

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	Patwin Elementary School
Address	2222 Shasta Dr. Davis, CA 95616
County-District-School (CDS) Code	57726786110894
Principal	Gay Bourguignon
District Name	Davis Joint Unified School District
SPSA Revision Date	May 11, 2020
Schoolsite Council (SSC) Approval Date	June 2020
Local Board Approval Date	June 23, 2020

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

Patwin Elementary School's Vision: Patwin is committed to cultivating an environment where everyone learns and belongs.

Patwin Elementary School's Mission Statement: Patwin fosters a learning environment that respects diversity, engages students in challenging, creative and collaborative learning and prepares them to thrive in the 21st century.

School Profile

Patwin is home to approximately 420 students—we have one transitional kindergarten, three 5th grade and three 6th grade classes with two classes in each of the other grade levels. Our teachers work closely with UC Davis in the areas of the History Project, the Writing Project as well as the Math Project. They bring back research and innovative ideas on how to engage our students in the curriculum. Our diverse population is typical of a university town. Patwin families speak over 18 different languages. Because Patwin is a smaller elementary school, allowing faculty and staff to really get to know each student. Our PTA/Site Council and Climate Committees work collaboratively to support student learning and provide a positive school climate for both students and families.

Patwin employs a full time science teacher, school counselor, reading specialist, speech therapist and math and English language learner para-educators. We also have a full time counselor, and half time school psychologist and English language specialist on site. The Davis Joint Unified School District's band and orchestra teachers are regularly on campus and provide instruction to intermediate students. The Teach Another Language to Kids Program enables Patwin to offer before school Spanish and American Sign Language classes <http://groups.dcn.org/talk>.

This school year we have a collaboration schedule that allows grade level teams time to meet during the school day to work on first best instructional strategies and making data driven instructional decisions. This is supported by the District's funding of academic conferencing. We invite District coaches to support the teams and lend expertise when needed. This is supporting our goal for closing the achievement gap and ensuring that teachers are supported in enhancing their practices through a culture of collaboration.

Our team focuses on building relationships with our students and parents to help create a climate where students and families feel supported and involved. Our PTA/Site Council provides enrichment opportunities for all students such as running club, gardening, robotics, math club, after school Homework Club, after school Reading Club. Our 6th grade students experience a week of learning in an outdoor science camp. Patwin has approx. 14% special education students. Our school has a District Behavior Learning Class for students with significant emotional/behavioral challenges. Our special education students are embraced by our classrooms teachers and fully included in the general education classroom. This supports our vision of "Patwin is committed to cultivating an environment where everyone learns and belongs."

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

Staff regularly reviews student progress in relation to goal areas throughout the year during bi-monthly grade level collaboration. Every 6-8 weeks our grade level teams review the progress of students receiving Tier 2 and Tier 3 Intervention services. In grade level teams our staff will review the SBAC scores, ELPAC data as well as any other data

that the teacher has gathered. In the Fall, 3rd-6th graders take the Youth Truth Survey and Families take the family survey. This data is reviewed with the Patwin staff, Site Council, Climate, ELAC and PTA.

In the Fall the Site Council reviews the site plan, SBAC Scores and Youth Truth Survey results. Our Reading Specialist, Math Para and Teacher, EL Specialist and counselor present at a site council meeting to discuss how many students they are serving, how they are identified and the progress monitoring being done to ensure that the intervention is meeting their needs. In the spring Site Council, PTA, ELAC and Climate members are invited to observe the programs and see what it looks like during the school day. Our PTA also does an additional survey in March to gather data on how families are feeling about our school and to help make changes for the following year.

The Site Council reviews the goals in April and helps identify areas of focus for the next year. Goals are also developed based on the data reviewed and any information that comes from surveys and input from specialists.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.48%	0.47%		2	2
African American	4.40%	5.23%	3.28%	19	22	14
Asian	14.81%	13.54%	11.01%	64	57	47
Filipino	0.93%	0.95%	0.47%	4	4	2
Hispanic/Latino	18.52%	15.91%	17.33%	80	67	74
Pacific Islander	0.93%	0.71%	0.23%	4	3	1
White	54.63%	57.48%	60.19%	236	242	257
Multiple/No Response	0.46%	0.24%	6.56%	2	1	2
Total Enrollment				432	421	427

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	76	61	74
Grade 1	46	50	49
Grade 2	51	47	48
Grade3	66	51	46
Grade 4	74	71	59
Grade 5	59	80	75
Grade 6	60	61	76
Total Enrollment	432	421	427

