent/Teacher Conferences.

To meet Goals for Parent Involvement, the following Actions/Strategies will be implemented during the 2021/22 school year:

*Bilingual Translation

*Parent Communications (Flyers/Planners)

*Davis STEM Week (with at home STEM activities)

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
*Attendance sheets from PD, Staff Meetings & Academic Conferences	2020/21 *Attend Staff/Professional Learning Community (PLC) meetings: 90% of Teachers *Choose and attend 1 District-provided PD: 60% of Teachers *Attend Academic Conferences: 90% of Teachers *Attend Off-Campus PD: 30% of Teachers *Participate in Experts in Action: 50% of Teachers	Goal was not met for the 2020/21 school year. 2020/21 *Staff/PLC Meeting Attendance: 90% of Teachers *District-provided PD (virtual): 61% of Teachers *Academic Conference Attendance: Did not Implement *Off-Campus PD Attendance (virtual): 50% of Teachers *Experts in Action: Did not Implement
Increase of scores on CAASP, District ELA and Math Benchmarks, DIBELS, Reading Inventory, and ELPAC	See Goals 1 & 2 for expected outcomes	Goal was not met for the 2020/21 school year. *Decrease in proficiency scores for CAASP, DIBELS in 2020/21 *Increase in proficiency scores for Reading Inventory in 2020/21 *No data available for District Benchmarks as assessments were not required in 2020/21

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 5.1: Professional Development for ELA & Math: Academic Conferences, Experts in Action</p> <p>Teachers and Administrator will attend Academic Conferences with their PLC team to</p> <ul style="list-style-type: none"> *Identify Essential Outcomes *Analyze Data 	<p>Partially implemented as planned.</p> <p>Due to COVID-19, teachers were limited in their ability to engage in Academic Conferences and collaborate within their PLC team, as well as observing colleagues.</p>	See ELA Goal 1: Activity 3 Title I 0	See ELA Goal 1: Activity 3 Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*Choose Focal Students *Set Reclassification Goal and choose English Learner Focal students *Plan Journeys ELD Lessons *Plan Journeys Lessons *Plan Response to Intervention *Observe teachers delivering high quality lessons *Observe high engaging teaching strategies for all learners</p> <p>ELA, Math, & ELD Strategy</p>			
<p>5.2: District Professional Development</p> <p>Teachers and staff attend district-offered professional development opportunities.</p>	<p>Implemented as planned.</p>	<p>Attend District-offered PD LCFF 0</p>	<p>Attend District-offered PD LCFF 0</p>
<p>PD 5.3: Off-site Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement *Get Your Teach On: Active Engagement Strategies *AVID: Increase Engagement and Rigor</p>	<p>Partially implemented as planned.</p> <p>Due to COVID-19, some Professional Development opportunities were rescheduled or cancelled.</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Title I 4500</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Title I 4126</p>
		<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*No Excuses University: Leadership and Engagement Strategies *Solution Tree PLC: Collaboration and Data-Informed Instruction *Additional PD ELA, Math, PD, and CSI Goal			

Analysis

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

Davis Elementary's goal was to train instructional leaders and have teachers and staff meet the following goals:

- *Attend Staff/PLC meetings: 90% of Teachers
- *Choose and attend 1 District-provided PD: 60% of Teachers
- *Attend Academic Conferences: 90% of Teachers
- *Attend Off-Campus PD: 30% of Teachers
- *Participate in Experts in Action: 50% of Teachers

Due to COVID-19, some of the proposed activities were unable to be carried out during the 2020/21 school year as Professional Development opportunities were cancelled or rescheduled.

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

Davis Elementary was able to partially meet Professional Development goals with 90% of Teachers attending Staff/PLC Meetings virtually, 61% of Teachers attending a District-provided PD (virtual) and 50% of Teachers attending an Off-Campus PD (virtual). Teachers and staff did not engage in Academic Conferences or Experts in Action as a result of Distance Learning due to COVID-19 for Quarters 1-3 of the 2020/21 school year.

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

The threshold for Davis Elementary is \$5000.

There were no significant material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Davis will continue to engage in the Professional Learning Community (PLC) Process to identify Essential Outcomes and implement data-driven instruction. Davis will continue to utilize ELA, Math, and Technology coaches, as well as attend District-offered Professional Development opportunities, to improve instructional practices. Staff will be sent to AVID trainings, Solution Tree: PLC Conferences, and other high quality professional development opportunities.

