

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Wallace R. Davis Elementary

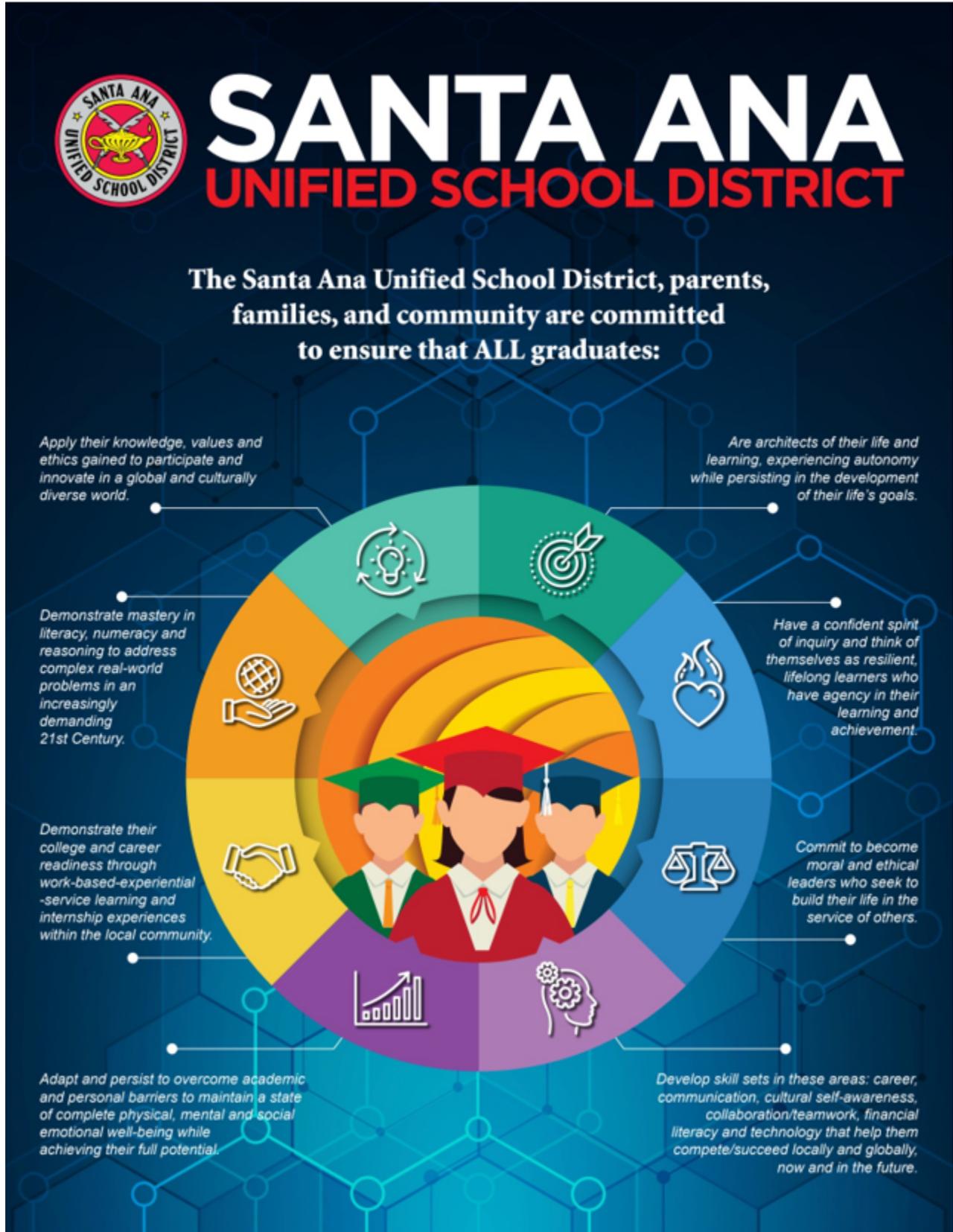
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

In alignment with the district's focus, Wallace R. Davis Elementary will adhere to its clearly stated school wide vision based on state, local and national standards. The vision drives all curricular and instructional activities, professional learning, time and resource allocation, and program development. We will provide a healthy, safe, and secure environment for students and teachers through our implementation of Positive Behavioral Interventions and Supports (PBIS). We will create a college and career going culture that will provide students an equitable high curricular instructional program. Wallace R. Davis Elementary is dedicated to ensure students receive instruction from highly-qualified teachers. We will continue to build on successes related to school climate, students' positive behavior, parent involvement, and the learning and work environment of the school as we focus on the identified areas of need in the CHKS and Panorama Ed Surveys. Second Step curriculum implementation will provide Tier I level social-emotional support for students, and counselors will provide support for students at Tier II and III levels.