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	91	73	64	21.1%	17.3%	15.0%
Fluent English Proficient (FEP)	27	29	33	6.3%	6.9%	7.7%
Reclassified Fluent English Proficient (RFEP)	11	11	6	12.2%	12.1%	8.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	70	49	58	64	46	58	64	46	95.1	91.4	93.9
Grade 4	51	76	71	46	72	70	46	72	70	90.2	94.7	98.6
Grade 5	59	55	78	50	50	74	50	50	74	84.7	90.9	94.9
Grade 6	63	58	58	58	54	56	58	54	56	92.1	93.1	96.6
All Grades	234	259	256	212	240	246	212	240	246	90.6	92.7	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2451.	2466.	2470.	31.03	42.19	50.00	32.76	31.25	19.57	20.69	14.06	19.57	15.52	12.50	10.87
Grade 4	2511.	2506.	2506.	39.13	43.06	42.86	30.43	26.39	25.71	19.57	13.89	12.86	10.87	16.67	18.57
Grade 5	2501.	2545.	2550.	22.00	50.00	39.19	32.00	18.00	31.08	22.00	18.00	20.27	24.00	14.00	9.46
Grade 6	2575.	2551.	2568.	34.48	29.63	33.93	32.76	33.33	30.36	25.86	18.52	25.00	6.90	18.52	10.71
All Grades	N/A	N/A	N/A	31.60	41.25	41.06	32.08	27.50	27.24	22.17	15.83	19.11	14.15	15.42	12.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.76	42.19	45.65	48.28	42.19	41.30	18.97	15.63	13.04
Grade 4	45.65	38.89	37.14	43.48	47.22	47.14	10.87	13.89	15.71
Grade 5	34.00	46.00	48.65	42.00	34.00	43.24	24.00	20.00	8.11
Grade 6	32.76	40.74	32.14	51.72	37.04	48.21	15.52	22.22	19.64
All Grades	35.85	41.67	41.06	46.70	40.83	45.12	17.45	17.50	13.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.03	32.81	23.91	46.55	53.13	58.70	22.41	14.06	17.39
Grade 4	23.91	36.62	22.86	67.39	47.89	64.29	8.70	15.49	12.86
Grade 5	20.00	50.00	32.43	48.00	40.00	48.65	32.00	10.00	18.92
Grade 6	36.21	33.33	30.36	51.72	44.44	51.79	12.07	22.22	17.86
All Grades	28.30	37.66	27.64	52.83	46.86	55.69	18.87	15.48	16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.41	39.06	39.13	68.97	51.56	50.00	8.62	9.38	10.87
Grade 4	32.61	33.33	32.86	56.52	58.33	55.71	10.87	8.33	11.43
Grade 5	16.00	32.00	28.38	66.00	54.00	66.22	18.00	14.00	5.41
Grade 6	37.93	22.22	26.79	58.62	61.11	69.64	3.45	16.67	3.57
All Grades	27.36	32.08	31.30	62.74	56.25	60.98	9.91	11.67	7.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.31	45.31	50.00	58.62	42.19	34.78	12.07	12.50	15.22
Grade 4	45.65	31.94	40.00	47.83	55.56	42.86	6.52	12.50	17.14
Grade 5	32.00	42.00	39.19	44.00	46.00	50.00	24.00	12.00	10.81
Grade 6	48.28	38.89	48.21	43.10	48.15	44.64	8.62	12.96	7.14
All Grades	38.68	39.17	43.50	48.58	48.33	43.90	12.74	12.50	12.60

Conclusions based on this data:

- Overall the percentage of students in grades 3-6th who did not meet standards in ELA has increased. However, the percentage of students demonstrating the understanding of literary and non-fictional text has increased by 7% over three years.
- An achievement exists between all students and students in the following subgroups: socioeconomically disadvantaged, EL, Latino/Hispanic, and Students with Disabilities.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	70	49	59	67	46	59	67	46	96.7	95.7	93.9
Grade 4	51	76	71	47	73	70	47	73	70	92.2	96.1	98.6
Grade 5	59	55	78	54	52	74	54	52	74	91.5	94.5	94.9
Grade 6	63	58	58	61	56	56	61	56	56	96.8	96.6	96.6
All Grades	234	259	256	221	248	246	221	248	246	94.4	95.8	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.	2459.	2462.	27.12	29.85	39.13	38.98	34.33	30.43	20.34	22.39	13.04	13.56	13.43	17.39
Grade 4	2510.	2505.	2501.	31.91	24.66	28.57	38.30	35.62	30.00	17.02	32.88	28.57	12.77	6.85	12.86
Grade 5	2508.	2535.	2532.	20.37	32.69	31.08	27.78	32.69	21.62	20.37	13.46	32.43	31.48	21.15	14.86
Grade 6	2593.	2561.	2563.	44.26	32.14	33.93	24.59	21.43	28.57	24.59	26.79	14.29	6.56	19.64	23.21
All Grades	N/A	N/A	N/A	31.22	29.44	32.52	32.13	31.45	27.24	20.81	24.60	23.58	15.84	14.52	16.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.07	49.25	50.00	35.59	29.85	32.61	20.34	20.90	17.39
Grade 4	46.81	36.99	35.71	34.04	41.10	38.57	19.15	21.92	25.71
Grade 5	24.07	42.31	32.43	37.04	28.85	40.54	38.89	28.85	27.03
Grade 6	50.82	41.07	44.64	36.07	25.00	26.79	13.11	33.93	28.57
All Grades	41.63	42.34	39.43	35.75	31.85	35.37	22.62	25.81	25.20

