

The Single Plan for Student Achievement

School: North Davis Elementary School
CDS Code: 57726786056261
District: Davis Joint Unified School District
Principal: Dr. Ramon Cusi
Revision Date: 6/1/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 6/18/2015.

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School Vision and Mission

North Davis Elementary School's Vision and Mission Statements

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. Mutual respect, high expectations and joy for working and learning are the foundation for all we do. Students, parents, school staff, and community members work together, at school and at home, to achieve maximum growth and development for each child. We value a school setting in which all members demonstrate awareness and caring for the well-being of each individual, our school, our community and the world beyond, now and in the future. North Davis Elementary School is characterized by a strong feeling of community. All school staff, parents, and children enjoy working, learning, and playing together in an atmosphere of trust, mutual respect, and support.

School Profile

Our site is located in the heart of Davis near the University of California, the county library, the Veterans' Memorial Building, Davis Senior High School, the Davis Art Center, Community Park, and Rainbow City Play Park. These nearby facilities provide enrichment opportunities for students. Our facilities are attractive and clean and were modernized in 2004–2005. Ramon Cusi has been the principal of North Davis Elementary for 5 years. He has 19 years of experience as an administrator, teacher and coach. Our school leadership team includes teacher representatives from each grade level. This group meets monthly to discuss concerns and to plan meeting agendas.

The teaching staff is talented and dedicated and makes sure classrooms are nurturing and academically challenging. Parents are an integral part of the school program. We attempt to involve all families in our school and we celebrate the diversity of our school population. Teachers on our site participate in school decision making on a regular basis. The School Site Council (SSC) and the Parent Teacher Association (PTA) meet regularly on a monthly basis. Our English Language Advisory Committee (ELAC) meets twice a year. We keep parent leaders informed about the school in person and via the school newsletter. We openly welcome input and ideas from parents, staff, students, and community members. The school's annual plan is reviewed and approved by our SSC, a group composed of five parents and five school staff members.

The PTA organizes activities to unify the school community and support students' educational experiences. The group raises funds to enrich the educational program for all students. More than 50 percent of North Davis families are members of PTA. The ELAC advises the district and school sites on matters pertaining to the instruction of English learners. Parents and are highly visible on our campus and participate in every facet of our programs.

The district tests all third graders to determine eligibility for the GATE program. A GATE program for fourth through sixth grade students is available at regional school sites. For GATE students who remain in neighborhood schools, classroom teachers provide individualized instruction through open-ended assignments, grouping within and across classrooms, and individual assignments. These strategies provide greater challenge, depth, and complexity.

