

## 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.

<b>School Name</b>	North Davis Elementary School
<b>Address</b>	555 East 14th St. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786056261
<b>Principal</b>	Sarah Roseen
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	February 18, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

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 North Davis Elementary School is to provide a working and learning environment in which every member of the school community thrives academically, socially and emotionally. Students, parents, school staff, and community members work together to demonstrate awareness and caring for the well-being of each individual, our school, our community and the world.

## School Profile

North Davis Elementary School is located in the heart of Davis, California, close to downtown, parks, recreation areas, our city library, and Davis Senior High School. Davis is about 15 miles outside of Sacramento, and is home to approximately 70,000 people. Davis is also home to the University of California, Davis, which along with Davis Senior High School, provides our school with unique and enriching opportunities for our students. Interns currently studying at UC Davis and Peer Tutors from Davis Senior High School provide support to our students in almost every classroom. Each year we welcome dozens of elementary students and their families from countries around the world through the UC Davis visiting scholar program, adding to our wonderfully diverse campus. Our students descend from 31 different countries, and approximately one-third of our student population speaks a language other than English.

Our state-reported enrollment is 574 students. Our unduplicated count, or students who are English Learners or receive free or reduced lunch, is 209. Approximately 20% of our students are English Language Learners, 12% of our students receive special education services, and 12% are GATE-identified. We have a full-inclusion program on campus. 48% of our students are White, 27% Asian, 16% Hispanic, 5% African-American, 2% Filipino, less than 1% American Indian and less than 1% Pacific Islander.

The staff at North Davis Elementary School is committed to providing a welcoming and nurturing environment for all students. We provide a rigorous course of study for every child. We regularly assess to ensure that we are instructing our students appropriately, that we are challenging every student to grow, and that we are providing sufficient enrichment opportunities for students to show their learning in different ways. We support our students' socio-emotional growth by promoting acts of kindness, teaching empathy, encouraging a "growth mindset," and asking them to take risks academically and socially with support and encouragement from staff.

Parents are our partners in the education of their children. Parents play an integral role at our school, providing many of the enrichment opportunities we are so fortunate to offer: art, music, theater, choir, fitness, and more. We involve all families in our school and we celebrate the diversity of our school population. We keep parents informed about the school through Parent Teacher Association, School Site Council, and English Learner Advisory Committee meetings, as well as through electronic communication including, but not limited to, the weekly newsletter. Our goal at North Davis is to continually improve our services to students, and we welcome any and all input from students, staff, families, and the community.

## 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

Parents and Staff conducted a School Site Study. School Site Council heard from staff regarding needed services and made recommendations. Teacher Leadership made recommendations for services.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.70%	0.89%	0.56%	4	5	3
African American	4.01%	4.97%	3.93%	23	28	21
Asian	24.91%	23.45%	24.3%	143	132	130
Filipino	0.52%	0.71%	1.31%	3	4	7
Hispanic/Latino	16.03%	17.58%	17.94%	92	99	96
Pacific Islander	%	%	0%			0
White	46.52%	46.89%	45.79%	267	264	245
Multiple/No Response	%	%	6.17%			0
Total Enrollment				574	563	535

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	86	91	66
Grade 1	74	72	76
Grade 2	73	73	70
Grade3	96	75	75
Grade 4	70	89	78
Grade 5	82	78	89
Grade 6	93	85	81
Total Enrollment	574	563	535

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	140	120	93	24.4%	21.3%	17.4%
Fluent English Proficient (FEP)	41	66	87	7.1%	11.7%	16.3%
Reclassified Fluent English Proficient (RFEP)	8	26	16	6.5%	18.6%	13.3%