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.90	34.33	50.00	54.24	47.76	30.43	11.86	17.91	19.57
Grade 4	38.30	31.51	34.29	44.68	53.42	48.57	17.02	15.07	17.14
Grade 5	18.52	36.54	33.78	53.70	40.38	48.65	27.78	23.08	17.57
Grade 6	49.18	28.57	39.29	36.07	51.79	33.93	14.75	19.64	26.79
All Grades	35.29	32.66	38.21	47.06	48.79	41.87	17.65	18.55	19.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.07	40.30	43.48	44.07	43.28	45.65	11.86	16.42	10.87
Grade 4	36.17	38.36	37.14	48.94	46.58	42.86	14.89	15.07	20.00
Grade 5	25.93	34.62	29.73	40.74	48.08	51.35	33.33	17.31	18.92
Grade 6	37.70	39.29	32.14	50.82	32.14	42.86	11.48	28.57	25.00
All Grades	36.20	38.31	34.96	46.15	42.74	45.93	17.65	18.95	19.11

Conclusions based on this data:

1. Overall the number of students in grades 3-6th not meeting standards has decreased from 15.84% to 14.52%.
2. Although overall achievement is relatively flat, students did increase their ability to communicate reasoning by 6.31 points over a three year period.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1450.9	1414.5	1456.8	1424.9	1436.5	1389.8	15	19
Grade 1	1488.8	*	1506.5	*	1470.8	*	13	5
Grade 2	1500.9	1538.2	1499.6	1537.8	1501.9	1538.0	11	13
Grade 3	1521.2	*	1507.5	*	1534.4	*	14	10
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	5
All Grades							78	64

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.79	*	21.05	*	42.11	*	21.05	15	19
1	*	*	*	*	*	*		*	13	*
2	*	38.46	*	46.15	*	15.38		0.00	11	13
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6		*	*	*	*	*		*	*	*
All Grades	38.46	34.38	34.62	35.94	20.51	23.44	*	6.25	78	64

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.79	*	31.58	*	31.58	*	21.05	15	19
1	*	*	*	*	*	*		*	13	*
2	*	69.23	*	30.77		0.00		0.00	11	13
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*		*		*	*	*
5		*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	44.87	48.44	37.18	32.81	*	12.50	*	6.25	78	64

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	21.05	*	57.89	*	15.79	15	19
1	*	*	*	*	*	*	*	*	13	*
2	*	30.77	*	30.77	*	38.46	*	0.00	11	13
3	*	*	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	32.05	20.31	30.77	32.81	25.64	39.06	*	7.81	78	64

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	73.33	10.53	*	57.89	*	31.58	15		19
1	84.62	*	*	*		*	13		*
2	*	69.23	*	30.77		0.00	11		13
3	*	*	*	*	*	*	14		*
6	*	*	*	*	*	*	*		*
All Grades	64.10	37.50	28.21	53.13	*	9.38	78		64

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.05	*	57.89	*	21.05	15	19
1	*	*	*	*	*	*	13	*
2	*	61.54	*	38.46		0.00	11	13
3	*	*	*	*	*	*	14	*
5	*	*	*	*	*	*	*	*
All Grades	35.90	53.13	51.28	40.63	*	6.25	78	64

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.26	*	73.68	*	21.05	15	19
1	*	*	*	*	*	*	13	*
2	*	30.77	*	69.23	*	0.00	11	13
3	*	*	*	*	*	*	14	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	37.18	23.44	41.03	65.63	21.79	10.94	78	64

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	42.11	*	36.84	*	21.05	15	19
1	*	*	*	*	*	*	13	*
2	*	30.77	*	61.54	*	7.69	11	13
3	*	*	*	*	*	*	14	*
All Grades	34.62	35.94	58.97	56.25	*	7.81	78	64

Conclusions based on this data:

- 2019 data indicates that we had decrease in the number of ELL students at Patwin. In 2018 we had 78. In 2019 we had 64 ELL students. The Overall Language Percentage of Students at Each Performance Level for All Students in 2019 is:

Level 1: 6.25
Level 2: 23.44
Level 3: 35.94
Level 4: 34.38

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
421	23.8	17.3	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	17.3
Foster Youth	3	0.7
Socioeconomically Disadvantaged	100	23.8
Students with Disabilities	63	15.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	5.2
American Indian	2	0.5
Asian	57	13.5
Filipino	4	1.0
Hispanic	67	15.9
Two or More Races	23	5.5
Pacific Islander	3	0.7
White	242	57.5

Conclusions based on this data:

1. More than 23% of our school is categorized a socioeconomically disadvantaged.
2. Our largest student group by ethnicity is white.
3. Hispanic students account for 15.9% of our enrollment as the second largest ethnicity/race.