To meet Goals for Professional Development, the following Actions/Strategies will be implemented during the 2021/22 school year:

- *Experts in Action/Observe colleagues (subs)
- *PLC Collaboration (teacher temp)
- *Professional Development: AVID
- *Professional Development: Solution Tree PLC
- *Professional Development: SIPPS
- *Professional Development: Ron Clark Academy
- *Professional Development: (other virtual conferences/district-based PD)

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Davis will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020/21 school year. Administration and teachers will be given opportunities to collaborate as a team to analyze data in each of the indicators. Based upon needs, Davis will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and therefore have a positive impact on each of the indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard: Chronic Absenteeism	2020/21 Green	Due to COVID-19, California Dashboard information is not available.
California Dashboard: Suspension Rate	2020/21 Orange	Due to COVID-19, California Dashboard information is not available.
California Dashboard: English Language Arts	2020/21 Yellow	Due to COVID-19, California Dashboard information is not available.
California Dashboard: Mathematics	2020/21 Green	Due to COVID-19, California Dashboard information is not available.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CSI 6.1 - Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement</p> <p>*Get Your Teach On: Active Engagement Strategies</p>	<p>Implemented as planned.</p> <p>Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>Conferences 5220 Conference Comprehensive Support and Improvement 15207</p> <p>Substitute Teachers for conferences, as well as Peer to Peer Professional Development 1150 Teacher Sub Comprehensive Support and Improvement 5000</p> <p>Purchase Promethean Panel to deliver Professional Development 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 5000</p>	<p>Conferences 5220 Conference Comprehensive Support and Improvement 14379</p> <p>Substitute Teachers for conferences, as well as Peer to Peer Professional Development 1150 Teacher Sub Comprehensive Support and Improvement 1997</p> <p>Purchase Promethean Panel to deliver Professional Development 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 4603</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*AVID: Increase Engagement and Rigor *No Excuses University: Leadership and Engagement Strategies *Solution Tree PLC: Collaboration and Data-Informed Instruction *Additional PD</p> <p>ELA, Math, PD, and CSI Goal.</p>		<p>Professional development books to support engagement and collaboration 4200 Books Comprehensive Support and Improvement 12000</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Comprehensive Support and Improvement 10000</p> <p>Purchase laptops for Paraeducators to support students academically. 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 6000</p>	<p>Professional development books to support engagement and collaboration 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 9998</p> <p>Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention 1120 Teacher Temp Comprehensive Support and Improvement 7203</p> <p>Purchase laptops for Paraeducators to support students academically. 4475 Technology (\$500-\$9,999) Comprehensive Support and Improvement 0</p>
<p>CSI 6.2 -Literacy Interventions/Supports</p> <p>Students will receive extra support through district-funded programs such as, but not limited to:</p> <p>*System 44 (3rd Grade stand alone) *DIBELS, iRead, Amplify for all K-2 students *SIPPS intervention for all K-3 students</p> <p>Students will receive additional adult intervention and support, as well as translation support for Grades K-6.</p>	<p>Implemented as planned.</p> <p>Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021. Supplemental books for leveled reading was added to support literacy intervention.</p>	<p>Purchase SIPPS Intervention curriculum and materials. 4300 Materials Comprehensive Support and Improvement 10500</p>	<p>Purchase SIPPS Intervention curriculum and materials. 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 11786</p> <p>Provide library books 4200 Books Comprehensive Support and Improvement 20039</p>
<p>CSI 6.3 - STEM (Science, Technology, Engineering, Math)</p>	<p>Implemented as planned.</p>	<p>Purchase technology products and robots</p>	<p>Purchase technology products and robots</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will receive STEM learning opportunities through technology products, robots, and activities that support Computer Science in the classroom.	Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.	through Sphero to support STEM opportunities 4300 Materials Comprehensive Support and Improvement 20000	through Sphero to support STEM opportunities 4300 Materials Title III 21644

Analysis

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

Davis Elementary's goal was to improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020/21 school year. These goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. Although actions and services were implemented, the California Dashboard was unavailable in 2020/21 due to COVID-19.

