

Home of the Tigers

Back to School Night
Title One Parent Meeting
August 6, 2020



AGENDA

DAVIS ELEMENTARY

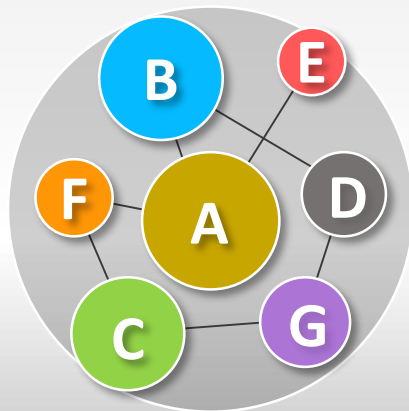
5:30-6:00 – Distance Learning at Davis, Title I Parent Presentation

6:00-6:15 - Distance Learning Q & A with Mrs. Cruz

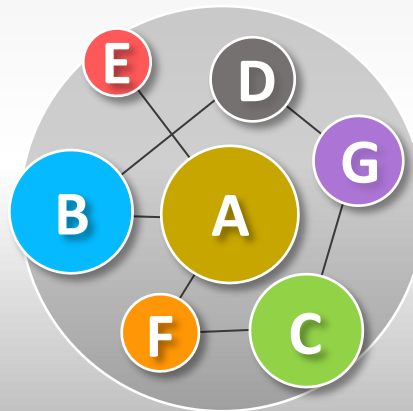
6:20-6:45 – Session 1 Teacher Breakout

6:50-7:15 – Session 2 Teacher Breakout

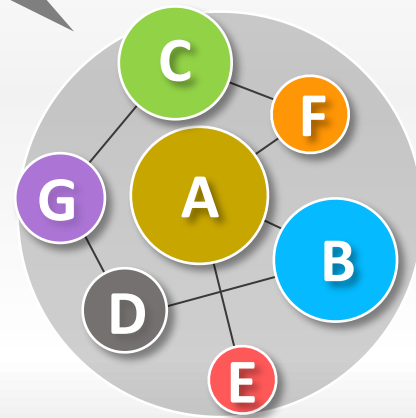
7:15-7:30 - Closure/Final Q & A



STAFF



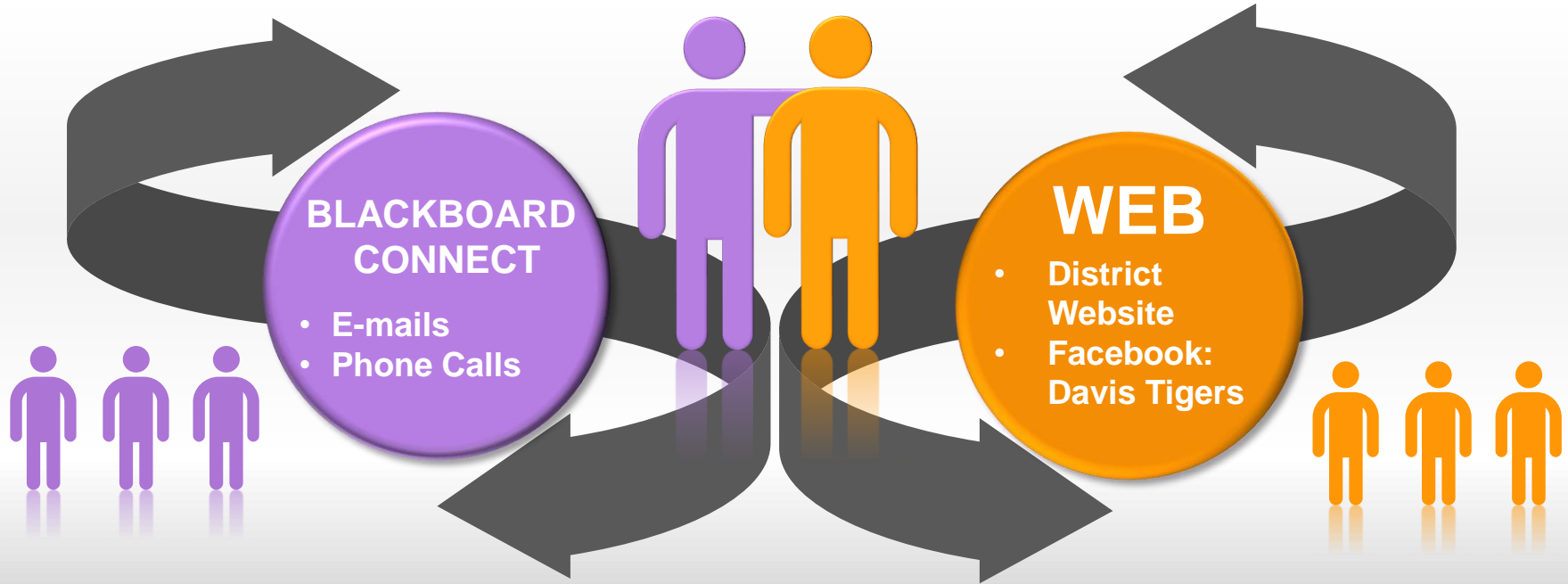
STUDENTS



PARENTS



METHODS OF COMMUNICATION



Please make sure you update your emergency card and complete the data confirmation page in the Aeries Parent Portal.

We must have a current parent email, as Blackboard utilizes information pulled from Aeries Parent Portal. Contact Angela Novoa, Principal's Secretary at anovoa@lodiUSD.net





UPDATED

DAVIS ELEMENTARY MATERIALS DISTRIBUTION



ALL STUDENTS

STUDENTS WILL DRIVE-THRU ON THEIR ASSIGNED DAY TO RECEIVE THEIR DISTANCE LEARNING KIT, FIRST DAY PACKETS, TEACHER WELCOME LETTER, AND MATERIALS.

WEDNESDAY, 8/12

**GRADES: K, 1ST - 3RD
10:00 AM - 1:00 PM**

THURSDAY, 8/13

**GRADES: 4TH - 6TH
10:00 AM - 1:00 PM**

THURSDAY, 8/13

**ALL STUDENTS:
5:00-6:30 PM**

FRIDAY, 8/14

ALL GRADES BY APPT.

SCHOOL MEAL PICKUP

MWF

10:30 a.m. – 1:30 p.m.

Masks must be worn during pickup

Social distancing in effect

Must have lunch card (sent in mail)



School Meal Pickup

For LUSD Enrolled Students only

Students do not need to be present but a postcard with barcode must be brought for each child for every pickup.

Monday, Wednesday & Friday

10:30 am - 1:00 pm

Students attending schools operating under Community Eligibility Provision (CEP) can pick up meals at no charge at any CEP school site in the district.

CEP Meal Distribution Sites

| | | | |
|-------------------|-------------|-------------|----------------|
| Adams, Ansel | Heritage | Nichols | Houston |
| Beckman | Lawrence | Oakwood | Sema, Joe |
| Borchardt, Lois E | Live Oak | Parklane | Needham, Clyde |