School and Student Performance Data

Overall Performance

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

Conclusions based on this data:

1. Overall, our highest areas of achievement are in ELA, Math, and suspension rates.
2. Our chronic absenteeism is in the orange category

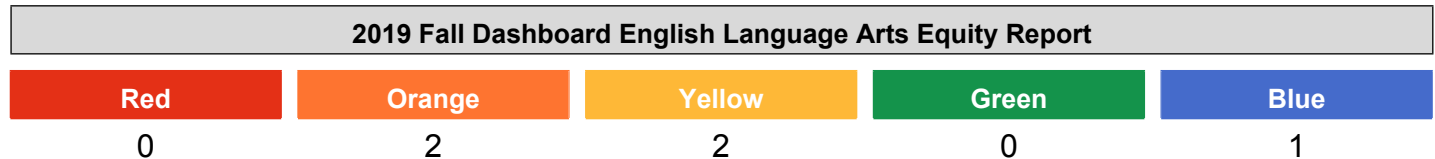
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 39.2 points above standard Increased ++5.7 points 246	 Orange 14.3 points below standard Maintained ++2.6 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Yellow 14.1 points below standard Increased ++6.9 points 61
		 Yellow 26.8 points below standard Increased ++7.5 points 60		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 1.7 points below standard Declined -4.3 points 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 47.3 points above standard Increased ++6.4 points 27	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 14.6 points below standard Maintained -1.7 points 42	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 52 points above standard Increased ++5 points 148

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 36 points below standard Increased Significantly ++27.5 points 24	Reclassified English Learners 20.5 points above standard Declined -4 points 15	English Only 50 points above standard Increased ++5.2 points 199
--	--	--

Conclusions based on this data:

- English learner students are scoring 14.3 points below standard and maintained.
- Students with disabilities are 26.8 points below standard and increased by 7.5 points.
- Socio economically disadvantaged students score 14.1 points below standard and increased 6.9 points

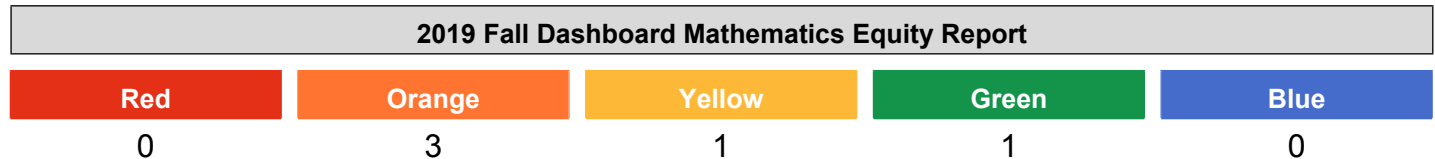
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.9 points above standard Maintained ++1.2 points 245	English Learners  Yellow 22.8 points below standard Declined -13.2 points 39	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged  Orange 42.3 points below standard Declined -6.2 points 61	Students with Disabilities  Orange 52.3 points below standard Declined -5.8 points 59

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 19 points below standard Declined -8.5 points 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 41.4 points above standard Increased ++11.2 points 27	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 47.2 points below standard Declined Significantly -18.1 points 42	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Green 24.8 points above standard Maintained ++2.1 points 147

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 35.6 points below standard Increased ++12.3 points 24	Reclassified English Learners 2.4 points below standard Declined Significantly -29.3 points 15	English Only 21.8 points above standard Increased ++4.4 points 198
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Conclusions based on this data:

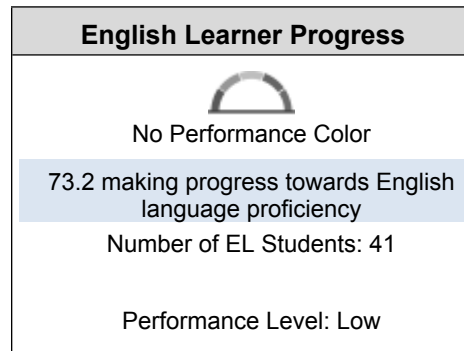
- English learners are 22.8 points below standard and declined by 13.2 points
- Our socioeconomically disadvantaged student are 42.3 points below standard and declined by -6.2 points.
- White students are scoring 24.8 points above standard as compared to Hispanic students who are scoring 47.2 below standard; this indicates a gap in achievement between White and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	9	3	27

Conclusions based on this data:

1. Baseline ELPAC data indicates 73.2 % of English Learners are moderately-well developed.

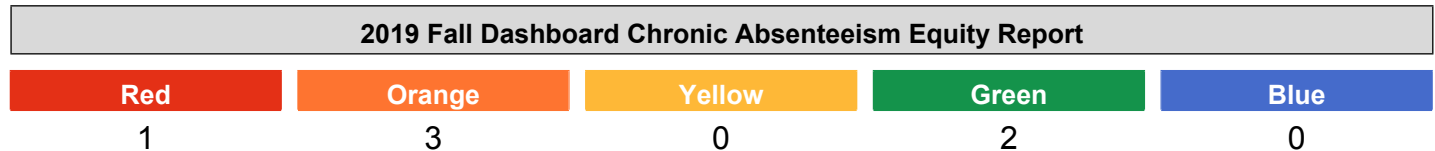
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 7 Increased +0.6 442	English Learners  Orange 13.4 Increased +4.6 82	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Socioeconomically Disadvantaged  Orange 19.5 Increased +6.9 113	Students with Disabilities  Orange 16.5 Increased +5.4 85

