

School Year: [2021-2022]

School Plan for Student Achievement (SPSA) Davis Intermediate School

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Caroline Davis Intermediate School	43 69625 6048094	September 14, 2021	November 18, 2021

Purpose and Description

At Davis School, we want to ensure that every student's potential is achieved. We want to create a 21st century successful middle school that engages students, staff, and community. Our vital signs provide insights into our student's educational health and well-being at any point in time. Davis Vital Signs are Student proficiency in all subjects through the use of equitable teaching practices, Student Communication, collaboration, critical thinking, and creativity skills, Student Sense of relatedness, belonging, and voice, and Student Acquisition of 21st century skills. Our four pillars are building blocks of our professional development which include Culturally Responsive Teaching and Learning, Supports for Collegial Collaboration and Accountability for All Staff, High Expectations for All, and Safe Climate and Strong Relationships with Families and Community.

The COVID-19 pandemic has created conditions at Davis School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize student safety, connections and belonging. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see us providing a safe climate, as indicated in Goal 5. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

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

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

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

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

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

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

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

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook, Parent Square, and weekend newsletters.

Presentations to stakeholders included:

*School Site Council
September 14, 2021*

*English Learner Advisory Committee (ELAC)
September 14, 2021*

The School Site Council approved the SPSA on September 14, 2021.

Resource Inequities

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

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

The COVID-19 pandemic has created additional resource inequities in additions to those outlined above. As we prepared for the 2021-22 school year, the following resource inequities in our system have risen as priorities and opportunities.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

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

Identified Need

Teachers will use additional planning time and resources to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for teachers with the goals of increasing student proficiency.

According to the CA Dashboard, our overall Academic Performance Level in both ELA and Math based on our SBAC scores has improved to Yellow. However, less than half of our overall student population is meeting or exceeding standards in ELA and Math. Through our Teachers being involved in Professional Learning Communities and opportunities for Professional Development and Coaching Cycles, we would like to increase the percentage of students who are meeting or exceeding standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	<p>2021 No ELA Data due to Covid-19 School Closures</p> <p>2020 No ELA Data due to Covid-19 School Closures</p> <p>2019 Overall ELA: 45%</p> <p>2018 Overall ELA: 42%</p> <p>2017 Overall ELA: 42%</p> <p>2016 Overall ELA: 44%</p> <p>2015 Overall ELA: 38%</p> <p>2021 No Math Data due to Covid-19 School Closures</p> <p>2020 No Math Data due to Covid-19 School Closures</p> <p>2019 Overall Math: 34%</p> <p>2018 Overall Math: 29%</p> <p>2017 Overall Math: 29%</p> <p>2016 Overall Math: 27%</p> <p>2015 Overall Math: 24%</p>	increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	<p>ELA</p> <p>2021: No data</p> <p>2020: No data</p> <p>2019: Yellow</p> <p>2018: Orange</p> <p>2017: Orange</p> <p>Math</p> <p>2021: No data</p> <p>2020: No data</p> <p>2019: Yellow</p> <p>2018: Orange</p> <p>2017: Orange</p>	increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.
iReady Reading and Math Diagnostic Results	<p>2019-20</p> <p>Diagnostic 1 to 2 ELA</p> <p>50% (from 53%) in red/Tier 3</p> <p>16% (from 17%) in yellow/Tier 2</p> <p>34% (from 29%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math:</p> <p>39% (from 44%) in red/Tier 3</p>	Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1

	31% (from 33%) in yellow/Tier 2 31% (from 24%) in green/Tier 1 2020-21 Diagnostic 1 ELA: 36% in green Diagnostic 2 ELA: 35% in green Diagnostic 3 ELA: 36% in green Diagnostic 1 Math: 31% in green Diagnostic 2 Math: 35% in green Diagnostic 3 Math: 39% in green	
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2496	LCFF
\$4000	Low Performing Block Grant
\$3000	LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

We will fund additional hours daily for a library clerk so that students have access to grade-level fiction and non-fiction text. The additional hours will allow the clerk to be available through lunch time so students have a safe place to access chromebooks and appropriate reading materials.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$16,625	LCFF
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

We will purchase instructional materials, including the purchase of office supplies. We will purchase instructional supplies and classroom materials that can be used for literacy and for interdisciplinary learning. This includes Newsela licenses, which is an online resource for literacy. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, and magazines).

