

The Single Plan for Student Achievement

School: North Davis Elementary School
CDS Code: 57726786056261
District: Davis Joint Unified School District
Principal: Sarah Roseen
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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 .

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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

North Davis Elementary School is centrally located in Davis, California. 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 our proximity to Davis Senior High School, provides our school with unique and enriching opportunities for our students. Interns in the UC Davis School of Education and Peer Tutors from Davis Senior High provide support to our students in almost every classroom. In addition, each year we welcome dozens of elementary students and their families 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.

Currently, North Davis has 564 students enrolled. 24% 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, as well as two self-contained AIM classrooms (grades 5 and 6). 50% of our students are White, 28% Asian, 14% Hispanic, 4% 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Youth Truth Survey was administered to students in October 2015 and again in October 2016. Students report feeling cared for by their teachers, yet expressed a desire for an increase in rigor throughout their daily lessons.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration visits classrooms informally on a regular basis, and formally when needed. Students are happy, engaged, and working collaboratively. Overall, there is evidence of CCSS-aligned lessons, and an increased focus on critical thinking.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff at NDE reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, NDE staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff at NDE uses curriculum-embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. Next year's adoption of English Language Arts/English Language Development materials promise more streamlined assessment of reading, comprehension, and writing skills.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at NDE are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coaches and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. In the 2017-2018 school year, as we learn more about the ELA/ELD standards and frameworks and adopted materials, we expect a parallel process in assessment and professional growth. All staff has worked to better understand differentiation and the intentional design of California Common Core.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At NDE we have benefitted from a Differentiation Specialist, Reading Specialists with expertise in foundational reading skills, as well as Instructional Math Coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At NDE collaborative time is both supported and valued, but also explicitly designed within contract time. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As new frameworks are adopted, NDE has participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. We expect to parallel this process for ELA/ELD next year and continue to learn, implement, and align standards and frameworks for Social Science, Next Generation Science, and Health in the coming years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At NDE we have an average dedicated an average of 60 minutes to Math, and 90-120 minutes to ELA/ELD. It is our intention to have less variability on site and district wide next year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

SITE

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At NDE K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase this May and will be on site for use this fall. These materials include those needed for intervention, additional depth or complexity.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SITE

14. Research-based educational practices to raise student achievement

At NDE we have focused practice on strategies supported by research that include: restorative practices and social emotional learning, Number Talks, formative assessment, Professional Learning Communities, Daily Five.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SITE

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SITE

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	81	73	70	67	70	67	86.4	91.8
Grade 4	89	87	86	84	86	84	96.6	96.6
Grade 5	104	85	93	83	93	83	89.4	97.6
Grade 6	105	109	102	90	102	90	97.1	82.6
All Grades	379	354	351	324	351	324	92.6	91.5

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2455.6	2474.7	44	52	21	16	19	13	16	18
Grade 4	2507.1	2520.2	47	51	23	21	12	12	19	15
Grade 5	2524.8	2561.5	32	46	31	33	15	11	22	11
Grade 6	2573.6	2552.5	31	24	43	36	18	23	8	17
All Grades	N/A	N/A	38	43	31	27	16	15	16	15

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	40	53	36	27	24	20
Grade 4	43	48	40	38	16	14
Grade 5	31	46	40	42	28	12
Grade 6	36	26	48	52	16	22
All Grades	37	42	41	41	21	17

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	36	39	47	44	17	17
Grade 4	42	45	40	45	17	10
Grade 5	37	47	40	39	23	14
Grade 6	39	30	51	53	10	17
All Grades	38	40	44	46	17	14

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	36	48	54	39	10	12
Grade 4	35	32	52	62	12	6
Grade 5	23	36	63	54	13	10
Grade 6	27	26	70	67	3	8
All Grades	30	35	61	57	9	9

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	47	39	38	19	15
Grade 4	33	46	48	39	19	14
Grade 5	47	60	42	33	11	7
Grade 6	44	40	50	42	6	18
All Grades	42	48	45	38	13	14

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	81	73	70	71	70	70	86.4	97.3
Grade 4	89	87	86	85	86	85	96.6	97.7
Grade 5	104	85	98	83	97	83	94.2	97.6
Grade 6	105	109	104	96	104	96	99.0	88.1
All Grades	379	354	358	335	357	334	94.5	94.6