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 8.7 Declined -1.3 23	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Green 6.6 Declined -2.7 61	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Red 20.5 Increased +7 73	Two or More Races  No Performance Color 3.8 Maintained +0.1 26	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Green 3.6 Maintained +0.3 250

Conclusions based on this data:

1. Our socioeconomically disadvantaged students are 19.5 percent chronically absent, this is an increase of 6.9 %.
2. Asian students absenteeism declined to from 9.2% to 6.6 % chronically absent with a decrease of -2.7 %
3. Hispanic have the highest absentee percentage at 20.5%, with an increase of 7%.

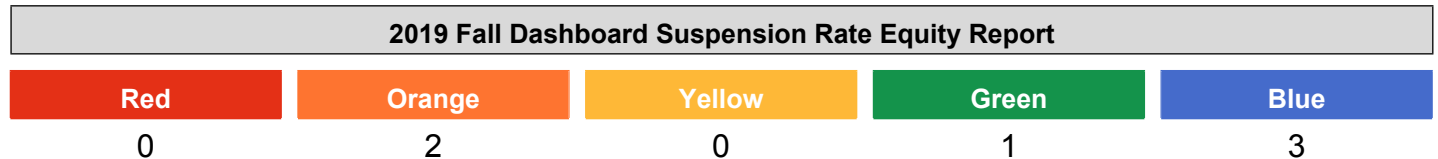
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9 Maintained -0.2 450	English Learners  Blue 0 Declined -1 85	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color Less than 11 Students - Data Not 4	Socioeconomically Disadvantaged  Orange 2.6 Increased +1.7 115	Students with Disabilities  Orange 3.5 Maintained -0.2 85

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 4.3 Increased +4.3 23	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 63	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Blue 0 Maintained 0 75	Two or More Races  No Performance Color 0 Maintained 0 27	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Green 1.2 Declined -0.9 253

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.9

Conclusions based on this data:

1. Patwin Elementary's overall suspension rate is .09%
2. Students with disabilities represent the largest opportunity gap with a suspension rate 3.5% above the general student population.
3. Patwin Elementary has a District SDC Class on site with students who have significant Behavioral and Emotional challenges. This might explain a higher suspension rate than other elementary sites.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement - Close the Achievement and Opportunity Gap

Goal Statement

1. By May 2021, all TK-6th grade students will show growth in Reading and Math.
2. Eighty-Five Percent (85%) of students will score proficient or better on the end of year DJUSD common Assessments.
3. By August 2021, 70% of 3rd - 6th grade students will score standard exceeded or met on the ELA portion of CAASP and 65 % of 3rd-6th graders will score standard exceeded or met on the MATH portion of CAASP assessment.

LCAP Goal

Davis Joint Unified educators will close the Achievement and Opportunity Gap

Basis for this Goal

2018-2019 CAASP refelects 68% standard EXCEEDED/MET in the area of ELA

2018-2019 CAASP refelects 19% standard NEARLY MET in the area of ELA

2018-2019 CAASP refelects 12% standard NOT MET in the area of ELA

Students in the following sub groups are demonstrating an opportunity gap in ELA and MATH based on 2019 CAASP scores: EL, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

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

In Spring 2019 "all students" at Patwin performed in the GREEN category for ELA and increased 4.9 points from the previous year.

EL students scored in the ORANGE category and maintained 1.4 points but are still are -15.5 points below standard

Hispanic students are in the ORANGE category and maintained -2 points but are still -14.9 points below standard.

Socioeconomically Disadvantaged students are in the YELLOW category and increased 6.1 points but are still -14.9 points below standards.

Students with disabilities are in the YELLOW Category and increased 6.8 points but are still -27.5 points below standard.

In Spring 2019 "all students" at Patwin performed in the GREEN category for MATH and maintained 1.2 points from the previous year.

EL students scored in the YELLOW category and decreased -13.2 points but are still are -22.8 points below standard

Hispanic students are in the ORANGE category and decreased significantly -18.1 points and are -47.2 points below standards.

Socioeconomically Disadvantaged students are in the ORANGE category and decreased -6.2 points and are -42.3 points below standards.