To become more involved in our school, please contact our principal, Ramon Cusi, at (530) 757-5475.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	425	427		243	229		16	11		94	92	
Growth API	910	902		927	927		857	713		954	942	
Base API	909	910		923	928		901	853		967	955	
Target	A	A		A	A					A	A	
Growth	1	-8		4	-1					-13	-13	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	62	69		72	84		94	94		59	76	
Growth API	791	789		841	847		811	794		755	725	
Base API	763	791		880	841		819	811		687	758	
Target				A	A		A	A				
Growth				-39	6		-8	-17				
Met Target				Yes	Yes		Yes	No				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	93		99	100	
Number At or Above Proficient	343	335		208	195		9	5		83	76	
Percent At or Above Proficient	80.7	78.5		85.6	85.2		56.2	45.5		88.3	82.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	99	
Number At or Above Proficient	34	40		44	51		55	52		35	36	
Percent At or Above Proficient	54.8	58.0		61.1	60.7		58.5	55.3		59.3	47.4	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	Yes		No	No		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	93		99	100	
Number At or Above Proficient	344	350		207	194		10	5		87	87	
Percent At or Above Proficient	80.9	82.0		85.2	84.7		62.5	45.5		92.6	94.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	99	
Number At or Above Proficient	34	41		50	61		57	61		31	42	
Percent At or Above Proficient	54.8	59.4		69.4	72.6		60.6	64.9		52.5	55.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	Yes		No	Yes		No	Yes		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	74	88	
Percent with Prior Year Data	100.0%	95.5%	
Number in Cohort	74	84	
Number Met	45	57	
Percent Met	60.8%	67.9%	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	103	6	102	11		
Number Met	27	--	30	--		
Percent Met	26.2%	--	29.4%	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
Mathematics			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
SCHOOL GOAL #1:
North Davis will have a welcoming environment for all visitors, staff and students. Students, staff and parents will feel safe, respected and included at North Davis Elementary
Data Used to Form this Goal:
Principal/Teacher/Community Observation
Findings from the Analysis of this Data:
School Site Council and School Climate Meeting Minutes
How the School will Evaluate the Progress of this Goal:
Suspension rates, referrals to the office, and principal, teacher, staff, parent observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize library books including, but not limited to, those that support Tools for Citizenship and Life and others which promote positive self image and confidence. Also utilize multimedia equipment including, but not limited to, LCD projector and mount, document reader and cabling.	6/30/2016	Librarian				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through participatory opportunities beyond academic classroom instruction, students will have an active role in creating and maintaining a positive environment at North Davis School. Examples include, but are not limited to, P.E. & playground materials, class meetings, cooperative problem solving, Running Club, Student Council, Lunchtime Activities, Jump Rope Club, Recycle Rangers, Student P.E. Rules Committee, cross age buddies and field trips.	6/30/2016	Principal and teachers				
Instructional activities help students develop the skills needed to help maintain and improve a positive school climate. Such activities will include, but not be limited to, cooperative learning, Tools for Citizenship and Life, class meetings, debates, peer tutoring, problem solving, UCD P.E. intervention interns, simulations and student presentations.	6/30/2016	Principal and teachers				
Staff development opportunities and strategies for teaching and leadership help to maintain and improve the positive school environment. These include, but are not limited to, FISH, GLAD, Healthy Kids, academic conferencing, school leadership team, grade level team meetings, AIM team meetings, outdoor education, art rotation, school climate committee and regular recognition certificates for student achievement.	6/30/2016	Principal and teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor to assist in developing social skills and providing character education including group and individual therapy sessions.	6/30/2016	Administrator	.5 fte Counselor		District Funded	
Provide proper safety equipment to ensure a safe school and climate, and for preparation in case of a disaster situation.	6/30/2016	Teaching staff, Administration, Campus Supervision, Yard Duty				
Conduct Parent Nights, International Potluck, ELAC Meetings	6/30/2016	Principal, EL Intervention Specialist, Reading Specialist, Teachers				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
SCHOOL GOAL #2:
SES Disadvantaged and other struggling students will experience success during their time at North Davis Elementary School. Currently, 60% of SES Disadvantaged students are Proficient or Advanced in Math as measured by the 2013 STAR. By June 2015, 75% of SES Disadvantaged students will be Proficient or Advanced in Math as measured by the CAASPP administered in April 2015.
Data Used to Form this Goal:
AYP % proficient in Math; Math CST grade level cluster scores
Findings from the Analysis of this Data:
Students in the SES Disadvantaged group are below the NCLB Math % proficient target.
How the School will Evaluate the Progress of this Goal:
State, district and school level assessments and Teacher review of students math assessments at staff level and grade level meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
First through sixth grade classrooms will use the SuccessMaker program, FastMath, other computer software and classroom computers to individually diagnose, remediate and/or enrich students in mathematics	6/30/2016	Classroom teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support through training and professional development including modeling lessons and providing materials to assist classroom teachers in meeting the needs of students identified as needing intervention support.	6/30/2016	Administrator	.50 FTE Math Specialist		District Funded	