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	96	73	57	87	73	57	87	73	80.3	90.6	100
Grade 4	74	73	87	63	69	85	63	69	85	85.1	94.5	97.7
Grade 5	87	84	77	83	74	75	83	74	75	95.4	88.1	97.4
Grade 6	85	92	87	77	88	79	77	88	79	90.6	95.7	90.8
All Grades	317	345	324	280	318	312	280	318	312	88.3	92.2	96.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2482.	2486.	2468.	52.63	52.87	46.58	21.05	29.89	21.92	15.79	10.34	15.07	10.53	6.90	16.44
Grade 4	2507.	2532.	2513.	49.21	59.42	47.06	12.70	18.84	23.53	15.87	7.25	12.94	22.22	14.49	16.47
Grade 5	2557.	2531.	2572.	54.22	33.78	56.00	16.87	32.43	20.00	10.84	16.22	13.33	18.07	17.57	10.67
Grade 6	2591.	2591.	2550.	41.56	45.45	24.05	36.36	31.82	39.24	11.69	15.91	20.25	10.39	6.82	16.46
All Grades	N/A	N/A	N/A	49.29	47.80	43.27	22.14	28.62	26.28	13.21	12.58	15.38	15.36	11.01	15.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.86	52.87	49.32	43.86	37.93	38.36	12.28	9.20	12.33
Grade 4	49.21	60.87	47.06	38.10	26.09	38.82	12.70	13.04	14.12
Grade 5	51.81	47.30	53.33	33.73	29.73	33.33	14.46	22.97	13.33
Grade 6	45.45	50.00	32.91	42.86	35.23	45.57	11.69	14.77	21.52
All Grades	47.86	52.52	45.51	39.29	32.70	39.10	12.86	14.78	15.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.37	35.63	35.62	36.84	54.02	47.95	15.79	10.34	16.44
Grade 4	30.16	52.17	36.47	47.62	34.78	45.88	22.22	13.04	17.65
Grade 5	49.40	32.43	38.67	34.94	47.30	50.67	15.66	20.27	10.67
Grade 6	51.95	54.55	34.18	36.36	35.23	45.57	11.69	10.23	20.25
All Grades	45.36	43.71	36.22	38.57	43.08	47.44	16.07	13.21	16.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.86	41.38	24.66	45.61	54.02	67.12	10.53	4.60	8.22
Grade 4	42.86	37.68	37.65	39.68	53.62	52.94	17.46	8.70	9.41
Grade 5	46.99	31.08	44.00	39.76	58.11	46.67	13.25	10.81	9.33
Grade 6	40.26	34.09	17.72	53.25	63.64	69.62	6.49	2.27	12.66
All Grades	43.57	36.16	31.09	44.64	57.55	58.97	11.79	6.29	9.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.88	45.98	30.14	40.35	48.28	52.05	8.77	5.75	17.81
Grade 4	42.86	50.72	36.47	44.44	42.03	52.94	12.70	7.25	10.59
Grade 5	51.81	40.54	60.00	33.73	40.54	28.00	14.46	18.92	12.00
Grade 6	48.05	57.95	36.71	41.56	30.68	44.30	10.39	11.36	18.99
All Grades	48.57	49.06	40.71	39.64	40.25	44.55	11.79	10.69	14.74

Conclusions based on this data:

1.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	71	96	73	68	95	72	68	95	72	95.8	99	98.6
Grade 4	74	73	87	70	72	85	70	72	85	94.6	98.6	97.7
Grade 5	87	84	77	84	78	77	84	78	77	96.6	92.9	100
Grade 6	85	92	87	80	89	81	80	89	81	94.1	96.7	93.1
All Grades	317	345	324	302	334	315	302	334	315	95.3	96.8	97.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2486.	2500.	2494.	47.06	51.58	47.22	30.88	23.16	30.56	14.71	20.00	11.11	7.35	5.26	11.11
Grade 4	2511.	2535.	2540.	38.57	52.78	50.59	22.86	26.39	24.71	24.29	13.89	17.65	14.29	6.94	7.06
Grade 5	2547.	2538.	2565.	41.67	38.46	49.35	19.05	28.21	22.08	21.43	15.38	10.39	17.86	17.95	18.18
Grade 6	2612.	2600.	2573.	57.50	47.19	40.74	16.25	24.72	22.22	17.50	14.61	20.99	8.75	13.48	16.05
All Grades	N/A	N/A	N/A	46.36	47.60	46.98	21.85	25.45	24.76	19.54	16.17	15.24	12.25	10.78	13.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.24	67.37	73.61	29.41	21.05	12.50	7.35	11.58	13.89
Grade 4	48.57	63.89	61.18	25.71	20.83	24.71	25.71	15.28	14.12
Grade 5	46.43	39.74	55.84	25.00	34.62	23.38	28.57	25.64	20.78
Grade 6	67.50	57.30	53.09	17.50	24.72	23.46	15.00	17.98	23.46
All Grades	56.29	57.49	60.63	24.17	25.15	21.27	19.54	17.37	18.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.47	54.74	45.83	39.71	37.89	43.06	8.82	7.37	11.11
Grade 4	38.57	47.22	51.76	41.43	43.06	38.82	20.00	9.72	9.41
Grade 5	44.05	39.74	45.45	36.90	37.18	36.36	19.05	23.08	18.18
Grade 6	52.50	53.93	34.57	30.00	31.46	48.15	17.50	14.61	17.28
All Grades	46.69	49.40	44.44	36.75	37.13	41.59	16.56	13.47	13.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.71	60.00	52.78	26.47	32.63	30.56	8.82	7.37	16.67
Grade 4	45.71	59.72	57.65	34.29	27.78	31.76	20.00	12.50	10.59
Grade 5	30.95	39.74	50.65	47.62	47.44	33.77	21.43	12.82	15.58
Grade 6	58.75	52.81	37.04	27.50	38.20	41.98	13.75	8.99	20.99
All Grades	49.34	53.29	49.52	34.44	36.53	34.60	16.23	10.18	15.87