| Clairmont | Lodi Middle | Sutherland | Victor |
| Creekside | McNair | Wagner Holt | Westwood |
| Davis | Morada | Washington | Woodbridge |
| Delta Sierra | | | |

The following CEP Sites will **not** have meal distribution and students will need to plan to pick up meals at one of the above open locations.

| | |
|----------------|--------------|
| Henderson | Liberty |
| Valley Robotic | Plaza Robles |
| Turner Academy | |

Students attending the following schools can pick up meals based on their meal eligibility (free/reduced/paid) at any of the following meal distribution sites.

Meal Distribution Sites by Eligibility (non-CEP)

(Free \$0.00 / Reduced \$0.40 / Paid \$2.75 K-8, \$3.25 7-12)

Student accounts will be charged for 2 lunches on Mon. & Wed. + 1 lunch on Friday

| | | | |
|------------|--------------------|------------|---------------|
| Bear Creek | Lockeford | Millswood | Podesta Ranch |
| Lakewood | McAuliffe, Christa | Mosher | Silva, Manlio |
| Larson | | Muir, John | Tokay High |

The following Sites will **not** have meal distribution and students will need to plan to pick up meals at one of the above Meal Distribution Sites by Eligibility (non-CEP) open locations.

| | | |
|----------------------|---------------|----------|
| Delta Middle College | Morgan, Julia | Reese |
| Elkhorn | Independence | Vinewood |
| Lodi High School | | |



LEARN ABOUT OUR
ONLINE RESOURCES

PARENT & GUARDIAN
LIVE
WEBINARS

Register by visiting:
www.lodiUSD.net/webinars



TOPICS INCLUDE

- Overview of Classroom Applications
- Aeries Parent Portal/Parent Communications
- Chromebook Basics
- Overview of Clever



DAVIS ELEMENTARY SCHOOL

MISSION and VISION

The mission of our school is to provide an opportunity for every student to reach a high level of academic achievement as determined by state and district standards. 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. The entire staff pledges itself to work toward these student outcomes in a respectful atmosphere conducive to quality learning and achievement.