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

Instead of improving on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020/21 school year, CAASPP data and chronic absenteeism would indicate that Davis would not have improved on these indicators.

Strategies/activities were not effective in meeting all goals due to incomplete implementation as a result of Distance Learning due to COVID-19 for Quarters 1-3 of the 2020/21 school year.

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

The threshold for Davis Elementary is \$5000.

Due to COVID-19, instruction for Quarters 1-3 of the 2020/21 school year was delivered through Distance Learning. Proposed expenditures for teacher subs were not fully implemented and books purchased for the library were not in the initial plan.

*On Action 6.1: Professional Development, there was a material difference of \$3,000 in Teacher Substitutes for Academic Conferences/Experts in Action, \$2,000 in Professional Books, \$2,800 in Teacher Temp/PLC Collaboration hours, and \$6,000 in Technology/Laptops for Paraeducators. Since students were only on campus for in-person instruction during Quarter 4, we were not able to utilize the funding allocated to Teacher Substitutes. Additionally, the funding allocated to Professional Books and Teacher Temp/PLC Collaboration was partially utilized. The funding allocated to Technology/Laptops for Paraeducators was not utilized due to lack of approval. As a result, the funding that was allocated for Action 6.1 was reallocated to Books for Action 6.2.

*On Action 6.2: Literacy Interventions/Supports, there was a material difference of \$1,200 in Materials/SIPPS curriculum due to additional costs for curriculum. Additionally, there was a material difference of \$20,000 in Books because we wanted to provide access to additional classroom library books for students. As a result, funding was exceeded for Action 6.2

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.

Davis no longer meets the requirements for CSI status. However, Davis meets the requirements for ATSI based on Subgroup: Students with Disabilities.

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

school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and therefore have a positive impact on each of the indicators.

Goals for 2021/22 will include:

*Expected Outcomes of Orange on the California Dashboard for Subgroup: Students with Disabilities in the Indicator Areas of Chronic Absenteeism, Suspension Rates, and English Language Arts

*Expected Outcomes of Yellow on the California Dashboard for Subgroup: Students with Disabilities in the Indicator Area of Mathematics

To meet Goals for ATSI/Subgroup: Students with Disabilities, the following Actions/Strategies will be implemented during the 2021/22 school year:

Professional Development/Collaboration:

*PLC Collaboration

*Professional Development (virtual conferences/district-based PD)

*Experts in Action/Observe colleagues (teacher subs)

*Academic Conferences (Subs)

*Ron Clark Academy: Active Engagement Strategies, Attendance improvement

*AVID: Increase Engagement and Rigor

*Solution Tree PLC: Collaboration and Data-Informed Instruction

*SIPPS

Social Emotional Learning Curriculum:

*SEL Curriculum: PATHS

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SPSA Year Reviewed: 2020-21

Goal 7

Davis will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020/21 school year for students in Subgroup: Students with Disabilities. Administration and teachers will be given opportunities to collaborate as a team to analyze data in each of the indicators. Based upon student needs, Davis will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and therefore have a positive impact on each of the indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CDE Dashboard 2019/Subgroup: Students with Disabilities Chronic Absenteeism	Orange	Due to COVID-19, California Dashboard information is not available.
CDE Dashboard 2019/Subgroup: Students with Disabilities Suspension Rate	Orange	Due to COVID-19, California Dashboard information is not available.
CDE Dashboard 2019/Subgroup: Students with Disabilities English Language Arts	Orange	Due to COVID-19, California Dashboard information is not available.
CDE Dashboard 2019/Subgroup: Students with Disabilities Mathematics	Yellow	Due to COVID-19, California Dashboard information is not available.