Conclusions based on this data:

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1486.7	1398.3	1492.8	1405.0	1472.5	1382.0	30	23
Grade 1	1492.2	1531.1	1494.0	1520.6	1489.9	1541.2	15	16
Grade 2	1505.3	1533.7	1514.9	1536.4	1495.1	1530.5	17	16
Grade 3	1506.8	1520.2	1514.0	1522.4	1499.0	1517.3	23	13
Grade 4	1545.0	1526.3	1545.5	1544.2	1543.9	1508.0	13	18
Grade 5	1535.4	1557.6	1543.1	1565.4	1527.3	1549.2	12	14
Grade 6	*	*	*	*	*	*	*	9
All Grades							114	109

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.33	21.74	*	30.43	*	21.74		26.09	30	23
1	*	43.75	*	50.00		6.25		0.00	15	16
2	*	37.50	*	50.00	*	6.25	*	6.25	17	16
3	*	23.08	*	69.23	*	7.69	*	0.00	23	13
4	*	61.11	*	22.22	*	0.00		16.67	13	18
5	*	50.00	*	21.43	*	14.29		14.29	12	14
6	*	*	*	*		*		*	*	*
All Grades	56.14	36.70	28.07	41.28	10.53	10.09	*	11.93	114	109

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.67	21.74	*	17.39	*	34.78		26.09	30	23
1	80.00	68.75	*	31.25		0.00		0.00	15	16
2	64.71	68.75	*	18.75	*	6.25	*	6.25	17	16
3	69.57	53.85	*	46.15		0.00	*	0.00	23	13
4	*	61.11	*	22.22	*	0.00		16.67	13	18
5	*	57.14	*	28.57	*	0.00		14.29	12	14
All Grades	71.93	54.13	18.42	24.77	*	9.17	*	11.93	114	109

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.33	17.39	*	30.43	*	26.09	*	26.09	30	23
1	*	56.25	*	18.75	*	18.75		6.25	15	16
2	*	25.00	*	37.50	*	25.00	*	12.50	17	16
3	*	23.08	*	38.46	*	38.46	*	0.00	23	13
4	*	27.78	*	44.44	*	11.11		16.67	13	18
5	*	28.57	*	28.57	*	28.57	*	14.29	12	14
6	*	*	*	*		*		*	*	*
All Grades	35.96	27.52	35.09	32.11	18.42	24.77	10.53	15.60	114	109

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	90.00	21.74	*	60.87		17.39	30	23
1	93.33	93.75	*	6.25		0.00	15	16
2	70.59	75.00	*	18.75	*	6.25	17	16
3	56.52	46.15	*	46.15	*	7.69	23	13
4	92.31	55.56	*	27.78		16.67	13	18
5	*	50.00	*	28.57	*	21.43	12	14
All Grades	76.32	52.29	17.54	34.86	*	12.84	114	109

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	26.09	*	43.48	*	30.43	30	23
1	*	43.75	*	56.25		0.00	15	16
2	82.35	43.75	*	50.00	*	6.25	17	16
3	65.22	84.62	*	15.38	*	0.00	23	13
4	*	72.22	*	11.11	*	16.67	13	18
5	*	71.43	*	14.29		14.29	12	14
All Grades	71.93	55.05	20.18	33.03	*	11.93	114	109

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.67	4.35	50.00	69.57	*	26.09	30	23
1	*	68.75	*	25.00		6.25	15	16
2	*	25.00	*	68.75	*	6.25	17	16
3	*	15.38	56.52	61.54	*	23.08	23	13
4	*	27.78	*	55.56	*	16.67	13	18
5	*	28.57	*	50.00	*	21.43	12	14
All Grades	35.09	25.69	47.37	54.13	17.54	20.18	114	109