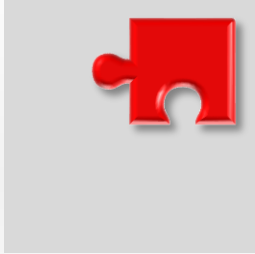
**Be kind, be responsible, and be the best you can be,
The choice is yours.**

OUR TIGER TENETS

At Davis, we have three core values that we refer to as our **Tiger Tenets** that make up “**The Davis Way**.” For our community, that means these are the things we really care about and will develop in all of our students. We will continue to reinforce our tenets and your student will learn all about these CORE values during their first days of Distance Learning!



HELPING OUR TIGERS BE SAFE



On Campus

- Read the Parent and Student Handbooks
- Walk on campus
- Stay in supervised areas

On Campus

- Report problems to an adult
- Use equipment as intended
- Follow adult direction

Online

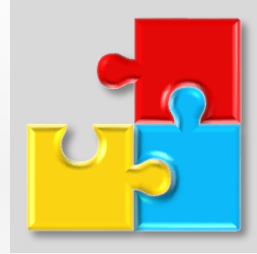
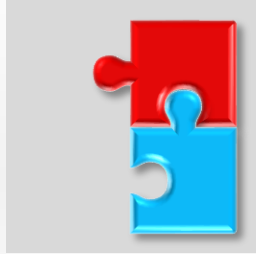
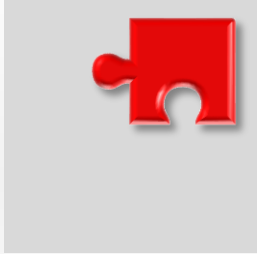
- Use kind words and phrases
- Choose a quiet place to work
- Use equipment as intended
- Do not share login information with others

Online

- Use stop-leave-talk; If you hear disrespectful language, stop, leave the online group, talk to your teacher



HELPING OUR TIGERS BE RESPECTFUL



On Campus

- Treat others the way you want to be treated, with respect
- Use school appropriate language and voice volume

On Campus

- Speak kindly to all
- Listen and respond respectfully to all staff

Online

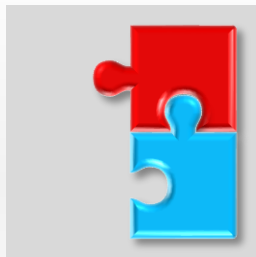
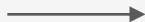
- Video on at all times
- Actively listening to teachers and peers
- Use thumbs up/down when teacher is checking for understanding

Online

- One speaker at a time
- Answer questions out loud
- Respect other students' cultures, opinions, and viewpoints



HELPING OUR TIGERS BE RESPONSIBLE



On Campus

- Make wise choices
- Follow directions the first time they are given
- Report problems right away

On Campus

- Be a positive role model
- Come to school on time
- Use time wisely

Online

- Be on time and ready to learn
- Have Chromebook charged and materials ready
- Stay focused, listen, and participate

Online

- Be an active participant
- Ask questions
- Try your best



DISTANCE LEARNING AT DAVIS

- **Daily Live Interactions**
- **Opportunities for students to practice with Teacher feedback**
- **Emphasis on Peer Collaboration and Interaction**
- **Opportunities for Small Group engagement**