Students with disabilities are in the ORANGE Category and decreased -5.8 points but are still -52.3 points below standard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester 2 Report Card standards in ELA and Math DJUSD Common Assessments for grades TK-6th	Trimester 2 March 2021 data school wide K-6 Approaching or Meeting/Exceeding standards (score of 1-4 on report card standard)	trimester 2 March 2021 Data school wide TK-6
CAASP scores in Reading and Math for 3rd-6th grade	2018-2019 CAASP reflects 68% standard EXCEEDED/MET in the area of ELA	Approaching or Meeting /Exceeding Standards (score 1-4 on report card standard)
ELPAC Scores for EL students	2018-2019 CAASP reflects 19% standard NEARLY MET in the area of ELA	Reading 75% or more score 3 or 4
	2018-2019 CAASP reflects 12% standard NOT MET in the area of ELA	Writing 75% or more score 3 or 4
	ELPAC Scores 2019: 73.2 % of Patwin Students are making progress towards English Proficiency	Math 75% or more score 3 or 4
	EL's who decreased at least one ELPI Level - 4.8 % EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 21.9% EL's who maintained ELPI Level 4 - 7.3 % EL's who Progressed at least One ELPI Level - 65.8%	2. Eighty-Five Percent (85%) of students will score proficient or better on the end of year DJUSD common Assessments. 3. By August 2021, 70% of 3rd - 6th grade students will score standard met or exceeded on the ELA portion of CAASP and 65 % of 3rd-6th graders will score standard met or exceeded on the math portion of CAASP assessment.
		EL Students: ELPAC Scores 2020: 75 % of Patwin Students will make progress towards English Proficiency

Planned Strategies/Activities

Strategy/Activity 1

Small group instruction for struggling students (Tier II) Intervention in Reading and Math. Para-educators will work with struggling students in ELA and Math under the supervision of credentialed staff to provide targeted instruction in reading and math.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/25/2020 Completion Date: 6/10/2021

Person(s) Responsible

All staff members

Proposed Expenditures for this Strategy/Activity

Amount	25,195
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Para-educator Salary (Employee #1 MH) ELA
Amount	162
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Para-educator Salary (employee #2 LD)- ELA
Amount	8281
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Para-educator Salary (employee #2 LD) - ELA
Amount	15,799
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading Para-educator Salary (employee #2 LD)- ELA
Amount	23,243
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math Paraeducator (KW)

Strategy/Activity 2

Patwin's EL Specialist and EL paraeducator support classroom teachers on best practices in providing integrated ELD in the classroom setting. They also provide small group targeted instruction to support students who need more intensive ELD instruction.

Students to be Served by this Strategy/Activity

EL students

1. EL para will provide professional development to build staff capacity in GLAD strategies and other integrated ELD strategies. EL Paraeducator will provide small group instruction for low achieving EL students in collaboration with Reading Specialist and Special Education Staff.
2. EL para will be a liaison for Spanish speaking families and will translate school communication and interpret for SST, IEP and parent conferences.

Timeline

8/26/2020- 6/10/2021

Person(s) Responsible

EL paraeducator

Proposed Expenditures for this Strategy/Activity

Amount	23,243
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EL paraeducator .625 (22.5 hours per week) work with students in small group, liasion with Spanish speaking parents and translate documents and interpret for parent conferences and SST/IEP meetings
Amount	3635
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Professional Development GLAD Training for ELD specialist , ELD paraeducator and other staff

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Inclusive and Safe Environments

Goal Statement

By June 2021 the youth truth survey resultson the percentage of students who stated they had been bullied will decrease to 30% (a decrease from 36%)

LCAP Goal

Inclusive and Safe Environments

Basis for this Goal

In October 2019, 36% of students stated they had been bullied, 47% stated they had not been bullied and 17% did not know. In the previous year 37% said they had been bullied.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth Truth Data Fall 2019 and Fall 2020	<p>Youth Truth Data Oct. 2019:</p> <p>CULTURE This summary measure describes the degree to which students experience an orderly, respectful classroom environment. - 93rd percentile</p> <p>RELATIONSHIPS This summary measure describes the degree to which students have strong, supportive relationships with their teachers. – 37th percentile</p> <p>In October 2019, 36% of students stated they had been bullied, 47% stated they had not been bullied and 17% did not know. In the previous year 37% said they had been bullied.</p> <p>Patwin Suspension Rate 2019: 0.9% maintained -0.2%</p>	<p>CULTURE This summary measure describes the degree to which students experience an orderly, respectful classroom environment.will increase to 95th percentile</p> <p>RELATIONSHIPS This summary measure describes the degree to which students have strong, supportive relationships with their teachers will increase to the – 39th percentile</p> <p>In October 2020, the number of students stating they were bullied will decrease to 34th percentile.</p>

Planned Strategies/Activities

Strategy/Activity 1

Lunchtime supervisors will promote safety and inclusion during lunch recess.

Patwin's Full time Counselor, funded by District funds, will provide student's classroom lessons in problem solving skills, effective communications skills and self regulation skills. Patwin's counselor will also provide Tier 2 and Tier 3 intervention for students who need small group or individual sessions.

