

# The Single Plan for Student Achievement

**School:** Patwin Elementary School  
**CDS Code:** 57726786110894  
**District:** Davis Joint Unified School District  
**Principal:** Nicole Smith  
**Revision Date:** June 1, 2015

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

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

**Contact Person:** Nicole Smith  
**Position:** Principal  
**Phone Number:** (530) 757-5383  
**Address:** 2222 Shasta Dr.  
Davis, CA 95616  
**E-mail Address:** nsmith@djUSD.net

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

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## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	294	285		187	183		13	12		32	26	
Growth API	869	868		909	894		780	870		859	873	
Base API	867	870		904	910		876	781		819	859	
Target	A	A		A	A							
Growth	2	-2		5	-16							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	51	54		51	49		83	88		47	52	
Growth API	753	768		748	791		738	748		704	694	
Base API	745	753		759	748		732	739		717	705	
Target		5		5			5	5				
Growth		15		-11			6	9				
Met Target		Yes		No			Yes	Yes				

Conclusions based on this data:

1.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	99		100	100		95	100	
Number At or Above Proficient	215	210		154	148		7	9		22	19	
Percent At or Above Proficient	73.4	73.7		82.4	80.9		53.8	75.0		68.8	73.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	Yes		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		98	99		98	97	
Number At or Above Proficient	24	25		23	26		39	42		24	23	
Percent At or Above Proficient	47.1	46.3		45.1	53.1		47.6	47.7		52.2	44.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		No	--		Yes	Yes		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	98		100	100		98	100	
Number At or Above Proficient	213	201		146	139		6	10		26	18	
Percent At or Above Proficient	72.4	70.8		78.1	76.4		46.2	83.3		81.2	69.2	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	99		100	95	
Number At or Above Proficient	26	27		25	25		35	42		26	24	
Percent At or Above Proficient	51.0	50.0		49.0	51.0		42.2	47.7		55.3	47.1	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		No	--		No	Yes		--	--	

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	53	60	
Percent with Prior Year Data	98.1%	100.0%	
Number in Cohort	52	60	
Number Met	27	36	
Percent Met	51.9%	60.0%	
NCLB Target	57.5	59.0	59.0
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	69	6	72	12		
Number Met	17	--	16	--		
Percent Met	24.6%	--	22.2%	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	*	No	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	--		

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

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

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

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

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals. Technology will be provided to assist in meeting these goals.
<b>SCHOOL GOAL #1:</b>
Currently, approximately 25% of Patwin students meet the ELA criterion for Title I eligibility. Of these, the majority are from the focus groups: Socioeconomically disadvantaged (SES), Hispanic/Latino, EL, African-American, students with disabilities. In the 2015-2016 school year, this percentage will decrease to 20%.
<b>Data Used to Form this Goal:</b>
Informal and formal teacher assessments, district ELA assessments, ADEPT, and CELDT.
<b>Findings from the Analysis of this Data:</b>
Students in the SES disadvantaged, Hispanic/Latino, English Learner, and students with disabilities groups are falling short of the ELA proficiency targets.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher review of students' reading and writing assessments at academic conferences throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained and have time to collaborate. Academic Conferences will be held each trimester to discuss student progress and data and instruction.	Start Date : 8/26/2015 Completion Date : 6/9/2016	All staff members	Staff Development / Release Time		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Principal, staff, paraeducators	Para-educator Salary		Title I Part A: Allocation	31,000
An instructional computer specialist (ICS) 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 ICS will work with the teacher to facilitate student use of programs, including but not limited to, Read Naturally, California Learns (for informational text), Type to Learn to assist with writing, and Moby Max.	Start Date : 8/26/2015 Completion Date : 6/9/2016	All Staff	Instructional Computer Specialist		LCFF - Base	5,000

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #2:</b>
The percentage of English Learners meeting the criterion for Title I will decrease by five percent during the 2015-2016 school year. English Learners will increase their language proficiency by at least one CELDT level.
<b>Data Used to Form this Goal:</b>
Informal and formal teacher assessments, district reading and writing assessments, ADEPT, and CELDT.
<b>Findings from the Analysis of this Data:</b>
English Learners are falling short of the the NCLB ELA proficiency targets, and are more likely to qualify for Title I services.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher review of students' reading and writing assessments at academic conferences throughout the school year along with the sharing of the ADEPT, and CELDT data at Academic conferences at least three times a year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings. Workshops will also be provided so that parents can learn how to support their children at home. School communication will be translated into Spanish, and translation will be available at IEPs, SSTs, parent meetings and parent/teacher conferences.	Start Date : 8/26/2015 Completion Date : 6/9/2016	EL Specialist, parents of EL students, and staff.	Parent Involvement		LCFF - Base	1,500
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.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Principal, EL Specialist and DJUSD EL Coordinator.	EL Specialist .2 FTE EL Specilaist .2 FTE		Title III District Funded	20,000 20,000
An English Learner Para-educator 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.	Start Date : 8/26/2015 Completion Date : 6/9/2016	EL Specialist, EL para, staff.	EL Para Salary		LCFF - Base	11,000
Provide materials to support curriculum and instruction for English Learners.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Principal, staff, EL Specialist, EL paraeducator and EL parents	EL Materials		LCFF - Base	500

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #3:</b>
All Patwin staff will develop opportunities to improve communication and increase parent involvement of all parent groups. Every teacher will make additional parent contact with the families of students who are achieving below grade level. This contact will take place by March 2016 and will include at least three personal contacts, beyond parent conferences, with all families of low scoring students.
<b>Data Used to Form this Goal:</b>
Participation in ELAC, Title I, PTA, Climate Committee, and parent workshops
<b>Findings from the Analysis of this Data:</b>
District and classroom assessments show us that our subgroups are not performing at the same proficiency rate as white students. Research shows that connectedness is a contributing factor to this.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analyze district and school survey data; track attendance at ELAC, Title I, PTA, and Climate Committee meetings; track CBET notes/attendance numbers;