In alignment with the SAUSD School Board 3 Year Plan, specific goals include to increase by 3% each year the percentage of students reporting favorable levels on the Spring SEL Survey in the following areas:

+Growth Mindset at Davis: Baseline 2021-22 (62%); 2022-23 (goal is 65%, and reached is 67%); 2023-24 (goal is 68%); 2024-25 (goal is 71%)

+Self Management at Davis: Baseline 2021-22 (61%); 2022-23 (goal is 64%, and reached is 63%); 2023-24 (goal is 67%); 2024-25 (goal is 70%)

+Self-Efficacy at Davis: Baseline 2021-22 (48%); 2022-23 (goal is 51%, and reached is 48%) 2023-24 (goal is 54%); 2024-25 (goal is 57%)

+Social Awareness at Davis: Baseline 2021-22 (61%); 2022-23 (goal is 64%, reached is 67%) 2023-24 (goal is 67%); 2024-25 (goal is 70%)

Reduce the students designated as Chronic Absentee by 5% each year at Davis: Baseline 2021-22 (33%); 2022-23 (goal is 28%, and reached is 15.9%) 2023-24 (goal is 23%); 2024-25 (goal is 18%)

Reduce the percent of students suspended by 0.5% each year at Davis: Baseline 2021-22 (0.9%) 2022-23 (0.5 is reached); 2023-24 (goal is to maintain less than 1%); 2024-25 (goal is to maintain less than 1%)

Strategy/Activity 1

Data Analysis, Collaborative Planning and Professional Development for Staff:

At Davis Elementary, student data analysis, collaboration between staff members, and professional development will be at the center of all instructional planning and decision-making. Teachers will administer the appropriate school, district and state level assessments for each grade level and academic subjects (MAP, BPST, DIBELS, SBAC, etc...) as well as implement best practices and provide high quality instruction to help all students meet state and local goals. Title I funds will be used to provide substitute teachers while classroom teachers assess students and analyze assessment data in collaborative data conferences with colleagues and administration, and between general education and special education teachers, in order to provide supplemental intervention for students. Teachers will attend trainings in order to increase capacity in academic and instructional areas, including GATE trainings, and other grade-level specific and content area specific topics in order to supplement the core program. Teachers and staff will have the technology hardware necessary to access Data Hub, DIBELS, NWEA, and other data analysis tools through the use of technology, in order to supplement the core program with intervention arrived at by analysis of state and local assessment data that allows for the creation of assessments, identification of students' areas of need, and monitoring of student progress. Title I funds will be used to purchase computer hardware in order to access and analyze student assessment data and prepare reports.

Budgeted Amount:

2,000

Strategy/Activity 2

Positive Behavior Interventions and Support:

Davis is implementing a school-wide Positive Behavior Interventions and Supports(PBIS) initiative to support positive social-emotional and behavioral outcomes for students. This strategy includes supplemental training for teachers and all staff working together to create a climate of success and positive behavior. Teachers and staff members will continue to use effective practices for supporting positive behavior throughout the school day and administrators will support and monitor those practices. Students exhibiting negative behaviors will receive family-involved intervention and support in order to ensure a positive learning environment for all students. Coordination of Services Team (COST) and/or Student Success Team (SST) will investigate root causes of student misbehavior and support students in making good decisions and demonstrating positive behavior. All students will receive the Tier I SEL instruction through the Second Step curriculum.

Budgeted Amount:

0

Strategy/Activity 3

Creating a Culture of Rigor, College Success and 21st Century Learning Environments:

Davis School-wide Positive Behavior Interventions and Supports (PBIS) program promotes a culture of success, growth mindset, self-determination, and establishes a level of rigor that challenges and supports students. Teachers will be trained on best practices to maintain rigor and foster a growth mindset in students. Teachers, counselors and support staff will collaborate to monitor student progress in attendance, personal growth and best practices to promote self-efficacy. Students at risk of falling off the path to college and career success will receive close monitoring and careful guidance through COST and SST meetings to ensure student Success. Opportunities for raising awareness of university and the college admission process will be taken in our "University" campaign on campus and through the use of strategies based on AVID Elementary trainings that teachers have participated in during prior school years.

Budgeted Amount:

14,500

Strategy/Activity 4

Socio-emotional Counseling and Support:

Counseling Programs will provide support and improve the socio-emotional wellness of all students and identify and support students demonstrating at-risk behaviors. At the Tier I level, teachers will teach the Second Step SEL program to completion, and School Counselors will teach whole-class lessons to build SE awareness and skills. Teachers will be trained on how to identify potential signs of trouble and counselors and counseling interns will meet individually and in small groups with students and provide Tier II and III individualized support and mental health referrals as needed.