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.33	43.48	*	30.43	*	26.09	30	23
1	*	50.00	*	43.75		6.25	15	16
2	*	31.25	76.47	56.25		12.50	17	16
3	*	46.15	52.17	53.85	*	0.00	23	13
4	*	27.78	*	55.56		16.67	13	18
5	*	21.43	*	71.43		7.14	12	14
All Grades	40.35	35.78	54.39	52.29	*	11.93	114	109

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
563	21.5	21.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	21.3
Foster Youth	1	0.2
Socioeconomically Disadvantaged	121	21.5
Students with Disabilities	65	11.5





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	5.0
American Indian	5	0.9
Asian	132	23.4
Filipino	4	0.7
Hispanic	99	17.6
Two or More Races	31	5.5
White	264	46.9

Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1.

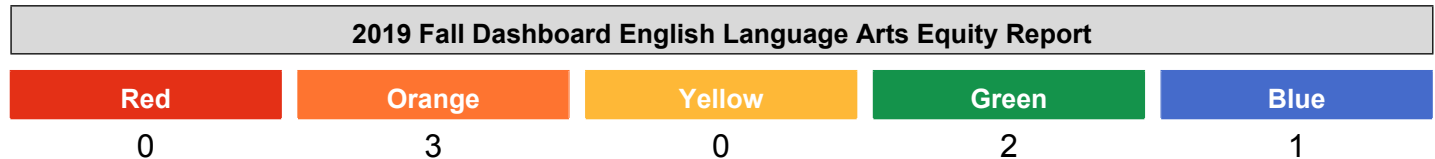
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 47.2 points above standard Declined -5.1 points 292	<b>English Learners</b>  Green 12.5 points above standard Increased ++4.8 points 60	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 12.4 points below standard Declined -6.6 points 73	<b>Students with Disabilities</b>  Orange 49.3 points below standard Declined Significantly -21.5 points 47



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 10.5 points below standard Increased ++8.5 points 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Blue 74.9 points above standard Increased ++8.9 points 60	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 16 points below standard Declined -10.3 points 54	<b>Two or More Races</b>  No Performance Color 36 points above standard Declined Significantly -19.3 points 22	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 68.8 points above standard Declined -6.5 points 138

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 29.4 points below standard Increased ++5.3 points 33	<b>Reclassified English Learners</b> 63.6 points above standard Increased Significantly ++19.9 points 27	<b>English Only</b> 52.3 points above standard Declined -7.7 points 218
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#### Conclusions based on this data:

1.

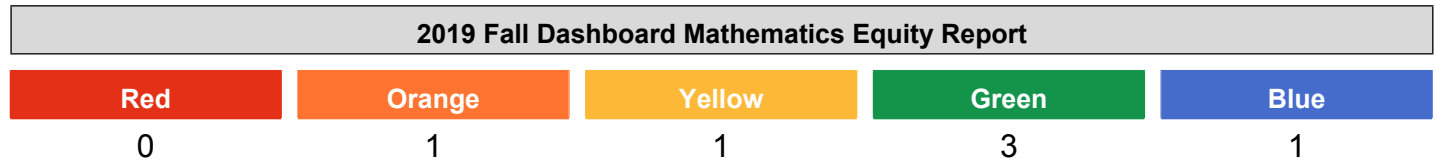
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 43.5 points above standard Maintained -2.8 points 291	<b>English Learners</b>  Green 22 points above standard Maintained ++0.6 points 59	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Yellow 13.6 points below standard Maintained ++1.8 points 72	<b>Students with Disabilities</b>  Orange 45.5 points below standard Declined Significantly -25.1 points 46

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 36.6 points below standard Maintained -0.8 points 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Green 81.6 points above standard Declined -10.8 points 60	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Green 23.4 points below standard Increased ++6.4 points 53	<b>Two or More Races</b>  No Performance Color 53.4 points above standard Increased ++6.1 points 22	<b>Pacific Islander</b>	<b>White</b>  Blue 61.9 points above standard Maintained -2 points 138

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 7 points above standard Maintained -2.3 points 32	<b>Reclassified English Learners</b> 39.8 points above standard Increased ++7.7 points 27	<b>English Only</b> 44.8 points above standard Maintained -2.8 points 218
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#### Conclusions based on this data:

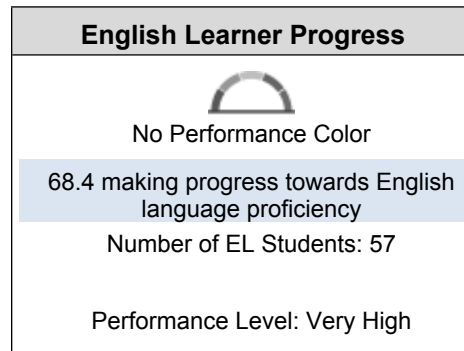
1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	13	13	26

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	2	2	2	1

This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 6.1 Increased +1 595	<b>English Learners</b>  Green 3.6 Declined -2.6 137	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Socioeconomically Disadvantaged</b>  Orange 14.5 Increased +2.5 145	<b>Students with Disabilities</b>  Green 5.6 Declined -4 89

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>3.6</div> Declined -6.8  28	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  5	<b>Asian</b>  Blue <div>2</div> Maintained +0.2  150	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  4
<b>Hispanic</b>  Yellow <div>16.3</div> Declined -1.7  104	<b>Two or More Races</b>  Orange <div>11.8</div> Increased +9.4  34	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0	<b>White</b>  Yellow <div>3.7</div> Increased +1.9  270

**Conclusions based on this data:**

1.

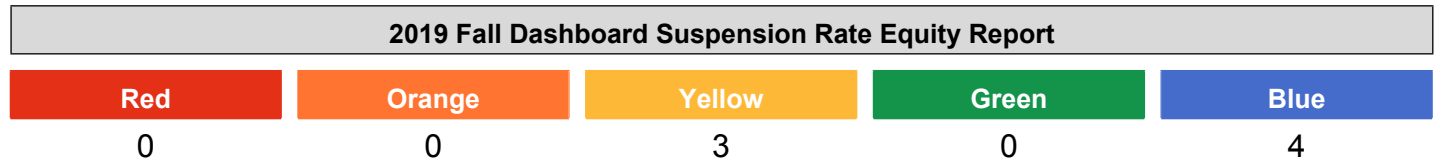
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 0.7 Declined -0.3 605	<b>English Learners</b>  Blue 0 Maintained 0 143	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3	<b>Socioeconomically Disadvantaged</b>  Yellow 2.1 Maintained +0.1 146	<b>Students with Disabilities</b>  Yellow 2.2 Maintained -0.2 90

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 6.9 Maintained +0.2 29	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  Blue 0 Declined -0.6 156	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 4
<b>Hispanic</b>  Yellow 0.9 Increased +0.9 106	<b>Two or More Races</b>  Blue 0 Declined -2.4 34	<b>Pacific Islander</b>	<b>White</b>  Blue 0.4 Maintained 0 271

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.7

Conclusions based on this data:

1.



# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Close the Achievement and Opportunity Gap

### Goal Statement

All students at NDE will make a year's growth in Mathematics and Language Arts. Our Socio-economically Disadvantaged students, Students with Disabilities, Hispanic/Latino students, and our African American students consistently perform one or two performance levels lower than our white and Asian students. We are committed to provide these subgroups with the tools and experiences they need to perform at or above standard.

### LCAP Goal

Davis Joint Unified educators will close the achievement and opportunity gap.

### Basis for this Goal

CA State Dashboard: We use scale scores and proficiency levels to identify gaps in achievement between "all students" and our student sub-groups.

In 2018-19, "all students" at NDE performed very high in Mathematics (Blue), and maintained this level from the prior year, and High in English Language Arts (Green), however declined slightly from the prior year. The achievement gap exists where subgroups are performing two or more proficiency levels below the "all students" group. This is the case in the following subgroups:

Our Socio-Economically Disadvantaged students, Students with Disabilities, and Hispanic students are performing at the Orange level in Language Arts, 2 proficiency levels below "all students."

Our Students with Disabilities are performing at the Orange proficiency level, three levels from "all students" in Mathematics. Our Socio-economically disadvantaged students are performing in the Yellow proficiency level, two levels from "all students."

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Proficiency Levels	See Above	All sub-groups will be performing in Green or better.

### Planned Strategies/Activities

#### Strategy/Activity 1

Reading Intervention

#### Students to be Served by this Strategy/Activity

Students performing below standard in reading will receive intervention during school hours from the Reading Specialist or Reading para-educators.

