

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	North Davis Elementary School
Address	555 East 14th St. Davis, CA 95616
County-District-School (CDS) Code	57726786056261
Principal	Sarah Roseen
District Name	Davis Joint Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	May 20, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.6%	0.70%	2	3	4
African American	4.1%	3.8%	4.01%	23	21	23
Asian	24.0%	25.2%	24.91%	133	138	143
Filipino	0.9%	0.9%	0.52%	5	5	3
Hispanic/Latino	16.4%	14.4%	16.03%	91	79	92
Pacific Islander	0.2%	0.2%	%	1	1	
White	46.5%	47.3%	46.52%	258	259	267
Multiple/No Response	%	%	%			
Total Enrollment				555	548	574

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	69	85	86
Grade 1	72	68	74
Grade 2	64	82	73
Grade3	72	70	96
Grade 4	86	74	70
Grade 5	86	87	82
Grade 6	106	82	93
Total Enrollment	555	548	574

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	118	123	140	21.3%	22.4%	24.4%
Fluent English Proficient (FEP)	58	49	41	10.5%	8.9%	7.1%
Reclassified Fluent English Proficient (RFEP)	9	13	8	8.2%	11.0%	6.5%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	71	96	67	57	87	67	57	87	91.8	80.3	90.6
Grade 4	87	74	73	84	63	69	84	63	69	96.6	85.1	94.5
Grade 5	85	87	84	83	83	74	83	83	74	97.6	95.4	88.1
Grade 6	109	85	92	90	77	88	90	77	88	82.6	90.6	95.7
All Grades	354	317	345	324	280	318	324	280	318	91.5	88.3	92.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2474.	2482.	2486.	52	52.63	52.87	16	21.05	29.89	13	15.79	10.34	18	10.53	6.90
Grade 4	2520.	2507.	2532.	51	49.21	59.42	21	12.70	18.84	12	15.87	7.25	15	22.22	14.49
Grade 5	2561.	2557.	2531.	46	54.22	33.78	33	16.87	32.43	11	10.84	16.22	11	18.07	17.57
Grade 6	2552.	2591.	2591.	24	41.56	45.45	36	36.36	31.82	23	11.69	15.91	17	10.39	6.82
All Grades	N/A	N/A	N/A	43	49.29	47.80	27	22.14	28.62	15	13.21	12.58	15	15.36	11.01

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	53	43.86	52.87	27	43.86	37.93	20	12.28	9.20	
Grade 4	48	49.21	60.87	38	38.10	26.09	14	12.70	13.04	
Grade 5	46	51.81	47.30	42	33.73	29.73	12	14.46	22.97	
Grade 6	26	45.45	50.00	52	42.86	35.23	22	11.69	14.77	
All Grades	42	47.86	52.52	41	39.29	32.70	17	12.86	14.78	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	47.37	35.63	44	36.84	54.02	17	15.79	10.34	
Grade 4	45	30.16	52.17	45	47.62	34.78	10	22.22	13.04	
Grade 5	47	49.40	32.43	39	34.94	47.30	14	15.66	20.27	
Grade 6	30	51.95	54.55	53	36.36	35.23	17	11.69	10.23	
All Grades	40	45.36	43.71	46	38.57	43.08	14	16.07	13.21	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	43.86	41.38	39	45.61	54.02	12	10.53	4.60
Grade 4	32	42.86	37.68	62	39.68	53.62	6	17.46	8.70
Grade 5	36	46.99	31.08	54	39.76	58.11	10	13.25	10.81
Grade 6	26	40.26	34.09	67	53.25	63.64	8	6.49	2.27
All Grades	35	43.57	36.16	57	44.64	57.55	9	11.79	6.29

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	47	50.88	45.98	38	40.35	48.28	15	8.77	5.75
Grade 4	46	42.86	50.72	39	44.44	42.03	14	12.70	7.25
Grade 5	60	51.81	40.54	33	33.73	40.54	7	14.46	18.92
Grade 6	40	48.05	57.95	42	41.56	30.68	18	10.39	11.36
All Grades	48	48.57	49.06	38	39.64	40.25	14	11.79	10.69