Students to be Served by this Strategy/Activity

1st - 6th grade students

Timeline

Start Date : 8/25/2020 Completion Date : 6/10/2021

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	6600
Source	Local Categorical
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Principal and Counselor will work with noon-duty staff to train and supervise on school behavior policies and prevention techniques.
Amount	2040
Source	Local Categorical
Budget Reference	None Specified
Description	funding for counselor resources and character education program, assemblies, Mix it up day etc to build a positive climate

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

All students will receive quality instruction

Goal Statement

In order to support our implementation of multi-tiered system of supports and first best instructional practices, all grade level teams will have dedicated time to look at student data and to discuss instructional strategies that meet all student needs.

LCAP Goal

21st Century Learning

Basis for this Goal

Teacher and students benefit from collaboration time to improve their teaching and to address the needs of all students

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DJUSD common assessments	Beginning of the year DJUSD Common assessments in ELA/Math	Students will increase their scores on common assessments by 1 year by June 2021

Planned Strategies/Activities

Strategy/Activity 1

Grade level teams will be provided 2 days of collaboration time during the school day to plan instruction and intervention, plan GLAD units of study, and ensure there is consistent implementation of the Benchmark curriculum and the Common Core State Standards.

Students to be Served by this Strategy/Activity

All Students TK-6th grades

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021
Screening Assessments will be given by September 16, 2020. Summative assessments will be given by May 28, 2021. District Common assessments will be based on DJUSD's common assessment calendar and ongoing formative assessments will be as needed to address student mastery of grade level standards.

Person(s) Responsible

Principal, All certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds used to pay substitute teachers to relase classroom teachers

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

In 2018-2019 there were 82 students (20%) receiving reading intervention in one or more of the 5 designated areas of reading:

- Phonemic Awareness
- Sight words
- Decoding
- Fluency
- Comprehension

During the 2019-20 academic year 80% of students who are receiving reading intervention will make growth in 2 out of the 5 designated areas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Trimester 2 Report Card standards in reading, writing	trimester 2 March 2020 Data school wide TK-6 Approaching or Meeting /Exceeding Standards (score 1-4 on report card standard) Reading 75% or more score 3 or 4 Writing 75% or more score 3 or 4	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Academic Conferences will be held twice per year to discuss student progress and data and instruction.	Academic Conferences will be held twice per year to discuss student progress and data and instruction.	Staff Development / Release Time District Funded 3,000	Staff Development Release Times 2000-2999: Classified Personnel Salaries District Funded 3,000
Para-educators will work with struggling students in collaboration with reading specialist to provide targeted instruction in reading.	Para-educators will work with struggling students in collaboration with reading specialist to provide targeted instruction in reading.	Para-educator Salary (Employee #1) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17,717	Para-educator Salary (Employee #1) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 17,717

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		3rd Grade Paraeducator (.1 FTE per 3rd grade class) (Employee #2, Employee #3) District Funded 7119	3rd Grade Paraeducator (.1 FTE per 3rd grade class) (Employee #2, Employee #3) District Funded 7119
		Para-educator Salary (LD) Title I Part A: Allocation 9325	Para-educator Salary (LD) Title I Part A: Allocation 9325
		Para-educator Salary (LD) Title I Part A: Allocation 10,025	Para-educator Salary (LD) Title I Part A: Allocation 10,025

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Reading paraeducator worked with students in small groups to help them improve reading skills.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

students made expected reading growth until Distance Learning began on March 13th 2020.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

For 2018-2019, English Language Learner's at Patwin will make progress towards English proficiency as measured by the ELPAC. ELPAC only measures three levels (emerging, expanding, bridging)
Going forward, in 2018-19 on the ELPAC seventy-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC testing	seventy-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Patwin EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards.	Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Patwin EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards.	EL Specialist, .5 FTE District Funded 31,652	EL Specialist . 5 FTE District Funded 1,652
An English Learner Paraeducator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.	An English Learner Paraeducator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.	EL Paraeducator .75 LCFF - Supplemental 30,160	EL Paraeducator .75 LCFF - Supplemental 30,160
EL para will support EL students, act as a Liaison for EL parents, oversee the After school	EL para will support EL students, act as a Liaison for EL parents, oversee the After school	EL Paraeducator .75 LCFF - Base 2496	EL Paraeducator .75 LCFF - Base 2496
		Paraeducators hired for after school HW club	Paraeducators hired for after school HW club

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Homework tutors, translate for Spanish speaking parents at parent conferences, IEP meetings etc.	Homework tutors, translate for Spanish speaking parents at parent conferences, IEP meetings etc.	Title I Part A: Allocation 1,500	Title I Part A: Allocation 1,500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

HW was held 3 days per week.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There are less students needing this HW help and we may be delivering it in a different way next year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be working with students after school on an as needed basis and funded through Tandem Grants.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Implement technology rich classrooms that engage students in relevant and rigorous project and problem based learning using technology to enhance their experience.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
number of chromebooks increasing from 2018-2019	1st-6th graders will have access to chromebooks	1st-6th graders had access to chromebooks