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2465.1	2487.1	33	49	37	24	19	17	11	10
Grade 4	2532.1	2521.1	50	36	20	33	22	21	8	9
Grade 5	2536.8	2570.8	35	53	22	14	20	23	21	10
Grade 6	2589.7	2578.2	50	45	18	16	22	22	10	18
All Grades	N/A	N/A	42	46	23	22	21	21	13	12

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	49	63	37	23	14	14
Grade 4	59	52	26	28	15	20
Grade 5	39	61	36	20	25	18
Grade 6	51	53	33	21	16	26
All Grades	49	57	33	23	18	20

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	49	59	37	29	14	13
Grade 4	57	48	29	40	14	12
Grade 5	35	51	44	30	21	19
Grade 6	46	36	41	41	13	23
All Grades	46	48	38	35	15	17

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	56	47	37	10	7
Grade 4	55	49	29	38	16	13
Grade 5	29	51	46	36	25	13
Grade 6	48	39	38	43	14	19
All Grades	43	48	40	39	17	13

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
1	42	8		25	31		8	38		25	8			15	
2	6	9		13	27		50	36		31	9			18	
3				9	15		55	46		27	38		9		
4	17			42	11		17	56		17	22		8	11	
5	21	25		57	67		21	8							
6	33	14		50	36		17	43						7	
Total	18	10		31	32		30	38		18	13		3	8	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				7	19		18	25		18	16		57	41	
1	38	6		19	22		6	39		25	6		13	28	
2	4	4		8	19		40	31		24	4		24	42	
3	8	6		8	12		46	35		23	35		15	12	
4	17	9		42	9		17	55		17	18		8	9	
5	14	25		48	67		24	8		5			10		
6	25	10		38	30		25	40			5		13	15	
Total	12	7		21	24		25	32		17	12		24	26	

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	72
Percent with Prior Year Data	95.5%	100%	100.0%
Number in Cohort	84	71	72
Number Met	57	47	41
Percent Met	67.9%	66.2%	56.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

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	95	20
Number Met	30	--	22	12	16	13
Percent Met	29.4%	--	24.2%	66.7%	16.8%	65.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
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	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

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	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

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: Exceptional Education
LEA GOAL:
All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff. (Conditions of Learning)
SCHOOL GOAL #1:
All students at NDE will make growth in meeting grade level mathematics standards. Our socioeconomically disadvantaged students will gain at least 10 points to bring their scale score into the medium range, and our Hispanic/Latino student will gain at least 15 points, also bringing their scale score to medium.
Data Used to Form this Goal:
CA State Dashboard/5x5 Grid: In 2015-16, "all students" at NDE performed very high in Mathematics, at 39.2 points above meeting standard, and increased 8.3 points from 2014-15, landing in "blue." At NDE, our socio-economically disadvantaged students performed at -37.9 points below meeting standard (low), yet increased 8.6 points from 2014-15, landing in "yellow." Our Hispanic/Latino students performed at -39.3 points below meeting standard, which is a 7.5 point growth from 2014-15, also landing in "yellow."
Findings from the Analysis of this Data:
There is a significant achievement gap between "all students" and our socioeconomically disadvantaged students in the area of math amounting to 77.1 scale score points. There is also a significant gap between "all students" and Hispanic/Latino students of 78.5 points. In both cases, there is a gap of two performance levels.
How the School will Evaluate the Progress of this Goal:
Through local common assessments, we will assess student progress toward meeting grade level mathematics standards, and teachers will participate in professional learning communities to evaluate the instructional program, pedagogy, assessment data, and flexible grouping of students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Access to Technology: Through the purchase of a Chromebook cart and 24 Chromebooks, all students will have access to Chromebooks, particularly our unduplicated youth. Basic computer, word-processing, and cloud sharing will be taught. All students, particularly our unduplicated students, will have the opportunity to access the online components of our Board-adopted math curriculum, enVision.	2017-2018	Principal, Teachers, Math Specialist, IT Specialist, EL/Intervention Specialist	Chromebooks cart with Chromebooks		LCFF - Supplemental	9,000
Math Specialist, .5 FTE Classroom teachers will collaborate with specialists in the areas of math and technology to provide a rigorous course of study for all students. Teachers and specialists will collaborate to identify students who need additional intervention, particularly our underserved youth, and plan to provide extensive and targeted intervention for those students both in the classrooms and after school. Intervention will be provided both in the classrooms, and after the school day. Intervention programs will be technology-based when appropriate.	2017-2018	Principal	Math Specialist .5 FTE		District Funded	36,500
Math Para-educator .2 FTE A para-educator will support the efforts of the classroom teachers and specialists by working in small groups in classrooms during math instruction time. Teachers and specialists will identify students who require reteaching or frontloading in order to access the math curriculum.	2017-2018	Math Specialist, Principal	Math Para-educator .2 FTE		District Funded	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology Specialist .5 FTE</p> <p>Classroom teachers will collaborate with specialists in the areas of math and technology to provide a rigorous course of study for all students. Teachers and specialists will collaborate to identify students who need additional intervention, particularly our underserved youth, and plan to provide extensive and targeted intervention for those students both in the classrooms and after school. Intervention will be provided both in the classrooms, and after the school day. Intervention programs will be technology-based when appropriate.</p>	2017-2018	Principal	IT Specialist .5 FTE		District Funded	25,500
Instructional Materials	2017-2018	Principal	Materials		LCFF - Base	568