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ATSI 7.1 - Professional Development</p> <p>Provide Professional Development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies and the improvement of instructional practices</p> <p>*Ron Clark Academy: Active Engagement</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Comprehensive Support and Improvement 0</p> <p>See CSI Goal 6: Activity 1 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>See CSI Goal 6: Activity 1 4300 Materials Comprehensive Support and Improvement 0</p>	<p>See CSI Goal 6: Activity 1 5220 Conference Title III 0</p> <p>See CSI Goal 6: Activity 1 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>See CSI Goal 6: Activity 1 4300 Materials Comprehensive Support and Improvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategies, Attendance Improvement *Get Your Teach On: Active Engagement Strategies *AVID: Increase Engagement and Rigor *No Excuses University: Leadership and Engagement Strategies *Solution Tree PLC: Collaboration and Data-Informed Instruction *Additional PD</p> <p>ELA, Math, PD, CSI, and ATSI Goal.</p>			
<p>ATSI 7.2 - Collaboration</p> <p>Provide time for administration, teachers, and staff, to collaborate either during the work day or after contracted hours to plan and/or review data in regards to the engagement strategies and its effect on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze staff in each indicator area.</p>	<p>Implemented as planned. Due to COVID-19, instruction was provided virtually in Quarters 1-3 and was transitioned to in-person instruction in Spring 2021.</p>	<p>See CSI Goal 6: Activity 2 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>See CSI Goal 6: Activity 2 1120 Teacher Temp Comprehensive Support and Improvement 0</p>	<p>See CSI Goal 6: Activity 2 1150 Teacher Sub Comprehensive Support and Improvement 0</p> <p>See CSI Goal 6: Activity 2 1120 Teacher Temp Comprehensive Support and Improvement 0</p>

Analysis

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

Davis Elementary's goal was to improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard/Subgroup: Students with Disabilities for the 2020/21 school year. These goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development. Although actions and services were implemented, the California Dashboard was unavailable in 2020/21 due to COVID-19.

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

Instead of improving on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard/Subgroup: Students with Disabilities for the 2020/21 school year, CAASPP data and chronic absenteeism would indicate that Davis would not have improved on these indicators.

Strategies/activities were not effective in meeting all goals due to incomplete implementation as a result of Distance Learning due to COVID-19 for Quarters 1-3 of the 2020/21 school year.

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

The threshold for Davis Elementary is \$5000.

There were no significant material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Interventions will be more closely related to needs for Subgroup: Students with Disabilities in the areas of CAASPP: ELA and Mathematics, Suspension rates, and Chronic Absenteeism. Administration, teachers, and staff will examine data through the Professional Learning Community (PLC) process to determine goals for achievement and decipher best teaching practices to support in achieving goals for ELA and Math. Davis will additionally incorporate PBIS strategies and Social/Emotional Learning (SEL) curriculum to address Suspension rates and Chronic Absenteeism.

To meet Goals for Subgroup: Students with Disabilities, the following Actions/Strategies will be implemented during the 2021/22 school year:

- *DIBELS for K-2 students

- *SIPPS/Systematic Instruction in Phonological Awareness, Phonics, and Sight Words

- *Additional Adult Intervention/Support

- *SEL curriculum

Professional Development/Collaboration:

- *PLC Collaboration

- *Professional Development (virtual conferences/district-based PD)

- *Experts in Action/Observe colleagues (teacher subs)

- *Academic Conferences (Subs)

- *Flocabulary

- *Virtual Study Trips

- *Print Shop

- *Scholastic News

AVID Implementation:

- *AVID Supplies/Materials

- *AVID Weekly

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

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

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

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

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

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

LCAP Goal

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

Basis for this Goal

Disaggregated Data for 2020/21 from DIBELS, Reading Inventory, and ELA CAASP, and 2019/20 District Benchmark scores were reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021/22 SBAC Results to measure growth	2020/21 SBAC: 27.4% met or exceeded standards	32.4% of students will meet or exceed standards on SBAC for 2021/22, an increase of 5% over previous results from 2020/21.
2021/22 Benchmark data	2019/20 Benchmark Data through Q3: 36.9% met or exceeded standards	41.9% of students will meet or exceed standards on Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.
K-2 DIBELS	2020/21 DIBELS: 35.4% of K-2 students were proficient on DIBELS EOY assessment	40.4% of K-2 students will be proficient on 2021/22 DIBELS EOY assessment an increase of 5% over previous results from 2020/21.
1st-6th RI (Reading Inventory)	2020/21 RI: 43% of 1st-6th grade students were proficient on RI for the end of the year	48% of 1st-6th grade students will be proficient on RI at the end of the year, an increase of 5% over previous results from 2020/21.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1: .6 FTE Read 180 Intervention Teacher: Teacher will teach 4th grade and a 5th combination R180 sections.