Budgeted Amount:

0

Total Expenditures

16,500.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Wallace R. Davis School will ensure that all students are making progress toward obtaining proficiency in ELA grade level standards; will have routine access to Internet-enabled technology at school, and will engage in literacy practices that will prepare them for college and career readiness. We will ensure all of our students have mastered the foundational literacy skills including phonemics, phonological awareness, phonics, sight word recognition, and print concepts. Through the implementation of Benchmark Advance reading program, we will provide all students with a rigorous literacy program that includes students reading complex text regularly and analyzing fiction and informational text to engage in meaningful discourse in which they prove ideas with facts and negotiate

meaning utilizing academic language. Reading interventions, including SIPPS, will be used to give students differentiated reading instruction, at all grade levels. Grade level collaboration meetings will be utilized to address student areas of need, and formulate specific plans that target classroom instruction, ensure differentiation, and provide small group instruction. The principal will monitor instruction through formal and informal classroom observations. District and State assessments at the end of the year will provide final evaluation of progress towards these goals.

In alignment with the SAUSD School Board 3 Year Plan, with the baseline year of 2021-22, our specific goals are:

+Kinder, improve by 5% the percentage of students achieving Core/Core+ on the Spring DIBELS assessment: Baseline 2021-22 (39%) 2022-23 (goal is 44%, and 56% is reached) 2023-24 (goal is 49%) 2024-25 (goal is 53%)

+1st Grades, improve by 5% the percentage of students achieving Core/Core+ on the Spring DIBELS assessment: Baseline 2021-22 (53%) 2022-23 (goal is 58%, reached is 52%); 2023-24(goal is 61%); 2024-25 (goal is 66%)

+2nd Grades, decrease by 5% the percentage of students achieving at the Intensive level on the Spring DIBELS assessment: Baseline 2021-22 (33%) 2022-23 (28% goal, 33% reached); 2023-24 (23% goal); 2024-25 (20% goal)

+3rd Grades, decrease by 5% the percentage of students achieving at the Intensive level on the Spring DIBELS assessment: Baseline 2021-22 (21%) 2022-23 (16% goal, 33% reached); 2023-24; 2024-25

+In 3rd, increase the number of students meeting their growth target on MAP Reading in Spring by 5%: Baseline 2021-22 (40%); 2022-23 (45%); 2023-24 (50%); 2024-25 (55%)

+In 4th and 5th Grades, increase the number of students meeting their growth target on MAP Reading in Spring by 5%: Baseline 2021-22 (45%); 2022-23 (50%); 2023-24 (55%); 2024-25 (60%)

Strategy/Activity 1

Implement Benchmark Advance Program, Provide Supplementary Books and Programs for Reading:

Davis Elementary will implement the Benchmark Advance program, in order for students to meet the CCSS's grade level standards. Teachers will be guided by the district developed curriculum guide, ensuring that all required language arts standards are being met and students are challenged and engaged. Davis Elementary will use Title I funds to purchase supplementary books, in order to enhance the core reading program by improving the variety of books in our library and classrooms, including an effort to increase holdings of non-fiction texts and Spanish language books, for students to read in school and at home with parents, to support the implementation of Benchmark Advance read alouds, foster a love of reading in students, and facilitate wide-reading. A variety of books will supplement the core program, to promote wide reading of books, at students' independent reading levels. SIPPS program and materials will be used as Core replacement and/or differentiated intervention for reading instruction. Accelerated Reader will supplement the core curriculum by encouraging students to read widely according to individualized reading goals.

Budgeted Amount:

5,697

Strategy/Activity 2

Family Literacy Support and Development:

Family Literacy school events will motivate families to read together at home. Parents will participate in Kinder Readiness classes and activities, English classes and early literacy classes.

Budgeted Amount:

1,000

Strategy/Activity 3

Reading Intervention:

Title I funds will be used to purchase materials and leveled readers that will allow teachers to provide reading intervention to small groups of students, according to like needs, and also to provide meaningful independent activities for students. Programs such as Lexia and SIPPS will supplement the core program and be used as an intervention for students who need differentiated time on task, to become more fluent readers. Title I funds will pay for chromebooks and peripheral equipment such as headsets that will allow students to use these programs. Certificated teachers will provide after-school and before-school tutoring in order to help students raise their reading performance as measured on the MAP, SBAC, and in progress monitoring tools such as SIPPS Mastery, DIBELS, BPST and STAR reading measures.