### Timeline

2019-2020

**Person(s) Responsible**

Principal, Reading Specialist

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	3,500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	.10 FTE Para-educator II - Intermediate Reading Support
<b>Amount</b>	7,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	.20 FTE Para-educator II - Intermediate Reading Support

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Safe and Inclusive Environment

### Goal Statement

North Davis Elementary School will see a 25% decrease in the number of students who receive six or more discipline referrals, and a 50% decrease in the chronic absenteeism rates for all students, and particularly of our socio-economically disadvantaged youth and Hispanic students.

### LCAP Goal

Classrooms and School Communities will be Safe and Inclusive Environments

### Basis for this Goal

Discipline Referral Data:

As of March 13, 2020:

11 students have received 9 or more discipline referrals.

8 students have received 6-8 discipline referrals.

41 students have received 2-5 discipline referrals.

480 students have received 0-1 discipline referrals.

Attendance Data:

In 2018-2019:

6.1% of our students were chronically absent. This is an increase of 1.1% (Orange)

14.5% of our socio-economically disadvantaged students were chronically absent. This is an increase of 2.5% from the previous year. (Orange)

11.8% of our students of two or more races were chronically absent. That is an increase of 9.4% from the previous year. (Orange)

16.3% of our Hispanic-Latino students were chronically absent. This is a decrease of 1.7%. (Yellow)

3.6% of our African American students were chronically absent. This is a decrease of 6.8%. (no performance color assigned)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Data, SWIS Discipline Referral Data	See above.	We will see a decrease in DRs and chronic absenteeism.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide Multi-Tiered Support for All Students and Families

#### Students to be Served by this Strategy/Activity

All Students

**Timeline**

2020-2021

**Person(s) Responsible**

Principal, MTSS Team, Counselors

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	9,608
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.2 FTE Counselor
<b>Amount</b>	4,640
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	.2 FTE Counselor

**Strategy/Activity 2**

Implement School-wide Positive Behavioral and Intervention Supports

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2020-2021

**Person(s) Responsible**

Principal, MTSS Team, PBIS Tier I and Tier II Team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7,000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	CICO Facilitator
<b>Amount</b>	19,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	CICO Facilitator

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

21st Century Teaching and Learning

### Goal Statement

Increase student involvement and teacher training in 21st Century teaching and learning, particularly around the “4 C’s,” Critical Thinking, Communication, Collaboration, and Creativity. NDE will partner with DJUSD to define and enhance the 21st Century teaching and learning experience at our school through professional development and the implementation of the STEM Center-NDE.

### LCAP Goal

All students will experience 21st Century Teaching and Learning

### Basis for this Goal

We are re-imagining our computer lab space to create space for our students to explore STEM projects and clubs. We continued our Robotics Club this year, and had more applicants than spots available. We hope to make these opportunities accessible to more students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance/Project Completion		Higher levels of student engagement

### Planned Strategies/Activities

#### Strategy/Activity 1

Creation of STEAM Center

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

2020-2021

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

3,655

Source

LCFF - Base

<b>Budget Reference</b>	7000-7439: Other Outgo
<b>Description</b>	NDE STEAM Center

## Strategy/Activity 2

Robotics
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## Students to be Served by this Strategy/Activity

All Students
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## Timeline

2020-2021
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## Person(s) Responsible

Principal, Advisors
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## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Robotics Kit
<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies

# 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	56,403.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	19795	0.00
LCFF - Supplemental	36608	0.00
Title I Part A: Allocation	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	19,795.00
LCFF - Supplemental	36,608.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,248.00
2000-2999: Classified Personnel Salaries	36,500.00
4000-4999: Books And Supplies	2,000.00
7000-7439: Other Outgo	3,655.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	4,640.00
2000-2999: Classified Personnel Salaries	LCFF - Base	10,500.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
7000-7439: Other Outgo	LCFF - Base	3,655.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,608.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00

# School Site Council Membership

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

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

Name of Members	Role
Sarah Roseen	Principal
Ali Loge	Parent or Community Member
Sarah Keith	Parent or Community Member
Sarah Dhah	Parent or Community Member
Victoria Travis	Parent or Community Member
Sophie Javers	Parent or Community Member
Laureen Ginn	Classroom Teacher
Kelly Valdepena	Classroom Teacher
Cathy Hackett	Other School Staff
Cathryn Huser	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 6/19/2020.

Attested:



Principal, Sarah Roseen on 6/19/2020

SSC Chairperson, Ali Loge on 6/19/2020

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).



## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program