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: Close the Achievement Gap
LEA GOAL:
All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap. (Pupil Outcomes)
SCHOOL GOAL #2:
All students at NDE will make growth in meeting grade level ELA/ELD standards. Our socioeconomically disadvantaged students will gain at least 32.5 points to bring their scale score from the low range to the medium range, and our English Learners (EL Only) will gain at least 10.6 points, bringing their scale score from very low to low, or an increase of one status level.
Data Used to Form this Goal:
CA State Dashboard/5x5 Grid: In 2015-16, "all students" at NDE performed high in English Language Arts, at 42.5 points above meeting standard, and increased 10.1 points from 2014-15, landing in "green." At NDE, our socio-economically disadvantaged students performed at -37.5 points below meeting standard (low), and declined 1.1 points from 2014-15, landing in "orange." Our English Learners (EL only) performed very low on English Language Arts, -80.6 points from meeting standard, which is an improvement of 15.9 points from 2014-15, with no color assigned due to small sample size (less than 30).
Findings from the Analysis of this Data:
There is a significant achievement gap between "all students" and our socioeconomically disadvantaged students in the area of English Language Arts, amounting to 80 scale score points and a gap of two performance levels. There is also a significant gap between "all students" and English Learners (EL only) of 123.1 points.
How the School will Evaluate the Progress of this Goal:
Through local common assessments, we will assess student progress toward meeting grade level English Language Arts and English Language Development standards, and teachers will participate in professional learning communities to evaluate the instructional program, pedagogy, assessment data, and flexible grouping of students for ELA and ELD.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Specialist 1.0 FTE The Reading Specialist will oversee the Reading Room. In conjunction with classroom teachers, the reading specialist will identify and serve K-6 students who have identified gaps in their reading skills.	2017-2018	Principal	Reading Specialist 1.0 FTE		District Funded	73,000
Reading Para-educators (2) .4875 FTE each Under the direction of the Reading Specialist, reading para-educators will provide intervention to K-6 students identified as having gaps in their reading skills.	2017-2018	Reading Specialist, Principal	Reading Para-educators (2) .4875 FTE each		LCFF - Base	11,200
EL/Intervention Specialist 1.0 FTE The EL/Intervention Specialist, in conjunction with the classroom teachers and principal, will identify and serve our English Learners with designated and integrated ELD. The Specialist will collaborate with classroom teachers around best practices, and will be the lead learner as we implement the ELA/ELD framework. The Specialist will also coordinate and facilitate Student Study Team meetings.	2017-2018	Principal	EL/Intervention Specialist 1.0 FTE		District Funded	45,000
			EL/Intervention Specialist 1.0 FTE		Title I Backfill – Supplemental	37,000
3rd Grade Reading Para-educators (2) .1 FTE each and (2) .15 each Para-educators will provide push-in support to the 3rd grade classrooms. Focus will be on close reading and reading comprehension.	2017-2018	Reading Specialist, Teachers, Principal	Reading Para-educators .4 FTE		District Funded	12,000
			Reading Para-educators .1 FTE		LCFF - Base	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Materials	2017-2018	Principal	Materials		LCFF - Base	568
Professional Learning Communities (Academic Conferences, Teacher Release Time)	2017-2018	Teachers, Specialists, Principal	Release time		District Funded	6,000
EL Para-educator .2 FTE Under the direction of the EL/Intervention Specialist, our EL para-educator will provide intervention to 4-6 students identified as having gaps in their reading, comprehension, vocabulary and/or writing skills, in conjunction with the acquisition of the English language.	2017-2018		EL Para-educator .2 FTE		LCFF - Supplemental	6,000

