

# 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:** 6/6/2016

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:

**Contact Person:** Ramon Cusi  
**Position:** Principal  
**Phone Number:** (530) 757-5475  
**Address:** 555 East 14th St.  
Davis, CA 95616  
**E-mail Address:** rcusi@djUSD.net

**The District Governing Board approved this revision of the SPSA on .**

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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

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	81	70	86.4	70	2455.6	44	21	19	16
Grade 4	89	86	96.6	86	2507.1	47	23	12	19
Grade 5	104	93	89.4	93	2524.8	32	31	15	22
Grade 6	105	102	97.1	102	2573.6	31	43	18	8
All Grades	379	351	92.6	351		38	31	16	16

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	40	36	24	36	47	17	36	54	10	43	39	19
Grade 4	43	40	16	42	40	17	35	52	12	33	48	19
Grade 5	31	40	28	37	40	23	23	63	13	47	42	11
Grade 6	36	48	16	39	51	10	27	70	3	44	50	6
All Grades	37	41	21	38	44	17	30	61	9	42	45	13

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	81	70	86.4	70	2465.1	33	37	19	11
Grade 4	89	86	96.6	86	2532.1	50	20	22	8
Grade 5	104	98	94.2	97	2536.8	35	22	20	21
Grade 6	105	104	99.0	104	2589.7	50	18	22	10
All Grades	379	358	94.5	357		42	23	21	13

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	49	37	14	49	37	14	43	47	10
Grade 4	59	26	15	57	29	14	55	29	16
Grade 5	39	36	25	35	44	21	29	46	25
Grade 6	51	33	16	46	41	13	48	38	14
All Grades	49	33	18	46	38	15	43	40	17

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	88	71	
Percent with Prior Year Data	95.5%	100.0%	
Number in Cohort	84	71	
Number Met	57	47	
Percent Met	67.9%	66.2%	
NCLB Target	59.0	60.5%	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	102	11	91	18		
Number Met	30	--	22	--		
Percent Met	29.4%	--	24.2%	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	Yes	--	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

### 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:

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #1:</b>
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
<b>Data Used to Form this Goal:</b>
Principal/Teacher/Community Observation
<b>Findings from the Analysis of this Data:</b>
School Site Council and School Climate Meeting Minutes
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	6/30/2017	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.	6/30/2017	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.	6/30/2017	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.	6/30/2017	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.	6/30/2017	Administrator	Counselor, .5 FTE		District Funded	37,500
Provide proper safety equipment to ensure a safe school and climate, and for preparation in case of a disaster situation.	6/30/2017	Teaching staff, Administration, Campus Supervision, Yard Duty				
Conduct Parent Nights, International Potluck, ELAC Meetings	6/30/2017	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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
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 2017, 75% of SES Disadvantaged students will meet or exceed standards in Math as measured by the CAASPP administered in April/May 2017.
<b>Data Used to Form this Goal:</b>
AYP % proficient in Math; Math CST grade level cluster scores
<b>Findings from the Analysis of this Data:</b>
Students in the SES Disadvantaged group are below the NCLB Math % proficient target.
<b>How the School will Evaluate the Progress of this Goal:</b>
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. [Parcel Tax]	6/30/2017	Administrator	Math Specialist, .50 FTE		District Funded	0
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.	6/30/2017	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.	6/30/2017	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:

<b>SUBJECT: Reading/Language Arts</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
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 2017, 70% of SES Disadvantaged students will meet or exceed standards in ELA as measured by the CAASPP administered in April/May 2017.
<b>Data Used to Form this Goal:</b>
AYP % proficient in Math; ELA CST grade level cluster scores.
<b>Findings from the Analysis of this Data:</b>
Students in the SES Disadvantaged group are below the NCLB ELA % proficient target
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	6/30/2017	Special Education Staff				
Para-professionals will provide small group and individual instruction to students.	6/30/2017	Reading Specialist Teachers Paraprofessionals	Reading Paraeducators, (2) .4875 FTE		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.	6/30/2017	Teachers Computer lab specialist	Instructional Technology Specialist .5 FTE		District Funded	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.	6/30/2017	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."	6/30/2017	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.	6/30/2017	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.	6/30/2017	Classroom teachers and school librarian	School Materials & Supplies		LCFF - Base	1,000
Academic Conferencing by grade level staff members	6/30/2017		Release time		District Funded	6,000

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.	6/30/2017		1.0 FTE Reading Specialist		District Funded	0
3rd Grade Reading paraeducator (.1 FTE per each 3rd grade class)	6/30/2017		3rd Grade Reading Paraeducators		District Funded	9,000