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The counselor will meet with students to provide support that enhances emotional, social, and academic health. She will assist with outreach to parents of Title I students. Additionally, whole class lessons designed to improve climate, build a sense of community, and promote self-esteem and perseverance will be implemented.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Entire staff, counselor, and administrator	School Counselor		Title I Part A: Allocation	16,000
			School Counselor		LCFF - Base	6,552
Increase parent participation and involvement in school events, information nights, parent workshops/education, and meetings and parent leadership groups. Provide translation, child care, and food when needed to facilitate participation.	Start Date : 8/26/2015 Completion Date : 6/9/2016	All staff; members of parent leadership groups.	Parent Involvement		Title I Part A: Allocation	500

## Planned Improvements in Student Performance

### School Goal #4

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

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals. Technology will be provided to assist in meeting these goals.
<b>SCHOOL GOAL #4:</b>
Currently, approximately 22% of Patwin students meet the criterion for Title I eligibility in math. The majority of these students are members of the focus groups: SES disadvantaged, Hispanic/Latino, African-American, EL, and students with disabilities. During the 2015-2016 school year, this percentage will decrease to 20%.
<b>Data Used to Form this Goal:</b>
Informal and formal teacher assessments and math benchmark assessments.
<b>Findings from the Analysis of this Data:</b>
Students in the SES disadvantaged, Hispanic/Latino, English Learner, African-American, and students with disabilities groups are falling short of the grade level exit goals in math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher review of students' math work and progress and benchmark assessments at academic conferences and throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The 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.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Patwin staff	Staff Development / Release Time		District Funded	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
An instructional computer specialist 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 ICS will work with the teacher to facilitate student use of math programs, including Moby Max, to provide students with hands on intervention, enrichment, and practice opportunities in Mathematics.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Patwin Staff	Instructional Computer Specialist		LCFF - Base	5,000
Math intervention will be provided to Title I students to increase student achievement. This intervention may be provided through an extended day/year program or during the school day.	Start Date : 8/26/2015 Completion Date : 6/9/2016	Principal, Math Specialist, Certificated Staff	Intervention Staff Salaries / Materials		Title I Part A: Allocation	2,036

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	26,000	0.00
LCFF - Base	29,552	0.00
Title I Part A: Allocation	49,536	0.00
Title III	20,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	26,000.00
LCFF - Base	29,552.00
Title I Part A: Allocation	49,536.00
Title III	20,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,000.00
Goal 2	53,000.00
Goal 3	23,052.00
Goal 4	10,036.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Smith	X				
Sheila Bean		X			
Ruthie Bowers		X			
Jean Salk			X		
Kris Weir		X			
Arabella Handy				X	
Jacob Hibel				X	
Robert Oldham				X	
Tanya Leiberman				X	
Danielle Sharp				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

School Climate Committee

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 6/1/15.

Attested:

Nicole Smith

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jacob Hibel

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Patwin Elementary School

### Funding Source: District Funded

**\$26,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff Development / Release Time		\$3,000.00	English-Language Arts	Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained and have time to collaborate. Academic Conferences will be held each trimester to discuss student progress and data and instruction.
EL Specilaist .2 FTE		\$20,000.00	English Language Development	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.
Staff Development / Release Time		\$3,000.00	Mathematics	Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to participate in

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District Funded Total Expenditures: \$26,000.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$29,552.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Patwin Elementary School

Instructional Computer Specialist	\$5,000.00	Mathematics	An instructional computer specialist will assist teachers by ensuring equipment is in good working order, providing
School Counselor	\$6,552.00	School Climate	The counselor will meet with students to provide support that enhances emotional, social, and academic health. She will assist with outreach to parents of Title I students. Additionally, whole class lessons designed to improve climate, build a sense of community, and promote self-esteem and perseverance will be implemented.
EL Para Salary	\$11,000.00	English Language Development	An English Learner Para-educator 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 Materials	\$500.00	English Language Development	Provide materials to support curriculum and instruction for English Learners.
Instructional Computer Specialist	\$5,000.00	English-Language Arts	An instructional computer specialist (ICS) will assist teachers by ensuring equipment is in good working order, providing
Parent Involvement	\$1,500.00	English Language Development	Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings. Workshops will also be provided so that parents can learn how

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LCFF - Base Total Expenditures: \$29,552.00

LCFF - Base Allocation Balance: \$0.00

## Patwin Elementary School

### Funding Source: Title I Part A: Allocation

**\$49,536.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Para-educator Salary		\$31,000.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
School Counselor		\$16,000.00	School Climate	The counselor will meet with students to provide support that enhances emotional, social, and academic health. She will assist with outreach to parents of Title I students. Additionally, whole class lessons designed to improve climate, build a sense of community, and promote self-esteem and perseverance will be implemented.
Parent Involvement		\$500.00	School Climate	Increase parent participation and involvement in school events, information nights, parent workshops/education, and meetings and parent leadership groups. Provide translation, child care, and food when needed to facilitate participation.
Intervention Staff Salaries / Materials		\$2,036.00	Mathematics	Math intervention will be provided to Title I students to increase student achievement. This intervention may be provided through an extended day/year program or during the school day.

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Title I Part A: Allocation Total Expenditures: \$49,536.00

Title I Part A: Allocation Allocation Balance: \$0.00

### Funding Source: Title III

**\$20,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist .2 FTE		\$20,000.00	English Language Development	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.

## Patwin Elementary School

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Title III Total Expenditures: \$20,000.00

Title III Allocation Balance: \$0.00

Patwin Elementary School Total Expenditures: \$125,088.00