A variety of instructional practices taking place during and beyond the school day promote achievement in mathematics, including, but not limited to, open-ended math centers, small group instruction, differentiated instruction, differentiated homework, Homework Club and after school tutoring. Maintain and support access to AIM-differentiated curriculum in both regular and self-contained AIM classrooms.	6/30/2016	Classroom teachers				
Supplemental materials and activities are used to remediate or enrich student experiences, encouraging maximum student growth in mathematics. These materials and activities include, but are not limited to, TOPS problem solving cards, Quest, Math Olympiad, Mr. Meyer's Math, and Saxon Math.	6/30/2016	Classroom teachers				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading/Language Arts
LEA GOAL:
SCHOOL GOAL #3:
SES Disadvantaged student and other struggling will experience success during their time at North Davis Elementary School. Currently, 60% of SES Disadvantaged students are Proficient or Advanced in English Language Arts (ELA) as measured by the 2013 STAR. By June 2015, 70% of SES Disadvantaged students will be Proficient or Advanced in ELA as measured by the CAASPP administered in April 2015.
Data Used to Form this Goal:
AYP % proficient in Math; ELA CST grade level cluster scores.
Findings from the Analysis of this Data:
Students in the SES Disadvantaged group are below the NCLB ELA % proficient target
How the School will Evaluate the Progress of this Goal:
Reading assessment card, State, district and school level assessments, teacher review of students math assessments at staff level and grade level meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identified low achieving readers and writers in the upper grades will participate in a comprehensive language arts program using the Language! curriculum 1.5 hours per day.	6/30/2016	Special Education Staff				
Para-professionals will provide small group and individual instruction to students.	6/30/2016	Reading Specialist Teachers Paraprofessionals	(2) .4875 FTE Reading Paraeducators		LCFF - Base	11,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
First through sixth grade classrooms use the SuccessMaker program on classroom computers to determine student levels of achievement in reading and to provide appropriate remediation or enrichment.	6/30/2016	Teachers Computer lab specialist	Instructional Technology Specialist .4875 FTE		LCFF - Base	16,200
Provide substitute teacher time to allow classroom teachers to attend academic conferences, healthy kids conferences, certificated evaluation conferences, IEP and Student Study Team (SST) meetings during the contractual day. Provide funding for assessment materials. Provide funding for clerical support for scheduling & invitations to meetings.	6/30/2016	Classroom teachers, office staff	Substitutes & Clerical Time		LCFF - Base	1,868
Students use appropriate instructional software to achieve growth in Reading / Language Arts. "See Technology Supports Student learning."	6/30/2016	Classroom teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A variety of instructional practices taking place during and beyond the school day promote achievement in reading and language arts including, but not limited to, small group instruction, differentiated instruction, differentiated homework, differentiated text such as high interest low level books, Poetry Cafe, Read Naturally, Handwriting Without Tears, SRA Reading Labs, On Our Way To English, Homework Club, Odyssey of the Mind and after school tutoring. Maintain and support access to AIM-differentiated curriculum in both regular and self-contained AIM classrooms. Provide extended school year opportunities (summer school) for students at risk of retention.	6/30/2016	Classroom teachers	School Materials & Instructional Supplies		LCFF - Base	1,000
Opportunities for students to practice and improve reading skills take place in school beyond the regular classroom instructional programs, including, but not limited to, extended school year, (summer school) our school library with over 17,000 titles, Battle of the Books, Poetry Cafe, International Potluck, Parent Education Nights, Family Curriculum Nights, Books Count, Library Skills, Reading Counts and a guided-reading Checkout Library.	6/30/2016	Classroom teachers and school librarian	School Materials & Supplies		LCFF - Base	1,000
Academic Conferencing by grade level staff members	6/30/2016		Release time		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support through training and professional development including modeling lessons and providing materials to assist classroom teachers in meeting the needs of students identified as needing intervention support.	6/30/2016		1.0 FTE Reading Specialist		District Funded	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELD/Intervention Support
LEA GOAL:
SCHOOL GOAL #4:
NDE teachers and staff will commit to make all EL students able to take standardized tests sufficiently and effectively. Currently NDE EL students are 65% proficient or above in CST ELA and Math, respectively, by the end of the 2014- 2015 school year 80% of NDE EL Students will be proficient or above in both ELA and Math on the CAASPP Exam.
Data Used to Form this Goal:
STAR Data, Teacher Observation and classroom assessments
Findings from the Analysis of this Data:
Alignment with district goal. (Currently DJUSD EL students are 45.5% and 54.1% proficient or above in CST ELA and Math, respectively, by the end of the 2012-2013 school year 55.5% & 64.1% of DJUSD EL Students will be proficient or above in ELA and Math, respectively, on the California Standards Test.)
How the School will Evaluate the Progress of this Goal:
Utilize Data Mining software (Illuminate), reading cards and teacher observation