- *Teachers READ 180 to 4th-5th grade students
- *Progress Monitors students with SAM (Reading Inventory) quarterly
- *Creates reading goals with students/Quarterly analysis of data to reconfigure groups as needed

Students to be Served by this Strategy/Activity

Reading Inventory/Lexile levels and SBAC scores will identify students below proficiency levels.

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Intervention Teacher
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	60104
Source	Title I
Budget Reference	1100 Teacher
Description	Read 180 Intervention Teacher, with benefits

Strategy/Activity 2

ELA 1.2: Literacy Interventions/Supports

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

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

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

ELA & ELD Strategy

Students to be Served by this Strategy/Activity

- *All students
- *K-2 students who are below standards in phonemic awareness, phonics, spelling, fluency, and comprehension
- *Targeted students who demonstrate need for additional support.

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers
*Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	DIBELS, Amplify, System 44, SIPPS
Amount	0
Source	LCFF
Description	District Coaches
Amount	1250
Source	Title I
Budget Reference	2120 Para Temp
Description	Provide translations for: Parent Teacher Conferences, Back to School Night, SSTs, etc.
Amount	14200
Source	Title I
Budget Reference	4200 Books
Description	Provide supplemental books for leveled reading

Strategy/Activity 3

ELA 1.3: Professional Development and Professional Learning Community (PLC) Collaboration for ELA & Math: Academic Conferences, Experts in Action

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

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

ELA, Math, ELD, & PD Strategy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide substitutes for teachers to observe and participate in Experts in Action and for yearly Academic Conferences
Amount	10000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Provide timecards for teachers to collaborate within PLCs to identify learning goals, analyze data, and plan for Response to Intervention

Strategy/Activity 4

ELA 1.4: Purchase Technology License for Flocabulary to support students in building academy vocabulary in ELA and other core subjects.

ELA, Math, & ELD Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase site license for Flocabulary

Strategy/Activity 5

ELA 1.5: Professional Development

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

- *Ron Clark Academy: Active Engagement Strategies, Attendance Improvement
- *AVID: Increase Engagement and Rigor
- *Solution Tree PLC: Collaboration and Data-Informed Instruction
- *Additional PD

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	11000
Source	Title I
Budget Reference	5220 Conference
Description	Provide Professional Development to Teachers and Staff in the areas of classroom engagement strategies and the improvement of instructional practices

Strategy/Activity 6

ELA 1.6: Scholastic News

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

ELA & ELD Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
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Source	Title I
Budget Reference	4300 Materials
Description	Purchase subscription to Scholastic News to provide access to high-engagement articles and lesson plans

Strategy/Activity 7

ELA 1.7: Print Site-Wide ELA & Math Documents to support student achievement

- *Print AVID Materials
- *Print Sight Word drills and other supplemental ELA materials

ELA & Math Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	5715 Print Shop
Description	Print supplemental materials to support ELA instruction

Strategy/Activity 8

ELA 1.8: AVID Supplies and Materials: Full Implementation for ELA & Math

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

ELA, Math, & ELD Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6260
Source	Title I
Budget Reference	4300 Materials
Description	Order student AVID Supplies and Planners

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

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

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

LCAP Goal

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

Basis for this Goal

Disaggregated Data for 2019/20 from LUSD Benchmark Assessments and 2020/21 CAASP data were reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021/22 SBAC Results to measure growth	2020/21 SBAC: 6.8% met or exceeded standards	11.8% of students will meet or exceed standards on SBAC for 2021/22, an increase of 5% over previous results from 2020/21.
2021/22 Benchmark Data	2019/20 Benchmark Data through Q3: 52.8% of students met or exceeded standards	57.8% of students will meet or exceed standards on District Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.

Planned Strategies/Activities

Strategy/Activity 1

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

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

*Identify Essential Outcomes

*Analyze Data

*Choose Focal Students

*Plan Math Lessons

*Plan Response to Intervention

- *Observe teachers delivering high quality lessons
- *Observe high engaging teaching strategies for all learners

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1: Activity 3

Strategy/Activity 2

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

- *Implementation of AVID Elementary strategies
- *Purchase materials that support implementation of AVID objectives, including: binders, folders, notebooks, planners
- *Promotion of college-going culture

ELA, Math, & ELD Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA Goal 1: Activity 8

Strategy/Activity 3

Math 2.3: Professional Development

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

*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement

*AVID: Increase Engagement and Rigor

*Solution Tree PLC: Collaboration and Data-Informed Instruction

*Additional PD

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator

*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5220 Conference
Description	See ELA Goal 1: Activity 5