TRANSITIONING FROM DISTANCE LEARNING

STAFF

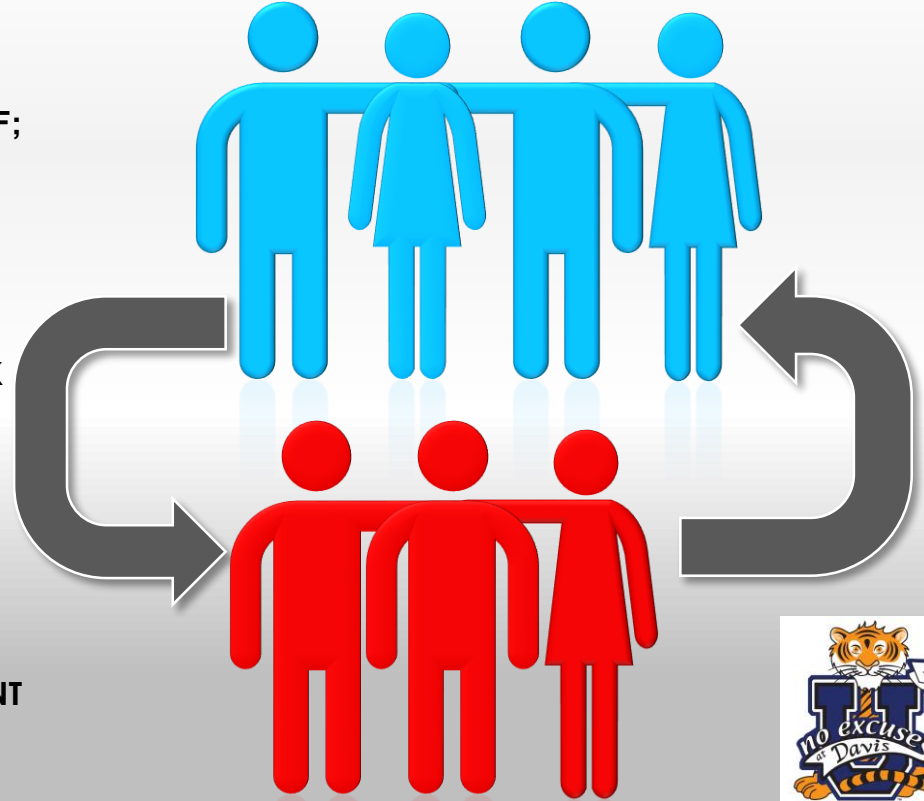
- ALL STAFF MUST USE FACE COVERINGS
- GLOVES AND MASKS PROVIDED TO ALL STAFF;
SHIELDS PROVIDED TO FULL-TIME STAFF
- MUST BE WORN WHEN INTERACTING WITH
OTHERS