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	73	71	96	71	68	95	70	68	95	97.3	95.8	99
Grade 4	87	74	73	85	70	72	85	70	72	97.7	94.6	98.6
Grade 5	85	87	84	83	84	78	83	84	78	97.6	96.6	92.9
Grade 6	109	85	92	96	80	89	96	80	89	88.1	94.1	96.7
All Grades	354	317	345	335	302	334	334	302	334	94.6	95.3	96.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2487.	2486.	2500.	49	47.06	51.58	24	30.88	23.16	17	14.71	20.00	10	7.35	5.26
Grade 4	2521.	2511.	2535.	36	38.57	52.78	33	22.86	26.39	21	24.29	13.89	9	14.29	6.94
Grade 5	2570.	2547.	2538.	53	41.67	38.46	14	19.05	28.21	23	21.43	15.38	10	17.86	17.95
Grade 6	2578.	2612.	2600.	45	57.50	47.19	16	16.25	24.72	22	17.50	14.61	18	8.75	13.48
All Grades	N/A	N/A	N/A	46	46.36	47.60	22	21.85	25.45	21	19.54	16.17	12	12.25	10.78

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	63	63.24	67.37	23	29.41	21.05	14	7.35	11.58	
Grade 4	52	48.57	63.89	28	25.71	20.83	20	25.71	15.28	
Grade 5	61	46.43	39.74	20	25.00	34.62	18	28.57	25.64	
Grade 6	53	67.50	57.30	21	17.50	24.72	26	15.00	17.98	
All Grades	57	56.29	57.49	23	24.17	25.15	20	19.54	17.37	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	59	51.47	54.74	29	39.71	37.89	13	8.82	7.37
Grade 4	48	38.57	47.22	40	41.43	43.06	12	20.00	9.72
Grade 5	51	44.05	39.74	30	36.90	37.18	19	19.05	23.08
Grade 6	36	52.50	53.93	41	30.00	31.46	23	17.50	14.61
All Grades	48	46.69	49.40	35	36.75	37.13	17	16.56	13.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	64.71	60.00	37	26.47	32.63	7	8.82	7.37
Grade 4	49	45.71	59.72	38	34.29	27.78	13	20.00	12.50
Grade 5	51	30.95	39.74	36	47.62	47.44	13	21.43	12.82
Grade 6	39	58.75	52.81	43	27.50	38.20	19	13.75	8.99
All Grades	48	49.34	53.29	39	34.44	36.53	13	16.23	10.18

Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1486.7	1492.8	1472.5	30
Grade 1	1492.2	1494.0	1489.9	15
Grade 2	1505.3	1514.9	1495.1	17
Grade 3	1506.8	1514.0	1499.0	23
Grade 4	1545.0	1545.5	1543.9	13
Grade 5	1535.4	1543.1	1527.3	12
Grade 6	*	*	*	*
All Grades				114

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	22	73.33	*	*	*	*			30
Grade 1	*	*	*	*					15
Grade 2	*	*	*	*	*	*	*	*	17
Grade 3	*	*	*	*	*	*	*	*	23
Grade 4	*	*	*	*	*	*			13
Grade 5	*	*	*	*	*	*			12
Grade 6	*	*	*	*					*
All Grades	64	56.14	32	28.07	12	10.53	*	*	114

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	23	76.67	*	*	*	*			30
Grade 1	12	80.00	*	*					15
Grade 2	11	64.71	*	*	*	*	*	*	17
Grade 3	16	69.57	*	*			*	*	23
Grade 4	*	*	*	*	*	*			13
Grade 5	*	*	*	*	*	*			12
Grade 6	*	*							*
All Grades	82	71.93	21	18.42	*	*	*	*	114

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	16	53.33	*	*	*	*	*	*	30
Grade 1	*	*	*	*	*	*			15
Grade 2	*	*	*	*	*	*	*	*	17
Grade 3	*	*	*	*	*	*	*	*	23
Grade 4	*	*	*	*	*	*			13
Grade 5	*	*	*	*	*	*	*	*	12
Grade 6	*	*	*	*					*
All Grades	41	35.96	40	35.09	21	18.42	12	10.53	114

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	27	90.00	*	*			30
Grade 1	14	93.33	*	*			15
Grade 2	12	70.59	*	*	*	*	17
Grade 3	13	56.52	*	*	*	*	23
Grade 4	12	92.31	*	*			13
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*			*
All Grades	87	76.32	20	17.54	*	*	114