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$13,739	LCFF
\$6600	LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	Low Performing Block Grant

Goal 2

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth,	2021 ELA/MATH No data due to Covid-19 School	Increase the CAASPP SBAC percent of English Learners,

<p>African American Students and Latino Students</p>	<p>Closures</p> <p>2020 ELA/MATH No data due to Covid-19 School Closures</p> <p>2019 ELA / MATH English Learners: 8% / 9% Socio-Economically Disadvantaged: 37%/ 24% African-American: 20% / 10% Latino: 34% / 18%</p> <p>2018 ELA / MATH English Learners: 6% / 3% Socio-Economically Disadvantaged: 34% / 20% African-American: 31% / 7% Latino: 26% / 14%</p>	<p>Socio-Economically Disadvantaged Students, Foster Youth, African American students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.</p>
<p>CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students</p>	<p>2021 ELA/MATH No data due to Covid-19 School Closures</p> <p>2020 ELA/MATH No data due to Covid-19 School Closures</p> <p>2019 ELA/MATH English Learners: Yellow/Yellow Socio-Economically Disadvantaged: Orange/Yellow Latino: Yellow/Yellow Students with Disabilities: Orange/Orange</p> <p>2018 ELA/MATH English Learners: Yellow/Red Socio-Economically Disadvantaged: Yellow/Red Latino: Orange/Red Students with Disabilities: Red/Red</p> <p>2017 ELA/MATH English Learners: Red/Red</p>	<p>increase our English Language Learners, Students with Disabilities, Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>

	Socio-Economically Disadvantaged: Orange/Orange Latino: Orange/Red Students with Disabilities: Red/Red	
ELPAC	2020-21: Out of 172 students, 38% are Level 4 (well developed)	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students. We will use resources to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/training/planning time/interventions/etc. will be provided with the goals of increasing student proficiency.

We will fund one-half FTE of a second instructional assistant to support our English Language Development program at Davis. This instructional assistant is also assigned to core academic classes to assist our newcomers and provide translation as needed, especially after coming back from Covid-19.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$23,014	LCFF Supplemental

Strategy/Activity 2

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3524	Low Performing Block Grant

Strategy/Activity 3

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

Amount(s)	Source(s)
\$1000	Low Performing Grant

Goal 3

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

Identified Need

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

We were in Differentiated Assistance for our Students with Disabilities. Currently only 8% and 6% of our Students with Disabilities are at standard in ELA and Math. Their academic performance on the CA Dashboard is listed as Red. Although we have made our target in LRE for our Students with Disabilities in General Ed classroom settings, we would still like to increase their time and provide an inclusive environment for our Students with Disabilities so they can best access our core curriculum with support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	2021 ELA/MATH: No data to due Covid-19 School Closures	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding

	2020 ELA/MATH: No data to due Covid-19 School Closures 2019 ELA / MATH: 8% / 6% 2018 ELA / MATH: 5% / 1%	standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	2021: No data to due Covid-19 School Closures 2020: No data to due Covid-19 School Closures 2019: Orange in both ELA and Math 2018: Red in both ELA and Math	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.
Least Restrictive Environment Targets	2020: % of students in Gen Ed at least 80% of their day is 33% 2019: % of students in Gen Ed at least 80% of their day is 45%	We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

We will utilize additional co-teaching time to meet the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students with disabilities, professional development/training/planning time/interventions/etc. will be provided for our

teachers with the goals of increasing inclusive environments and general education curriculum exposure.

Provide .4 FTE additional co-teaching opportunities so that our students with disabilities are able to have additional support in their core general education classes. This practice of having a general education teacher paired with a specialist special education teacher creates more opportunity for inclusivity and creates least restrictive classroom environments.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$60,000	LCFF Supplemental
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Provided Resources
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Goal 4

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

Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	2021: No data to due Covid-19 School Closures 2020: No data to due Covid-19 School Closures 2019: 71.5% of students use technology daily at school 2019: 24.2% of students use technology 3 or 4 times per week at school 2019: .03% of students use technology 1 time a week at school 2019: .001% of students never use technology at school 2018: 55.9% of students use technology daily at school 2018: 38.4% of students use technology 3 or 4 times per	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.

	week at school 2018: 2.9% of students use technology 1 time a week at school 2018: 2.0% of students never use technology at school	
SBAC Participation Rates	2021: No data to due Covid-19 School Closures 2020: No data to due Covid-19 School Closures 2019: 98.82%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$54,771	LCFF Supplemental
\$7,500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Goal 5

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

Identified Need

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2021: No data to due Covid-19 School Closures 2020: No data to due Covid-19 School	For chronic absenteeism, improve one level for Socioeconomically disadvantaged students, students with disabilities, English learners, and Latino

	<p>Closures</p> <p>2019 All students: 14.7% (Orange)</p> <p>2019 English Learners: 16.9% (Orange)</p> <p>2018 Socioeconomically Disadvantaged: 18.1% (Orange)</p> <p>2018 Students with Disabilities: 21.8% (Red)</p> <p>2018 Latino: 20.4% (Red)</p> <p>2018 All students: 13.4% (Orange)</p> <p>2018 English Learners: 16.2% (Red)</p> <p>2018 Socioeconomically Disadvantaged: 16.2% (Orange)</p> <p>2018 Students with Disabilities: 16.0% (Orange)</p> <p>2018 Latino: 18.4% (Red)</p> <p>2017 All students: 11.1%</p> <p>2017 English Learners: 12.3%</p> <p>2017 Socioeconomically Disadvantaged: 14.0%</p> <p>2017 Students with Disabilities: 16.3%</p> <p>2017 Latino: 13.8%</p>	<p>students in the California Dashboard.</p>
Suspension and Expulsion Rates	<p>2021: No data to due Covid-19 School Closures</p> <p>2020: No data to due Covid-19 School Closures</p> <p>2019 All Students: 11.5% (Orange)</p> <p>2019 Socioeconomically Disadvantaged: 13.7% (Red)</p> <p>2019 Students with Disabilities: 19.8% (Orange)</p> <p>2019 African American: 12.1% (Red)</p> <p>2019 Asian: 6.9% (Orange)</p>	<p>For suspensions, improve one level for Socioeconomically Disadvantaged, students with disabilities, African-American, Asian, Latino and White students through the California Dashboard.</p>