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: Social Emotional Support
LEA GOAL:
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners. (Engagement)
SCHOOL GOAL #3:
North Davis Elementary will develop a Counseling Center for all students which will provide individual counseling, group counseling, restorative circles, anti-bullying curriculum, and problem solving curriculum. The Center will be a place that any student can access for sensory cool-down, supervised recess games, or just "a break."
Data Used to Form this Goal:
In the beginning of the 2016-2017 school year, we had more students referred to counseling than the caseload of a .4 counselor could manage. We added .5 counseling, and have found that students are accessing the counselors, and that both counselors are able to see students individually and in groups, as well as providing social-emotional support at lunch and recesses. The majority of office referrals received by the principal involve "bully-like behavior," and occur at recess or lunch recess. Research indicates that stressed brains can't learn. For our students who have experienced trauma, or are experienced trauma, we will have a safe place for them to access counseling or "cool-down" space.
Findings from the Analysis of this Data:
There is a need for additional options at recess and lunch for our students.
How the School will Evaluate the Progress of this Goal:
By January 2018, we will have a fully-functioning counseling center. Records of the utilization of counseling services will be kept for review by Site Council.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor .9 FTE	2017-2018	Principal	Counselor .5 FTE		District Funded	37,500
			Counselor .3408 FTE		LCFF - Supplemental	25,560
			Counselor .0592 FTE		LCFF - Base	4,440
Counseling Center Materials	2017-2018	Principal	Supplies		LCFF - Base	500

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	20,276	0.00
LCFF - Supplemental	40,560	0.00
District Funded	239,500	0.00
Title I Backfill – Supplemental	37,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	239,500.00
LCFF - Base	20,276.00
LCFF - Supplemental	40,560.00
Title I Backfill – Supplemental	37,000.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sarah Roseen	X				
Stephanie Schoen				X	
Bobbi Avery				X	
Bret Hewitt				X	
Jessica Hanselman				X	
Martin Pence				X	
Cammie Portello		X			
Cathryn Huser		X			
Laureen Ginn		X			
Cathy Hackett			X		
Nicole Simonsen (Alternate, Parent)				X	
Numbers of members of each category:	1	3	1	6	

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 5/15/2017.

Attested:

Sarah Roseen

Typed Name of School Principal

Signature of School Principal

Date

Stephanie Schoen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

North Davis Elementary School

Funding Source: District Funded

\$239,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Specialist .5 FTE		\$36,500.00	Exceptional Education	Math Specialist, .5 FTEClassroom teachers will collaborate with specialists in the areas of math and technology to provide a rigorous course of study for all students. Teachers and specialists will collaborate to identify students who need additional intervention, particularly our underserved youth, and plan to provide extensive and targeted intervention for those students both in the classrooms and after school. Intervention will be provided both in the classrooms, and after the school day. Intervention programs will be technology-based when appropriate.
Math Para-educator .2 FTE		\$4,000.00	Exceptional Education	Math Para-educator .2 FTEA para-educator will support the efforts of the classroom teachers and specialists by working in small groups in classrooms during math instruction time. Teachers and specialists will identify students who require reteaching or frontloading in order to access the math curriculum.
IT Specialist .5 FTE		\$25,500.00	Exceptional Education	Instructional Technology Specialist .5 FTEClassroom teachers will collaborate with specialists in the areas of math and technology to provide a rigorous course of study for all students. Teachers and specialists will collaborate to identify students who need additional intervention, particularly our underserved youth, and plan to provide extensive and targeted intervention for those students both in the classrooms and after school. Intervention will be provided both in the classrooms, and after the school day. Intervention programs will be technology-based when appropriate.
Reading Specialist 1.0 FTE		\$73,000.00	Close the Achievement Gap	Reading Specialist 1.0 FTEThe Reading Specialist will oversee the Reading Room. In conjunction with classroom teachers, the reading specialist will identify and serve K-6 students who have identified gaps in their reading skills.