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	66.67	*	*	*	*	30
Grade 1	*	*	*	*			15
Grade 2	14	82.35	*	*	*	*	17
Grade 3	15	65.22	*	*	*	*	23
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*			12
Grade 6	*	*					*
All Grades	82	71.93	23	20.18	*	*	114

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	46.67	15	50.00	*	*	30
Grade 1	*	*	*	*			15
Grade 2	*	*	*	*	*	*	17
Grade 3	*	*	13	56.52	*	*	23
Grade 4	*	*	*	*	*	*	13
Grade 5	*	*	*	*	*	*	12
Grade 6	*	*	*	*			*
All Grades	40	35.09	54	47.37	20	17.54	114

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	63.33	*	*	*	*	30
Grade 1	*	*	*	*			15
Grade 2	*	*	13	76.47			17
Grade 3	*	*	12	52.17	*	*	23
Grade 4	*	*	*	*			13
Grade 5	*	*	*	*			12
Grade 6			*	*			*
All Grades	46	40.35	62	54.39	*	*	114

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
574	22.3%	24.4%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	24.4%
Foster Youth	2	0.3%
Socioeconomically Disadvantaged	128	22.3%
Students with Disabilities	62	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.0%
American Indian	4	0.7%
Asian	143	24.9%
Filipino	3	0.5%
Hispanic	92	16.0%
Two or More Races	42	7.3%
White	267	46.5%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Blue</p>	<p>Chronic Absenteeism</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Blue</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

- 1.

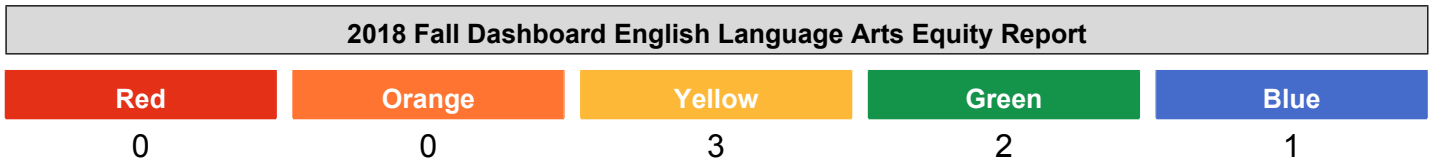
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 52.6 points above standard Maintained 1.6 points 302 students	<p>English Learners</p>  Green 7.7 points above standard Increased 17.4 points 63 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 5.8 points below standard Increased 10.6 points 70 students	<p>Students with Disabilities</p>  Yellow 11.3 points below standard Increased 21.1 points 50 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 19 points below standard Maintained -1.2 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 68 points above standard Declined -9.9 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.7 points below standard Increased 15.1 points 54 students	 No Performance Color 55.3 points above standard Maintained -0.1 points 28 students	 No Performance Color 0 Students	 Blue 75.3 points above standard Maintained -0.3 points 141 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
34.7 points below standard Increased 30 points 29 students	43.8 points above standard Declined -27.5 points 34 students	60.5 points above standard Maintained 1 points 225 students

Conclusions based on this data:

- 1.

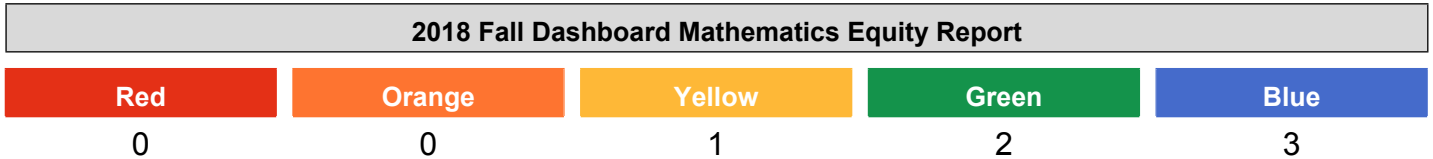
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 46.6 points above standard Increased 9.4 points 301 students	<p>English Learners</p>  Blue 22.7 points above standard Increased 25.6 points 63 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 14.8 points below standard Increased 6.1 points 69 students	<p>Students with Disabilities</p>  Green 3.7 points below standard Increased 32 points 50 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.8 points below standard Declined -24.1 points 13 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 92.4 points above standard Increased 12.2 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.4 points below standard Increased 5.7 points 54 students	 No Performance Color 47.3 points above standard Increased 12.3 points 28 students	 No Performance Color 0 Students	 Blue 63.9 points above standard Increased 10.4 points 140 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
11.6 points above standard Increased 69 points 29 students	32.1 points above standard Declined -45.4 points 34 students	47.6 points above standard Increased 7.6 points 224 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
114	56.1%	28.1%	10.5%	5.3%