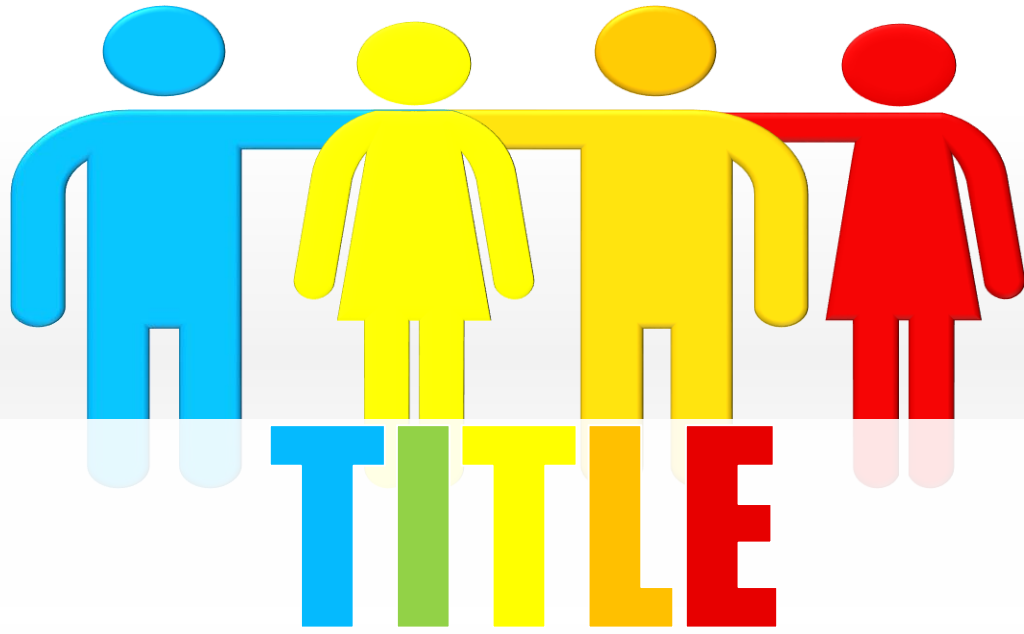
STUDENTS

- ALL STUDENTS MUST USE FACE COVERINGS
- FACE SHIELDS ACCEPTABLE FOR K-2nd IF A MASK
CAN'T BE WORN

CAMPUS CHANGES

- ONE-WAY TRAFFIC
- ADDITIONAL RECESS AND LUNCH TO STAGGER
STUDENTS
- STAFF AND STUDENTS ONLY ON CAMPUS;
PARENTS/VISITORS ON CAMPUS BY APPOINTMENT
ONLY
- STUDENT TEMPERATURE CHECKS

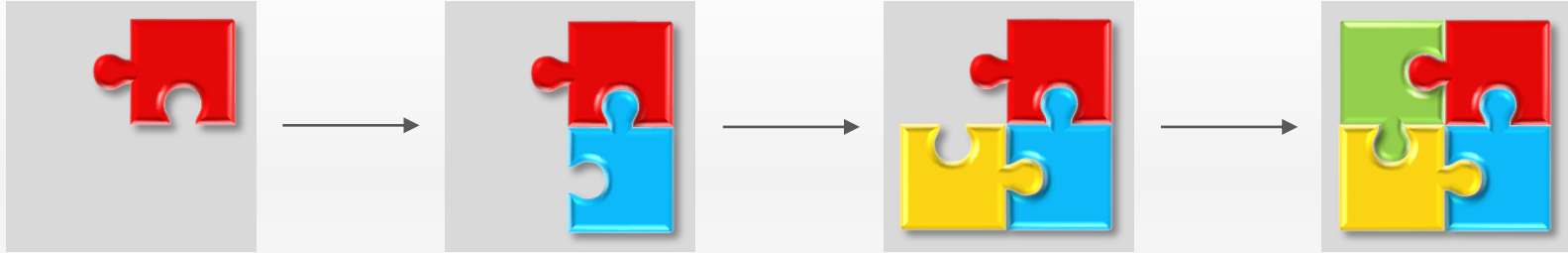




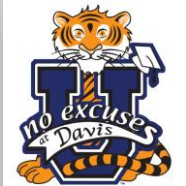
ONE



TITLE ONE PROGRAM



- Provides supplemental educational services to disadvantaged students in high-poverty public school attendance areas
- Funds allocated based on the percentage of students whose families receive free or reduced lunch
- Current District %: 71.1%
- Funds allocated to qualifying schools based on the student enrollment of each school site
- Funds used to improve the academic achievement of students



TITLE I FUNDING

- Schools are allocated funds based upon the percentage of students receiving free or reduced lunch.
- Schools are ranked according to this percentage and receive a per pupil allocation.
- A percentage of the school's total Title I budget is for parent involvement activities.



Total Title I Allocation: \$47,989



CALIFORNIA DASHBOARD



DAVIS ELEMENTARY SCHOOL DATA SNAPSHOT 18-19

DAVIS ELEMENTARY SCHOOL

MISSION and VISION

The mission of our school is to provide an opportunity for every student to reach a high level of academic achievement as determined by state and district standards. 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. The entire staff pledges itself to work toward these student outcomes in a respectful atmosphere conducive to quality learning and achievement.



Be kind, be responsible, and be the best you can be,
The choice is yours.

LEARN MORE Chronic Absenteeism

All Students State



Orange

16% chronically absent

Increased 1.1% Ⓢ

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE Suspension Rate

All Students State



Red

6.4% suspended at least once

Increased 1.5% Ⓢ

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE English Language Arts

All Students State



Orange

37 points below standard

Maintained 1.6 Points

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE Mathematics

All Students State



Orange

65.6 points below standard

Maintained -1.1 Points

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE English Learner Progress

All Students State

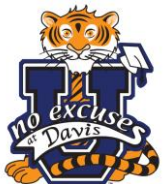
English Language Proficiency Assessments for California Results