Strategy/Activity 4

Math 2.4: STEM Supplies to support STEM instruction

*Purchase materials that support implementation of STEM instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator

*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	4300 Materials
Description	Purchase STEM supplies

Strategy/Activity 5

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

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

ELA & Math Strategy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5715 Print Shop
Description	See ELA Goal 1: Activity 7

Strategy/Activity 6

Math 2.6: Math Interventions

*Provide after school and intersession small group intervention

Math & ELD Strategy

Students to be Served by this Strategy/Activity

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

Timeline

August 2021/June 2022

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards to provide after school and intersession small group intervention
Amount	19800
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Outside agency math tutoring to target students close to meeting grade level standards

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

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

*K-12 LUSD Benchmarks:

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

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

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

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

Disaggregated Data for 2019/20 from LUSD Benchmark Assessments and reclassification data from 2020/21 was reviewed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021/22 K-12 LUSD Benchmark data	2019/20 ELA Benchmark data through Q3: 23.3% English Learner students met or exceeded standards	28.3% of English Learner students will meet or exceed standards on ELA Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.
2021/22 K-12 LUSD Benchmark data	2019/20 Math Benchmark data through Q3: 50% English Learner students met or exceeded standards	55% of English Learner students will meet or exceed standards on Math Benchmarks for 2021/22, an increase of 5% over previous results from 2019/20.
2021/22 Reclassification data	2020/21 RFEP: 11%	2021/22 RFEP: 11%

Planned Strategies/Activities

Strategy/Activity 1

ELD 3.1: Literacy Interventions/Supports

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

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

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

ELA & ELD Strategy

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers
*Classified

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1: Activity 2

Strategy/Activity 2

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

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

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

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator

*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1: Activity 3

Strategy/Activity 3

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

ELA, Math, & ELD Strategy

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	See ELA Goal 1: Activity 4

Strategy/Activity 4

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

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

ELA, Math, & ELD Strategy

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1: Activity 8

Strategy/Activity 5

EL 3.5: ELD Interventions

*Provide after school and intersession small group intervention

Math & ELD Strategy

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See Math Goal 2: Activity 4

Strategy/Activity 6

EL 3.6: Scholastic News

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

ELA & ELD Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	See ELA Goal 1: Activity 6

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent/Family Engagement

Goal Statement

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

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

Basis for this Goal

Sign-in sheets from parent meetings, Back to School Night, Parent/Teacher conferences, Open House, and other school-wide activities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Sign-In sheets for Back to School Night	In 2020/21, 39% of families attended Back to School Night virtually.	In 2021/22, 41% of parents will attend Back to School Night.
Sign-In sheets for Parent/Teacher Conferences	In 2020/21, 32.7% of families attended Parent Teacher Conferences virtually.	In 2021/22, 50% of parents will attend Parent/Teacher Conferences.
Sign-In sheets for Open House	In 2020/21, 20% of families attended Open House/STEM Night virtually.	In 2021/22, 30% of parents will attend Open House.
Chronic Absenteeism Dashboard	In 2020/21, 25.18% of students were identified as Chronically Absent.	In 2021/22, the number of chronically absent students will decline to 20%.
Sign-in sheets for STEM Family Night	There is no baseline data for 2020/21.	In 2021/22, 30% of parents will attend STEM Family Night.

Planned Strategies/Activities

Strategy/Activity 1

PI 4.1: Bilingual Translation

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

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	1330
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Translations

Strategy/Activity 2

PI 4.2: Parent/Family Engagement

Purchase materials to facilitate family engagement, including activity kits

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers
*Classified

Proposed Expenditures for this Strategy/Activity

Amount	825
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Purchase materials to facilitate family engagement, including STEM and activity kits

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

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

LCAP Goal

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 standard. (Compensatory Education: 18)