Conclusions based on this data:

- 1.

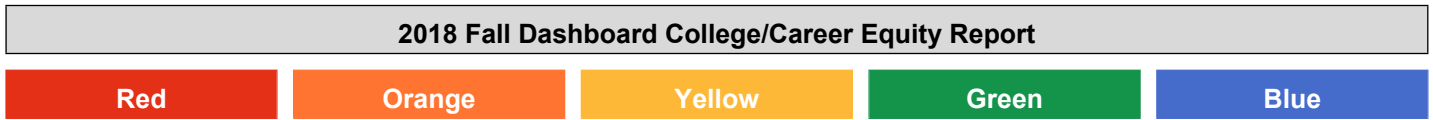
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

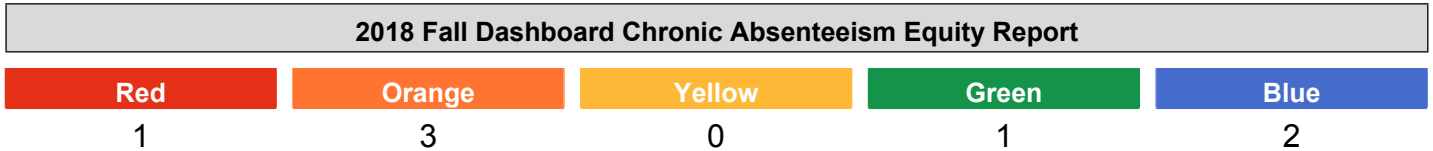
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
5% chronically absent	6.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.4%	Increased 4.2%	2 students
617 students	161 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 Orange
Less than 11 Students - Data Not Displayed for Privacy	12% chronically absent	9.6% chronically absent
0 students	Increased 5.2%	Increased 3.2%
	150 students	83 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.3% chronically absent Increased 2% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 1.8% chronically absent Increased 1.2% 164 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18% chronically absent Increased 7% 100 students	 Blue 2.4% chronically absent Maintained 0.1% 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 1.8% chronically absent Declined 1.1% 273 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

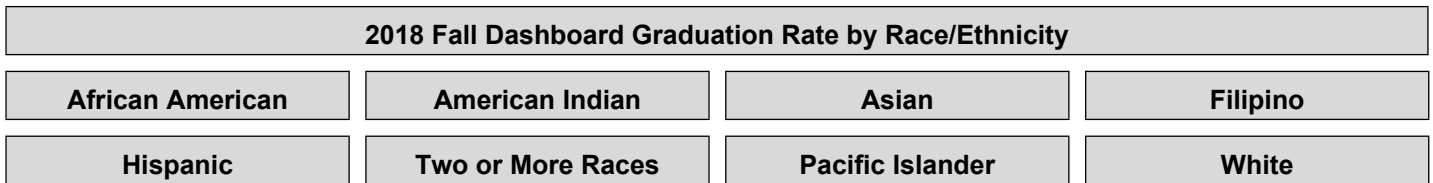
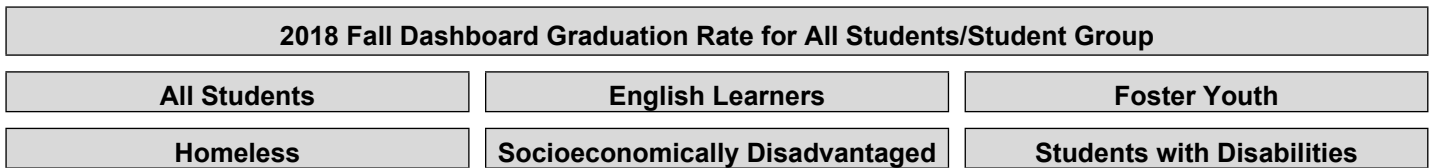
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