Level 4 - Well Developed
33.7%

Level 3 - Moderately Developed
37.6%

Level 2 - Somewhat Developed
19.8%

Level 1 - Beginning Stage
8.9%





Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

- Davis is developing an engaging and positive school culture to promote daily attendance.
- Daily automatic phone calls are made to students who are absent.
- Habitually truant students are referred to CWA

All Students

All Students

State



Yellow

15% chronically absent

Declined 1% ↻

Number of Students: 407

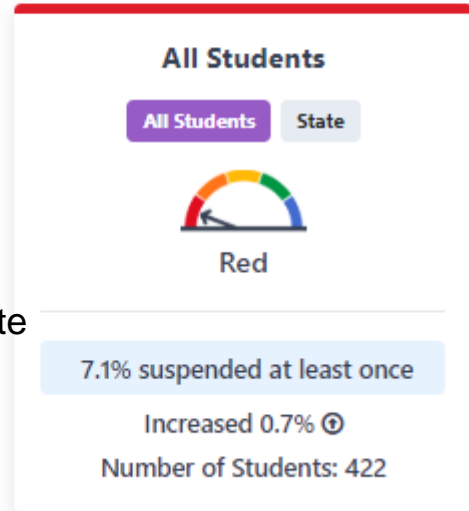


Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

- In 2019-20, a PBIS matrix was developed to promote positive behavior and interventions.
- Davis utilizes restorative practices to correct behaviors, when appropriate.



English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

- Davis utilizes the SIPP program to provide phonological and sight word intervention.
- Teachers provide small-group instruction and platooning to address student need.

All Students

All Students

State



Orange

36.1 points below standard

Maintained 0.9 Points

Number of Students: 212





Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

- Students utilize Dreambox to access independent-level, adaptive lessons from intervention through enrichment.
- Teachers provide small-group instruction and platooning to address student need.