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted academic assistance discussion about students by name and by need.	6/30/2016	Grade level teacher teams, Principal, Intervention Specialist, Reading Specialist, Inclusion Specialist, RSP Specialist				
Provide targeted instruction to EL students based on need.	6/30/2016	Intervention Specialist, EL Specialist	Intervention Specialist, EL Specialist		District Funded	81,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide and after school intervention designed to fit the needs of students by each grade level.	6/30/2016	Teachers, Specialists, Administrators	Certificated Teachers		LCFF - Base	20,600

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Site Mission
LEA GOAL:
SCHOOL GOAL #5:
All students at North Davis School will be appropriately challenged to achieve at their highest levels.
Data Used to Form this Goal:
Site Mission Statement and staff observation.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
State and District test scores, site assessments including chapter tests, cumulative review tests, teacher observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A wide variety of activities and associated materials help all students to identify their individual talents and pursue their own unique interests. Examples include, but are not limited to, art lessons, instrumental and vocal music instruction, physical education, playground equipment, poetry materials, drumming equipment, dramatic masks, problem solvers program, Math Olympiads, Interact simulations, Reading Expandorama, Apple Valley, math TOPS cards, National Spelling Bee, Writers' Workshop, Web Quests, Student Council, SRA Reading Labs, computer software, Nature Bowl and Odyssey of the Mind.	6/30/2016	Classroom teachers, principal				
Provide Support for Upper Grade Combination class due to different curriculum being taught. If Needed.	6/30/2016	Principal, Teacher	Long Term Substitute Teachers twice a week			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	51,868	0.00
District Funded	84,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	84,000.00
LCFF - Base	51,868.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,868.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	84,000.00
	LCFF - Base	48,000.00
	LCFF - Base	3,868.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	34,268.00
Goal 4	101,600.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ramon Cusi	X				
Roberta Savage				X	
Stephanie Schoen				X	
Laureen Ginn		X			
Lea Darrah				X	
Patty Newman		X			
Lisa Lengtat			X		
Wendy DeSouza				X	
Rick Baker				X	
Cathy Hackett			X		
Mary Ann Turner (Parent Alternate)				X	
Numbers of members of each category:	1	2	2	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 6/1/2015.

Attested:

Dr. Ramon Cusi

Typed Name of School Principal

Signature of School Principal

Date

Lea Darrah

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

North Davis Elementary School

Funding Source: District Funded

\$84,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time		\$3,000.00	Reading/Language Arts	Academic Conferencing by grade level staff members
Intervention Specialist, EL Specialist		\$81,000.00	ELD/Intervention Support	Provide targeted instruction to EL students based on need.

District Funded Total Expenditures: \$84,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$51,868.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Teachers		\$20,600.00	ELD/Intervention Support	Provide and after school intervention designed to fit the needs of students by each grade level.
(2) .4875 FTE Reading Paraeducators		\$11,200.00	Reading/Language Arts	Para-professionals will provide small group and individual instruction to students.
Instructional Technology Specialist .4875 FTE		\$16,200.00	Reading/Language Arts	First through sixth grade classrooms use the SuccessMaker program on classroom computers to determine student levels of achievement in reading and to provide appropriate remediation or enrichment.
Substitutes & Clerical Time		\$1,868.00	Reading/Language Arts	Provide substitute teacher time to allow classroom teachers to attend academic conferences, healthy kids conferences, certificated evaluation conferences, IEP and Student Study Team (SST) meetings during the contractual day. Provide funding for assessment materials. Provide funding for clerical support for scheduling & invitations to meetings.

North Davis Elementary School

School Materials & Instructional Supplies	\$1,000.00	Reading/Language Arts	A variety of instructional practices taking place during and beyond the school day promote achievement in reading and language arts including, but not limited to, small group instruction, differentiated instruction, differentiated homework, differentiated text such as high interest low level books, Poetry Cafe, Read Naturally, Handwriting Without Tears, SRA Reading Labs, On Our Way To English, Homework Club, Odyssey of the Mind and after school tutoring. Maintain and support access to
School Materials & Supplies	\$1,000.00	Reading/Language Arts	Opportunities for students to practice and improve reading skills take place in school beyond the regular classroom instructional programs, including, but not limited to, extended school year, (summer school) our school library with over 17,000 titles, Battle of the Books, Poetry Cafe, International Potluck, Parent Education Nights, Family Curriculum Nights, Books Count, Library Skills, Reading Counts and a guided-reading Checkout Library.
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LCFF - Base Total Expenditures:	\$51,868.00		
LCFF - Base Allocation Balance:	\$0.00		
North Davis Elementary School Total Expenditures:	\$135,868.00		