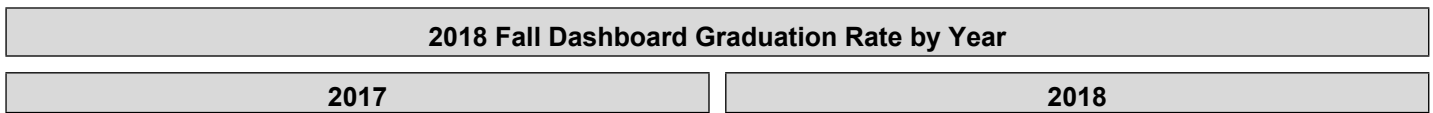
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance







This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report











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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 0.9% suspended at least once Increased 0.6% 635 students	 Blue 0% suspended at least once Maintained 0% 172 students	 No Performance Color Less than 11 Students - Data Not 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1 students	 Orange 1.9% suspended at least once Increased 1.9% 154 students	 Orange 2.4% suspended at least once Increased 2.4% 83 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.7% suspended at least once Increased 6.7% 30 students	 No Performance Color Less than 11 Students - Data 5 students	 Yellow 0.6% suspended at least once Increased 0.6% 177 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -1.2% 101 students	 Orange 2.4% suspended at least once Increased 2.4% 42 students	 No Performance Color 0 Students	 Blue 0.4% suspended at least once Maintained 0% 276 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.5% suspended at least once	0.3% suspended at least once	0.9% suspended at least once

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Close the Achievement and Opportunity Gap

Goal Statement

All students at NDE will make a year's growth in Mathematics. Our Students with Disabilities will gain 4 points to bring them to Standard, our Hispanic/Latino students will gain 30 points, and our African American students will gain 36 points, bringing all sub-groups to Standard in Mathematics.

LCAP Goal

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

Basis for this Goal

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

In 2017-18, "all students" at NDE performed very high in Mathematics, at 46.6 points above Standard, and increase of 9.4 points. (Blue)

Sub-group data:

Our Socio-Economically Disadvantaged students increased 6.1 points, however are still 14.8 points below Standard. (Green)

Our Hispanic/Latino students also increased 5.7 points, yet still are performing 29.4 points below Standard. (Yellow)

Our African American Students are performing 35.8 points below Standard. (13 students assessed, no color assigned)

Our Students with Disabilities increased significantly by 32 points and are now performing just 3.7 points below Standard. (Green)

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Math Intervention

Students to be Served by this Strategy/Activity

Students performing below standard in mathematics will receive intervention during school hours by the classroom teacher or Math para-educator.

Timeline

2019-2020

Person(s) Responsible

Principal, Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.2 FTE Para-educator II
Amount	7,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.2 FTE Para-educator II

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Close the Achievement and Opportunity Gap

Goal Statement

All students at NDE will make a year's growth in English Language Arts. Our Socioeconomically Disadvantaged students will increase 6 points to reach Standard. Our Students with Disabilities will increase 12, our African American students will gain 19 points, and our Hispanic Latino students will increase 6 points to Standard.

LCAP Goal

DJUSD educators will close the achievement and opportunity gap.

Basis for this Goal

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

In 2017-18, "all students" at NDE performed very high in English Language Arts, at 52.6 points above Standard, and maintained their very high level. (Blue)

Sub-group data:

Our Socio-Economically Disadvantaged students increased 10.6 points, however are still 5.8 points below Standard. (Yellow)

Our Hispanic/Latino students also increased 15.1 points, yet still are performing 19 points below Standard. (Yellow)

Our African American Students are performing 19 points below Standard. (13 students assessed, no performance color assigned)

Our Students with Disabilities increased 21.1 points and are now performing 11.3 points below Standard. (Yellow)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP English Language Arts Scale Score and Proficiency Levels	See above.	All sub-groups will be performing in Green or better.

Planned Strategies/Activities

Strategy/Activity 1

Language Arts Intervention

Students to be Served by this Strategy/Activity

Students performing below standard in language arts will receive intervention during school hours as provided by the classroom teacher, Reading Specialist, or Reading para-educator.