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EL/Intervention Specialist 1.0 FTE	\$45,000.00	Close the Achievement Gap	EL/Intervention Specialist 1.0 FTEThe EL/Intervention Specialist, in conjunction with the classroom teachers and principal, will identify and serve our English Learners with designated and integrated ELD. The Specialist will collaborate with classroom teachers around best practices, and will be the lead learner as we implement the ELA/ELD framework. The Specialist will also coordinate and facilitate Student Study Team meetings.
Reading Para-educators .4 FTE	\$12,000.00	Close the Achievement Gap	3rd Grade Reading Para-educators (2) .1 FTE each and (2) .15 eachPara-educators will provide push-in support to the 3rd grade classrooms. Focus will be on close reading and reading comprehension.
Release time	\$6,000.00	Close the Achievement Gap	Professional Learning Communities(Academic Conferences, Teacher Release Time)
Counselor .5 FTE	\$37,500.00	Social Emotional Support	Counselor .9 FTE

District Funded Total Expenditures: \$239,500.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$20,276.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Counselor .0592 FTE		\$4,440.00	Social Emotional Support	Counselor .9 FTE
Supplies		\$500.00	Social Emotional Support	Counseling Center Materials
Reading Para-educators .1 FTE		\$3,000.00	Close the Achievement Gap	3rd Grade Reading Para-educators (2) .1 FTE each and (2) .15 eachPara-educators will provide push-in support to the 3rd grade classrooms. Focus will be on close reading and reading comprehension.
Materials		\$568.00	Close the Achievement Gap	Instructional Materials

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Reading Para-educators (2) .4875 FTE each	\$11,200.00	Close the Achievement Gap	Reading Para-educators (2) .4875 FTE eachUnder the direction of the Reading Specialist, reading para-educators will provide intervention to K-6 students identified as having gaps in their reading skills.
Materials	\$568.00	Exceptional Education	Instructional Materials

LCFF - Base Total Expenditures: \$20,276.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$40,560.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Para-educator .2 FTE		\$6,000.00	Close the Achievement Gap	EL Para-educator .2 FTEUnder the direction of the EL/Intervention Specialist, our EL para-educator will provide intervention to 4-6 students identified as having gaps in their reading, comprehension, vocabulary and/or writing skills, in conjunction with the acquisition of the English language.
Counselor .3408 FTE		\$25,560.00	Social Emotional Support	Counselor .9 FTE
Chromebooks cart with Chromebooks		\$9,000.00	Exceptional Education	Access to Technology: Through the purchase of a Chromebook cart and 24 Chromebooks, all students will have access to Chromebooks, particularly our unduplicated youth. Basic computer, word-processing, and cloud sharing will be taught. All students, particularly our unduplicated students, will have the opportunity to access the online components of our Board-adopted math curriculum, enVision.

LCFF - Supplemental Total Expenditures: \$40,560.00

LCFF - Supplemental Allocation Balance: \$0.00

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Funding Source: Title I Backfill – Supplemental

\$37,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL/Intervention Specialist 1.0 FTE		\$37,000.00	Close the Achievement Gap	EL/Intervention Specialist 1.0 FTEThe EL/Intervention Specialist, in conjunction with the classroom teachers and principal, will identify and serve our English Learners with designated and integrated ELD. The Specialist will collaborate with classroom teachers around best practices, and will be the lead learner as we implement the ELA/ELD framework. The Specialist will also coordinate and facilitate Student Study Team meetings.

Title I Backfill – Supplemental Total Expenditures: \$37,000.00

Title I Backfill – Supplemental Allocation Balance: \$0.00

North Davis Elementary School Total Expenditures: \$337,336.00