Budgeted Amount:

13,000

Total Expenditures

19,697.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Davis Elementary will ensure that all English Learners make one level ELD growth each year and reclassify as Fluent English Proficient within five years of entering the district. All English Learners will improve English proficiency through effective teaching strategies that promote second language acquisition and consistent practice with academic English. English Learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum. English Learners will receive Designated ELD lessons 30 minutes per day, and Integrated ELD lessons throughout the school day in order to access core content and simultaneously develop English Language skills.

Increase students scoring at the "Well-Developed" level on the ELPAC by 5% (In 2020-21, 9% scored Well Developed, and in 2022-23, 18% scored Well Developed).

In alignment with the SAUSD School Board 3 Year Plan, with the baseline year of 2021-22, our specific goals are:

+Kinder, improve by 5% the percentage of students achieving Core/Core+ on the Spring DIBELS assessment: Baseline 2021-22 (39%) 2022-23 (goal is 44%, and 56% is reached) 2023-24 (goal is 49%) 2024-25 (goal is 53%)

+1st Grades, improve by 5% the percentage of students achieving Core/Core+ on the Spring DIBELS assessment: Baseline 2021-22 (53%) 2022-23 (goal is 58%, reached is 52%); 2023-24(goal is 61%); 2024-25 (goal is 66%)

+2nd Grades, decrease by 5% the percentage of students achieving at the Intensive level on the Spring DIBELS assessment: Baseline 2021-22 (33%) 2022-23 (28% goal, 33% reached); 2023-24 (23% goal); 2024-25 (20% goal)

+3rd Grades, decrease by 5% the percentage of students achieving at the Intensive level on the Spring DIBELS assessment: Baseline 2021-22 (21%) 2022-23 (16% goal, 33% reached); 2023-24; 2024-25

+In 3rd, increase the number of students meeting their growth target on MAP Reading in Spring by 5%: Baseline 2021-22 (40%); 2022-23 (45%); 2023-24 (50%); 2024-25 (55%)

+In 4th and 5th Grades, increase the number of students meeting their growth target on MAP Reading in Spring by 5%: Baseline 2021-22 (45%); 2022-23 (50%); 2023-24 (55%); 2024-25 (60%)

Strategy/Activity 1

Designated and Integrated ELD:

A block of time will be set aside daily for designated ELD instruction in each classroom. Teachers will utilize materials and content from the Benchmark Advance program, and the ELD standards, in order to differentiate instruction by proficiency level, and also enhance/support instruction that takes place during English Language Arts whole group and small group instruction. Title I funds will be used to provide training for teachers and to purchase instructional supplies to support EL learning. Subscriptions to programs such as Lexia English and Rosetta Stone will be used in order to supplement the core program in giving specific students access to high-interest, engaging content designed to develop vocabulary and provide supplementary opportunities for close reading of non-fiction and analysis of text structure and develop academic language. The library will be open after school each day, (and, when personnel is available, on non-instructional days) to give students multiple opportunities to check out non-fiction and fiction books at their reading levels. ELPAC scores will be explained to parents at general parent meetings, ELAC meetings, at parent conferences, in SST meetings, and other individual parent conferences. Content area training that includes integration of ELD instruction will be provided to teachers. Supplementary instructional materials will be purchased to supplement content instruction with integrated English language development.

Budgeted Amount:

1,000

Strategy/Activity 2

Academic Field Trips:

Each grade level will participate in one or more field trips and/or assemblies that further the students' learning related to the grade level curriculum, and which broaden their exposure to academic English language and life experience.

Budgeted Amount:

10,000

Strategy/Activity 3

Individualized Small Group Intervention:

Newcomers and English Learners identified at-risk of becoming long-term English learners and show signs of academic struggles due to limited English language fluency will have access to small group and individualized instruction during the school day, and if personnel is available, to tutoring after school. Administration will support and monitor student progress in order to identify student needs and ensure student success.

Budgeted Amount:

3,000

Total Expenditures

14,000.00

Goal 4 - Math**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive,

standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Wallace R. Davis Elementary students will reach grade level Common Core State Standards in math, through a balanced math program consisting of conceptual understanding, procedural fluency and application of math concepts. Davis teachers will differentiate their instruction to make content accessible for all students and provide interventions for those students at risk of not making adequate progress in reaching the Common Core State Standards.