Timeline

2019-2020

Person(s) Responsible

Principal, Reading Specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,750
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.25 FTE (10 hours) Reading Support Para-Educator II - Intermediate - Direct Services to Students
Amount	1,750
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.05 FTE (5 hours) Reading Support Para-Educator II - Intermediate - Direct Services to Students
Amount	7,000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.2 FTE Reading Support Para-Educator II - Primary - Direct Services to Students

Strategy/Activity 2

English Language Support

Students to be Served by this Strategy/Activity

English Learners

Timeline

2019-2020

Person(s) Responsible

Principal, EL Specialist

Proposed Expenditures for this Strategy/Activity

Amount	21,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	.6 FTE ELD Support - Direct Services to Students

Strategy/Activity 3

Professional Development

Students to be Served by this Strategy/Activity

Unduplicated Students; Title I students

Timeline

2019-2020

Person(s) Responsible

Principal, Instructional Coach, EL Specialist, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	GLAD Professional Development for Staff - Research-based strategies for developing language and comprehension
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	SIPPS Materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environment

Goal Statement

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

LCAP Goal

Classrooms and School Communities will be Safe and Inclusive Environments

Basis for this Goal

Discipline Referral Data:

As of April 30, 2019:

11 students have received 6 or more discipline referrals for minor offenses, and 2 students have received 6 or more referrals for major offenses.

Attendance Data:

In 2017-2018:

5% of our 617 students were chronically absent. This is an increase of 1.4%. (Yellow)

12% of our 150 socio-economically disadvantaged students were chronically absent. This is an increase of 5.2% from the previous year. (Red)

18% of our 100 Hispanic-Latino students were chronically absent. This is an increase of 7%. (Orange)

10.3% of our 29 African American students were chronically absent. This was an increase of 2%. (no performance color assigned)

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Provide Multi-Tiered Support for All Students and Families

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	12,760
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE Counselor
Amount	2,500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Family Outreach and Support - Attendance

Strategy/Activity 2

Implement School-wide Positive Behavioral and Intervention Supports

Students to be Served by this Strategy/Activity

All Students; Target Title I students

Timeline

2019-2020

Person(s) Responsible

Principal, All Staff

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tier II Coordinator
Amount	10,000
Source	Title I Part A: Allocation

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Training
Amount	5,718
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Release Time
Amount	1,474
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Professional Development for Classified Staff

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

21st Century Teaching and Learning

Goal Statement

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

LCAP Goal

All students will experience 21st Century Teaching and Learning

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Creation of STEAM Center-NDE

Students to be Served by this Strategy/Activity

All Students; Targeting our Title I students

Timeline

2019-2020

Person(s) Responsible

Principal, Advisors

Proposed Expenditures for this Strategy/Activity

Amount

8,581

Source

LCFF - Base

Budget Reference

7000-7439: Other Outgo

Description

STEAM Center Resources including curriculum, supplies, furniture, etc.

Strategy/Activity 2

Robotics Equipment

Students to be Served by this Strategy/Activity

All Students; Targeting our Title I and Unduplicated Students

Timeline

2019-2020

Person(s) Responsible

Principal, Advisors

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Robotics Kit
Amount	1,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Robotics Kit
Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Robotics Kit

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	124,533.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	20,831	0.00
LCFF - Supplemental	42,224	0.00
Title I Part A: Allocation	61,478	0.00

School Site Council Membership

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

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

Name of Members	Role
Sarah Roseen	Principal
Bobbi Avery	Parent or Community Member
Jessica Hanselman Gray	Parent or Community Member
Ali Loge	Parent or Community Member
Malathy Palayam	Parent or Community Member
Martin Pence	Parent or Community Member
Laureen Ginn	Classroom Teacher
Kelly Valdepena	Classroom Teacher
Cathy Hackett	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

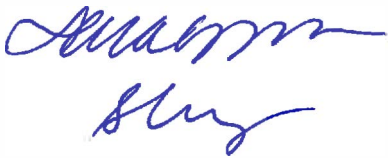
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/20/2019.

Attested:



Principal, Sarah Roseen on	5/20/2019
SSC Chairperson, Bobbi Avery on	5/20/2019