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
An instructional technology specialist (ITS) will assist teachers by ensuring equipment is in good working order, providing professional development in technology, identifying appropriate programs and websites, and assisting students with the use of technology. The ITS will work with the teacher to facilitate student use of programs that support curriculum and supplemental programs.	An instructional technology specialist (ITS) will assist teachers by ensuring equipment is in good working order, providing professional development in technology, identifying appropriate programs and websites, and assisting students with the use of technology. The ITS will work with the teacher to facilitate student use of programs that support curriculum and supplemental programs.	Information Technology Specialist -.5 FTE District Funded 28,292	Information Technology Specialist -.5 FTE District Funded 28,292

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Each class had daily or weekly access depending on their grade level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1st - 6th grade students had access to chromebooks for in class and also during Distance Learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

we will not have this goal in our SPSA next year. It is unclear what will be happening due to COVID-19.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Currently during the 2018-2019 22% of Patwin students are receiving intervention in math. During the 2018-2019 school year, 80% of students receiving math intervention services will experience growth in their identified area of need.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASP Scores	Increase of 15 points from 2018 scores and maintain in the Green Category	CAASP testing did not occur due to COVID -19 school closure

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Patwin staff will continue to participate in Academic Conferences three times a year (one per trimester) to discuss data and instruction to ensure that all students are receiving the instruction they need to be successful and reach grade level standards	Patwin staff participated in 2 academic conferences during the 2019-2020 school year.	Academic Conferencing release time District Funded 3,000	Academic Conferencing release time District Funded 3,000
A Math Paraeducator will provide intervention for struggling math students during the day (.6 FTE) 194 days	Math para provided math intervention for students working below standards.	Math Paraeducator (TBD) Title I Part A: Allocation 13,012	Math Paraeducator (TBD) Title I Part A: Allocation 13,012
		Math Paraeducator (TBD) LCFF - Base 7581	Math Paraeducator (TBD) LCFF - Base 7581
		Local Categorical 8420	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

paraeducator met with small groups of students in math to help them in their identified areas of need.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This was an effective intervention for students who were working below standards in math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

During 2019-20 a school wide positive behavior system will be put in place through counselor-facilitated lessons in every classroom regarding Kelso's Choices (TK-3rd Grade) and/or Anti-bullying curriculum (4-6th grades). A peer mediation program will also be put in place focusing on 4th - 6th graders. They will be trained to do resolve conflicts through active listening and problem solving techniques.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
number of suspensions	Decrease in number of suspensions	only 1 suspension during 2019-2020

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
School Counselor will meet with students to provide support that enhances emotional, social and academic health. She will assist with outreach to parents of Title 1 students. Additionally, whole class lessons designed to improve climate, build a sense of community and promote self esteem and perseverance will be implemented.	School Counselor will meet with students to provide support that enhances emotional, social and academic health. She will assist with outreach to parents of Title 1 students. Additionally, whole class lessons designed to improve climate, build a sense of community and promote self esteem and perseverance will be implemented.	School Counselor, .1.0 FTE District Funded 72,810	School Counselor, .1.0 FTE District Funded 72,810
Lunchtime/Recess Supervision	Lunchtime/Recess Supervision	Lunchtime supervisors worked with students to increase safety during lunch recess and a positive school climate LCFF - Base 5,500	Lunch time supervisors worked with students to increase safety during lunch recess and a positive school climate LCFF - Base 5500
Playground Aide - sets up games during lunch recess	Playground Aide - sets up games during lunch recess	Creates fun and engaging lunch time activities Parent-Teacher Association (PTA/O) 3,000	Creates fun and engaging lunch time activities Parent-Teacher Association (PTA/O) 500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Lunchtime supervisors worked with Principal and Counselor to learn how to work with students during lunch time activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Training of lunchtime supervisors was beneficial to have consistency.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

PTA aide did not get hired until spring and then school closure due to COVID-19

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

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	114,198.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded		
LCFF - Base	\$15,799.00	0.00
LCFF - Supplemental	\$27,040	0.00
Title I Part A: Allocation	56,719	0.00
Local Categorical	\$8,640.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	6,000.00
LCFF - Base	15,799.00
LCFF - Supplemental	27,040.00
Local Categorical	8,640.00
Title I Part A: Allocation	56,719.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	102,523.00
None Specified	5,675.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	15,799.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,405.00
None Specified	LCFF - Supplemental	3,635.00
2000-2999: Classified Personnel Salaries	Local Categorical	6,600.00
None Specified	Local Categorical	2,040.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	56,719.00

School Site Council Membership

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

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

Name of Members	Role
Gay Bourguignon	Principal
Leslie Zais	Classroom Teacher
Linda Davis	Classroom Teacher
Tyshawn Turner	Other School Staff
Kris Weir	Classroom Teacher
Jennifer Jones	Parent or Community Member
Erin Arnold	Parent or Community Member
Whitney Bowman	Parent or Community Member
Leslie Blevins	Parent or Community Member
Theresa Pistochini	Parent or Community Member

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
	English Learner Advisory Committee

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 .

Attested:

	Principal, Gay Bourguignon on 05/11/2020
approved via email	SSC Chairperson, Leslie Blevins on 05/11/2020

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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