	<p>2019 Latino: 13.6% (Red) 2019 White: 5.1% (Green)</p> <p>2018 All Students: 9.7% (Orange) 2018 Socioeconomically Disadvantaged: 12.5% (Red) 2018 Students with Disabilities: 24.7% (Red) 2018 Asian: 2.9% (Orange) 2018 Latino: 13.1% (Orange) 2018 White: 10.2% (Orange)</p> <p>2017 All students: 9.5% 2017 Socioeconomically Disadvantaged: 11.6% 2017 Students with Disabilities: 16.3% 2017 Asians: 1.7% 2017 Latino: 13.7% 2017 White: 3.9%</p>	
Attendance Rate	<p>2020-21: Distance/Hybrid Learning 2019-20: 96.00% 2018-19: 95.32% 2017-18: 95.79%</p>	Maintain a 97% attendance rate for each month August-June.
CA Healthy Kids Survey	<p>2020-21 73% of 7th grade students perceived school as safe and very safe 2019-20 64% of 7th grade students perceived school as safe and very safe 2018-19 58% of 7th grade students perceived school as safe and very safe</p>	Increase the percent of students reporting feeling safe within a positive school climate by 5% on the California Healthy Kids Survey.
PBIS Implementation	<p>2020-21 No data to due Covid-19 School Closures 2019-20 No data to due Covid-19 School</p>	Continue to monitor PBIS implementation to maintain a minimum of 90% implementation.

	Closures 2018-19 84% Overall TFI (Tiered Fidelity Index) Tier 1, Tier 2, and Tier 3	
Nearpod Usage	2020 1463=Total Sessions 37434= Total Students	Continue to monitor Nearpod Usage and show 100% teacher implementation and 90% continuous usage.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students. We will use additional resources and activities to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address these needs, we will provide the following strategies/activities with the goals of increasing school connectedness, belonging, and well-being and safety.

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

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
20,000	Low Performing Block Grant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

We will be implementing Advisory periods. Advisory will serve as a morning homeroom and has many benefits. Advisory supports strong academics, helps students navigate the social and emotional issues unique to middle school, create a positive school culture, creates a proactive safety net and support structure, and facilitates easier communication. Due to the pandemic, many of our students have not been to school in-person in a year and a half. This transition to a bell schedule that stresses the importance of peer and teacher relationships will be a welcome addition to our strong Davis community.

Amount(s)	Source(s)
\$3000	Low Performing Block Grant

Goal 6

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

Identified Need

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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CA Healthy Kids' Annual Parent Survey	2020-21: 81% of parents Strongly Agree and Agree that parents feel welcome to participate at the school	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.
	2019-20: 79% of parents Strongly Agree and Agree that the school allows input and welcome parents' contributions	*School allows input and welcome parents' contributions
	73% of parents Strongly Agree and Agree that the school actively seeks the input of parents before making important decisions	*School actively seeks the input of parents before making important decisions
	79% of parents Strongly Agree and Agree that parents feel welcome to participate at the school	*Parents feel welcome to participate at the school
	71% of parents Strongly Agree and Agree that teachers at school communicate with parents	*Teachers at school communicate with parents
	2018-19: 84% of parents Strongly Agree and Agree that the school allows input and welcome parents' contributions	
	68% of parents Strongly Agree and Agree that the school actively seeks the input of parents before making important decisions	
	74% of parents Strongly Agree and Agree that parents feel welcome to participate at the school	

	73% of parents Strongly Agree and Agree that teachers at school communicate with parents	
Attendance at Parent Meetings	2020-21: 2-44 parents average 2019-20: 2-32 parents average 2018-19: 2-6 parents average	We will increase parent attendance at the district meetings by another 10%
Parent Email Subscriptions to ParentSquare	Currently 98% contactable parents on ParentSquare	We will maintain and increase parent subscriptions (ie email) to our district communication system by 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Our school community will use additional resources to actively engage families and community members after a year-and-a-half of distance or hybrid learning. To address these needs, we will provide strategies with the goals of increasing community engagement and parent involvement.

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

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

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

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

Hold various parent meetings virtually via Google meet.

Links sent home in newsletters and ParentSquare.

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

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

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$229,269

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
	\$0

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

State or Local Programs	Allocation (\$)
LCFF	\$40,360
LCFF Supplemental	\$151,909

Low Performing Block Grant	\$37,000
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Total of federal, state, and/or local funds for this school: \$ 229,269