## 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:

<b>SUBJECT: ELD/Intervention Support</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
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 2016- 2017 school year 80% of NDE EL Students will be proficient or above in both ELA and Math on the CAASPP Exam.
<b>Data Used to Form this Goal:</b>
STAR Data, Teacher Observation and classroom assessments
<b>Findings from the Analysis of this Data:</b>
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.)
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	6/30/2017	Grade level teacher teams, Principal, Intervention Specialist, Reading Specialist, Inclusion Specialist, RSP Specialist				
Provide targeted instruction to EL and at-risk students based on need.	6/30/2017	Intervention Specialist, EL Specialist	Intervention Specialist		District Funded	32,715
			EL Specialist, .40 FTE		District Funded	30,000
			Balance of Intervention		LCFF - Supplemental	16,885

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.	6/30/2017	Teachers, Specialists, Administrators	Certificated Teachers		LCFF - Supplemental	10000
Provide ELD paraeducator support, .4875 FTE	6/30/2017	Intervention Specialist, administrator	ELD Paraeducator III, Bilingual .4875 FTE		LCFF - Supplemental	5227
			ELD Paraeducator III, Bilingual		LCFF - Base	5282
Provide support to combination class for possible 4/5 class 2016-2017	6/30/2017	Teacher, Administrator	Certificated Substitute		LCFF - Supplemental	7200

## 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:

<b>SUBJECT: Site Mission</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
All students at North Davis School will be appropriately challenged to achieve at their highest levels.
<b>Data Used to Form this Goal:</b>
Site Mission Statement and staff observation.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	6/30/2017	Classroom teachers, principal				
Provide Support for Upper Grade Combination class due to different curriculum being taught. If Needed.	6/30/2017	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	20,350	0.00
LCFF - Supplemental	39,312	0.00
District Funded	131,415	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	131,415.00
LCFF - Base	20,350.00
LCFF - Supplemental	39,312.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,500.00
Goal 2	0.00
Goal 3	46,268.00
Goal 4	107,309.00

## 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	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	

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**

**\$131,415.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Release time		\$6,000.00	Reading/Language Arts	Academic Conferencing by grade level staff members
1.0 FTE Reading Specialist		\$0.00	Reading/Language Arts	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.
3rd Grade Reading Paraeducators		\$9,000.00	Reading/Language Arts	3rd Grade Reading paraeducator (.1 FTE per each 3rd grade class)
Intervention Specialist		\$32,715.00	ELD/Intervention Support	Provide targeted instruction to EL and at-risk students based on need.
EL Specialist, .40 FTE		\$30,000.00	ELD/Intervention Support	Provide targeted instruction to EL and at-risk students based on need.
Instructional Technology Specialist .5 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.
Counselor, .5 FTE		\$37,500.00	School Climate	Counselor to assist in developing social skills and providing character education including group and individual therapy sessions.
Math Specialist, .50 FTE		\$0.00	Mathematics	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. [Parcel Tax]

District Funded Total Expenditures: \$131,415.00

District Funded Allocation Balance: \$0.00

## North Davis Elementary School

**Funding Source: LCFF - Base**

**\$20,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Reading Paraeducators, (2) .4875 FTE		\$11,200.00	Reading/Language Arts	Para-professionals will provide small group and individual instruction to students.
ELD Paraeducator III, Bilingual		\$5,282.00	ELD/Intervention Support	Provide ELD paraeducator support, .4875 FTE
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.
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 AIM-differentiated curriculum in both regular and self-contained AIM classrooms. Provide extended school year opportunities (summer school) for students at risk of retention.
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.

LCFF - Base Total Expenditures: \$20,350.00

LCFF - Base Allocation Balance: \$0.00

## North Davis Elementary School

**Funding Source: LCFF - Supplemental**

**\$39,312.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Certificated Substitute		\$7,200.00	ELD/Intervention Support	Provide support to combination class for possible 4/5 class 2016 -2017
Balance of Intervention		\$16,885.00	ELD/Intervention Support	Provide targeted instruction to EL and at-risk students based on need.
Certificated Teachers		\$10,000.00	ELD/Intervention Support	Provide and after school intervention designed to fit the needs of students by each grade level.
ELD Paraeducator III, Bilingual .4875 FTE		\$5,227.00	ELD/Intervention Support	Provide ELD paraeducator support, .4875 FTE
LCFF - Supplemental Total Expenditures:		\$39,312.00		
LCFF - Supplemental Allocation Balance:		\$0.00		
North Davis Elementary School Total Expenditures:		\$191,077.00		