Basis for this Goal

CAASP, District Benchmark, DIBELS, Reading Inventory, and ELPAC Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
*Attendance sheets from PD, Staff Meetings & Academic Conferences	2020/21 *Attend Staff/PLC meetings: 90% of Teachers *Choose and attend 1 District-provided PD: 61% of Teachers *Attend Academic Conferences: Not implemented in 2020/21 *Attend Off-Campus PD: 50% of Teachers *Participate in Experts in Action: Not implemented in 2020/21	2021/22 *Attend Staff/PLC meetings: 95% of Teachers *Choose and attend 1 District-provided PD: 70% of Teachers *Attend Academic Conferences: 90% of Teachers *Attend Off-Campus PD: 60% of Teachers *Participate in Experts in Action: 50% of Teachers
Increase of scores on CAASP, District ELA and Math Benchmarks, DIBELS, Reading Inventory, and ELPAC	See Goals 1, 2, & 3 for baseline scores	See Goals 1, 2, & 3 for expected outcomes

Planned Strategies/Activities

Strategy/Activity 1

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

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

- *Identify Essential Outcomes
- *Analyze Data

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

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1: Activity 3

Strategy/Activity 2

5.2: District Professional Development

Teachers and staff attend district-offered professional development opportunities.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Attend District-offered PD

Strategy/Activity 3

PD 5.3: Off-site Professional Development

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

*Ron Clark Academy: Active Engagement Strategies, Attendance Improvement

*AVID: Increase Engagement and Rigor

*Solution Tree PLC: Collaboration and Data-Informed Instruction

*Additional PD

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator

*Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5220 Conference
Description	See Goal 1: Activity 5
Amount	2813
Source	Title I
Budget Reference	4200 Books
Description	Professional Development books to support engagement and collaboration

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Additional Targeted Support and Instruction

Goal Statement

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

LCAP Goal

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 standard. (Compensatory Education: 18)

Basis for this Goal

CDE Dashboard Data for the 2019/20 school year indicates that the Subgroup: Students with Disabilities meets the requirements for ATSI.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard 2019/Subgroup: Students with Disabilities Chronic Absenteeism	Red	Orange
CDE Dashboard 2019/Subgroup: Students with Disabilities Suspension Rate	Red	Orange
CDE Dashboard 2019/Subgroup: Students with Disabilities English Language Arts	Red	Orange
CDE Dashboard 2019/Subgroup: Students with Disabilities Mathematics	Orange	Yellow

Planned Strategies/Activities

Strategy/Activity 1

ATSI 6.1: Professional Development for ELA & Math: Academic Conferences, Experts in Action

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

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

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2021/June 2022

Person(s) Responsible

- *Administrator
- *Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See Goal 1: Activity 3

Strategy/Activity 2

ATSI 6.2: Professional Development

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

- *Ron Clark Academy: Active Engagement Strategies, Attendance Improvement
- *AVID: Increase Engagement and Rigor
- *Solution Tree PLC: Collaboration and Data-Informed Instruction
- *Additional PD

ELA, Math, ELD, PD, & ATSI Strategy

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ATSI 6.3: Social Emotional Learning Curriculum

Provide training and implementation of SEL Curriculum

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2021/June 2022

Person(s) Responsible

*Administrator
*Teachers
*Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

District-funded PATHs curriculum and training

Form C: Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	144,782.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	142627	0.00
Title I: Parent Involvement	2155	0.00
Comprehensive Support and Improvement		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	142,627.00
Title I: Parent Involvement	2,155.00

Preliminary Plan

Final Plan



10/26/2021 12:00 am

Principal

Date



10/26/2021 12:00 am

SSC Chairperson

Date



11/02/2021 04:00 pm

Program Manager

Date

Principal

Date

SSC Chairperson

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
	LCFF	0.00
	LCFF	0.00
4300 Materials	LCFF	0.00
	Title I	0.00
	Title I	0.00
1100 Teacher	Title I	60,104.00
1120 Teacher Temp	Title I	12,500.00
1150 Teacher Sub	Title I	3,500.00
2120 Para Temp	Title I	1,250.00
4200 Books	Title I	17,013.00
4300 Materials	Title I	13,760.00
5220 Conference	Title I	11,000.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	19,800.00
5875 Technology Licenses	Title I	2,700.00
2120 Para Temp	Title I: Parent Involvement	1,330.00
4300 Materials	Title I: Parent Involvement	825.00

FORM D: School Site Council Membership

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

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

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

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


FORM E: Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/26/2021.

Attested:

Preliminary Plan		Final Plan	
	10/26/2021		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/26/2021		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/02/2021 04:15 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>