All Students

All Students

State



Yellow

59.9 points below standard

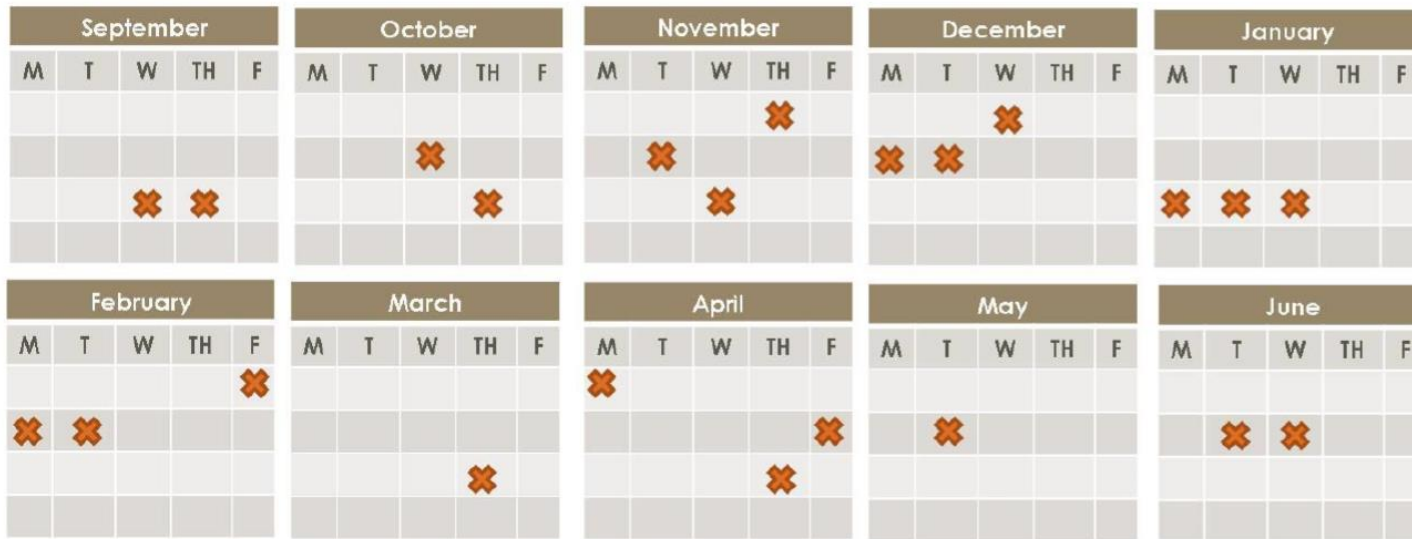
Increased 5.7 Points ↗

Number of Students: 212





Why We May Not Notice Chronic Absence



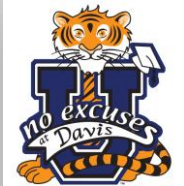
Absences Add Up

Chronic Absence = 18 days of absence = 2 days a month



THE IMPACT OF TRUANCY

- **Students with Average Daily Attendance of 95% or higher is more likely to have success at school than those that do not.**
- **California Education Code section 48263.6 says, “Any pupil absent from school without a valid excuse for 10 percent or more of the school year, from date of enrollment to current date, is deemed a chronic truant.”**
- **Estudiantes con promedio de asistencia diaria del 95% o superior es más probable tener éxito en la escuela que los que no.**
- **Código de educación sección 48263.6 dice: “Cualquier estudiante que se ausenta de la escuela sin una excusa válida para 10 por ciento o más del año escolar, desde la fecha de inscripción hasta la fecha actual, se considera a un Ausentismo crónico”.**



SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Annually evaluate the program goals

- Comprehensive Needs Assessment
- Review of School Performance Data

Goals and strategies to address student academic needs

- Description of core and supplemental programs
- Description of instructional strategies and interventions to assist struggling students
- Professional needs and activities
- Parent involvement strategies and activities

Alignment of Fiscal Resources with strategies

Available electronically:

https://resources.finalsite.net/images/v1579113920/lodiusdnet/q0t3prfc6wf3fhhqja6r/2019_School_Plan_for_Student_Achievement_Davis_Elementary_School_ADA.pdf

SPSAs FOUR Required Actions:

- The SPSA must be meaningfully developed with parent input.
- The SPSA must be shared with ELAC, with opportunity for ELAC recommendations
- The SPSA must be approved by the School Site Council.
- The SPSA must be approved by the district's governing board.



SCHOOL SITE COUNCIL

- Has decision making authority for budget and programs to support the mission and goals of the school
- Required for all schools which receive State and Federal Program funds
- Conducted virtually through GoToMeeting for 2020-2021 school year
- Current vacancies: Parent (1), Teacher (1)
Email macruz@lodiUSD.net if interested



OUR SPSA GOALS

GOAL 1: ELA

- English Language Arts (Goals should be prioritized, measurable, and focused on identified student learning needs.)
- 38% of students will meet or exceed standards on the SBA. This marks a 5% increase from last year.

GOAL 2: MATH

- Mathematics (Goals should be prioritized, measurable, and focused on identified student learning needs.)
- 31% of Davis students will meet or exceed standards on the SBA in math. This marks a 5% increase from 18-19 SBA scores.

GOAL 3: ELL

- Raise percentage of students that meet or exceed standards on Benchmarks from 32% to 37% in ELA.
- Raise percentage of students that meet or exceed standards on Benchmarks from 49% to 55% in Math





OUR SPSA GOALS

GOAL 4: PARENT/ FAMILY ENGAGEMENT

- Davis will increase parent involvement by using the following resources and programs: PTA, Parent Teacher Conferences, School Events, Home Connection Newsletter, School planners, and BlackboardConnect Calls.

GOAL 5: PROFESSIONAL DEVELOPMENT

- Professional Development (Goals should be prioritized, measurable, and focused on identified student learning needs.)
- Staff will attend high quality professional development that targets skills that will directly impact our site goals.



GOAL 6: COMPREHENSIVE SUPPORT AND IMPROVEMENT

- 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 2020-2021 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.

PARENT AND FAMILY ENGAGEMENT POLICY

- EVERY TITLE I SCHOOL, IN COLLABORATION WITH PARENTS, MUST PREPARE A SITE-LEVEL PARENTAL AND FAMILY ENGAGEMENT POLICY.
- THE POLICY DESCRIBES HOW THE SCHOOL WILL INVOLVE PARENTS IN A MEANINGFUL, ONGOING, AND TIMELY WAY.
- THE POLICY ALSO DESCRIBES HOW PARENTS WILL BE INVOLVED IN THE PLANNING, REVIEW, AND IMPROVEMENT OF THE SCHOOL'S TITLE I PROGRAM AND ACTIVITIES.