In alignment with the SAUSD School Board 3 Year Plan, with the baseline year of 2021-22, our specific goals are:

+In 3rd, increase the number of students meeting their growth target on MAP Math in Spring by 5%: Baseline 2021-22 (44%); 2022-23 (49%); 2023-24 (54%); 2024-25 (59%)

+In 4th and 5th Grades, increase the number of students meeting their growth target on MAP Math Spring by 5%: Baseline 2021-22 (45%); 2022-23 (50%); 2023-24 (55%); 2024-25 (60%)

Strategy/Activity 1

Implement Math Expressions and Irvine Math Project Curriculum, and Delta Intervention to Targeted Students:

Davis Elementary will ensure that all students are taught mathematics skills and concepts, according to the grade level Common Core State Standards. Teachers will follow the district developed mathematics curriculum guides at each grade level, using the Math Expressions program and lessons from the Irvine Math Project, and identify strategies ensuring that all required mathematics standards are being met and students are challenged and engaged. Manipulatives, and training in teacher math supplementary intervention program, such as Delta Math intervention, and chromebooks will be purchased to support student achievement in math.

Budgeted Amount:

2,000

Strategy/Activity 2

Math Intervention: Implement strategic, differentiated instruction for students according to math performance. Targeted groups of students will be offered small group instruction during the school day, and if personnel are available, after school, to support targeted students in their math learning, using research-based interventions such as Delta Math.

Budgeted Amount:

5,000

Strategy/Activity 3

Family STEAM Night:

Administration, teachers and staff will facilitate math activities at Family STEAM Night in order to engage students in mathematical thinking and build capacity in parents to do math activities at home. Title I funds will be allocated to pay for supplies and extra duty pay for staff members.

Budgeted Amount:

3,000

Total Expenditures

10,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

School Content Area Goal:

Total Expenditures

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

At Davis Elementary we are committed to promote and develop positive relationships with all parents and community members, understanding that parents and community members play a key role in students' academic achievement. Building parent capacity is key to the success of our school. Parents are regarded as partners in planning, decision making, and problem solving. We will actively seek the participation and involvement of parents and improve the rate of parent participation by 10% in school events and parent meetings. We will improve communication and interaction between school staff and students' families by utilizing monthly newsletters and social media.

It is Davis Elementary's utmost goal that parents have a positive experience when they first enter or call our school office. Parents are immediately greeted, welcomed and needs addressed. Parent Volunteers are greeted and processed with the Raptor system and provided with a picture badge that they can use when in school campus.

Families in need of support with social services and counseling needs are referred to our Padres Unidos Community Liaison and FACE worker. As part of building parent capacity, a Family Wellness Center is housed on campus. A McKinney-Vento Liaison is also available to help with families who need housing support.

Specific Goals are:

- +100% attendance at Back to School Night, Open House, Parent Conferences
- +All parents have access to Wellness Center and parent meetings (whether in-person or on Zoom)
- +Greater than 95% of parent respondents express favorable connection to Davis Elementary

Strategy/Activity 1

Parent Leadership, Engagement and Support:

Davis will strive for 100% attendance at Back to School Night, Open House and parent/teacher conferences. LCAP meetings will be held with morning and evening schedules, to involve as many parents as possible in reviewing Davis' academic data, performance and in giving constructive suggestions on how to reach our LCAP goals. Parents will attend workshop series and Family Nights offered on site, in our Wellness Center, or in virtual meetings by staff members, volunteers and/or by consultants on topics that pertain to supporting students in their academic achievement and social/emotional health, discipline, and child development. Partnerships will be continued with training providers through the Davis Wellness Center. A FACE community worker will be on campus 5 days per week and a Padres Unidos Community Liaison will be on campus 3 days per week, in order to assist in connecting families with needed resources. Davis administration will hold regular general parent meetings in which data is reviewed, training is given, parent feedback is solicited, and information is relayed to parents. Family Reading and Family STEAM nights will be organized on campus, giving parents workshops to participate in with teachers and their children, in order to learn activities that can be done at home to foster academic growth, and to understand grade level academic expectations of students. (See Goals 2, 3, 4). Child care services will be provided for parents who are attending meetings and classes.

Budgeted Amount:

33,614

Strategy/Activity 2

Informed Parents:

Mid-trimester progress reports and trimester report cards will inform parents of their child's academic progress. Conferences will be held and additional meetings with parents for Student Success Team (SST) meetings. Parents will be involved in the Coordination of Services (COST) and SST process. Student Success Team Meetings will be held with parents of students who need additional support in order to reach their academic and behavioral potential.

Budgeted Amount:

1,000

Total Expenditures

34,614.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	16,500.00
Goal Area 2, English Language Arts	19,697.00
Goal Area 3, English Learner Progress	14,000.00
Goal Area 4, Math	10,000.00
Goal Area 5, Content Area Goal	
Goal Area 6, Parent Engagement	34,614.00
Total Funds Budgeted	94,811