

The Single Plan for Student Achievement

School: Patwin Elementary School
CDS Code: 57726786110894
District: Davis Joint Unified School District
Principal: Gay Bourguignon
Revision Date: May 8, 2017

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

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

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

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School Vision and Mission

Patwin Elementary School's Vision and Mission Statements

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students are assessed three times per year using district English/Language Arts assessments and math benchmark assessments. Primary students and other students receiving reading support are assessed by a variety of instruments that measure phonemic awareness, decoding, fluency, and comprehension. Some students receive modifications and/or accommodations per their IEP and/or 504 plan.

English Learners are assessed annually on the ELPAC. Special education students are evaluated using assessments that measure ability, achievement, OT (Occupational Therapy), speech and language impairments, and behavior patterns. Fifth graders participate in the California Fitness Standards Testing program. Sixth grade students are given a math placement test for junior high. In addition to the above, classroom teachers use a variety of assessment tools including textbook tests, teacher-designed assessments, performance assessments, and informal observations to guide instruction for all sub-groups.

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

Academic Conferences are held two times a year to analyze student data, plan for targeted instruction and intervention, and monitor academic progress. In the Intervention in both Math and Reading, students are grouped as needed for leveled instruction. . Groups are flexible, allowing for movement as students progress.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Staff meet requirements as High Qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are Fully credentialed and have access to SBE adopted curriculum.

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

A variety of staff development programs address staff development needs. All teachers have received either CLAD (Certified Language Acquisition Development) or B-CLAD (Bilingual CLAD) certifications. New teachers participate in the BTSA (Beginning Teacher Support and Assessment) program. Many teachers have received GESA (Generating Expectations for Student Achievement) training and GLAD (Guided Language Acquisition Design) training. Some Special Education staff have received CPI (Crisis Prevention Institute) training. Many teachers have also participated in professional development on language structures and front-loading the curriculum for English Learners. All certificated staff participated in a series of three ELA CCSS workshops. Upcoming professional development will include the following topics: Implementing the Common Core, preparing to administer the Smarter Balance Assessment, and the use of technology for instruction, assessment and data reporting.

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

All staff has access to support from a Math Specialist, Reading Specialist, and an English Language Development Specialist. A Response to Intervention (RtI) team has also been trained and provides instructional support for both students and teachers.

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

Teachers participate in grade level Academic Conferences/PLCs and have collaboration time one Wednesday a month. Many grade levels hold additional meetings to plan curriculum and instruction, discuss shared students, and to adjust small instructional groups as needed.

Teaching and Learning

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

State standards and enhanced District standards are continually reviewed as the foundation for curriculum development. The use of state frameworks, state adopted textbooks, and supplementary materials that support standards ensures alignment with standards. Instruction is differentiated to meet the needs of all students. Ongoing assessment identifies student progress and changing needs. Implementation of the Common Core Standards has begun, and new materials to teach ELA are being purchased and will be implemented for 2017-2018

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

Across some grade levels, students are placed in leveled groups for reading/math instruction. At these grade levels, all students receive an equal number of minutes for each subject. Other grade levels function as independent classrooms, with the classroom teacher providing instruction and support for her own students. Continued collaboration and articulation is needed to meet student needs. Para-educators, specialists, and the RtI team provide additional instruction as needed. Additional resources are needed, and common practices are still being developed to ensure all students receive equal access to the curriculum. Special Education Students and students with 504's receive instruction as outlined in their individualized plans.

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

Teachers, specialists and RtI Team Members work together to provide instruction and intervention, however this is difficult due to limited resources and high student need. Schedules are developed collaboratively as a staff to allow for pull-out and push in support. Grade levels collaborate on pacing, and follow pacing guides provided by the math specialist for math.

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

Most instructional materials are available for all student sub-groups. There is a need for additional materials to support the instruction of English Language Learners, differentiated ability groups, and the implementation of the new Common Core Standards.

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

A variety of adopted materials, supplemental materials, and intervention programs are in use.

Opportunity and Equal Educational Access

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

Classroom teachers use a variety of strategies and materials to provide differentiated instruction to a variety of sub-groups in all subject areas. The Special Education staff provides specialized instruction and support for the students in their programs. The reading teacher provides individual and group support for under-performing students. Our EL Specialist is also working to develop curriculum and support teachers in their instruction of English Learners throughout their curriculum. The use of para-educators in intervention programs allows for small group instruction for students performing below standards.

14. Research-based educational practices to raise student achievement

SIPPS is being implemented in intervention programs. In math, staff is working to implement research based practices that foster a deeper understanding of math concepts, and promote a wide range of problem solving strategies.

Parental Involvement

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

Yolo County Resources: SELPA (Special Education Local Plan Area), Special Education workshops and conferences, Area III Conferences, Yolo County Mental Health Services.

Community Resources: A parcel tax provides reduced student/teacher ratio and a reading support teacher. Volunteers including parents, student teachers, UCD interns, UCD service group participants, and junior high cross-age tutors provide support to teachers and students. Grants from DSAF (Davis School Arts Foundation), the Davis Schools Foundation, Tandem, the Rotary Club, and Yolo County Community Foundation support special projects. School District: The District provides BTSA and a variety of professional development opportunities, including GLAD, CCSS training, and training in EL strategies. Patwin: Federal funds and California funds funneled through the District, including Title I and LCFF, provide for most of our intervention services. Parents: Donations of time and money from families to classrooms and to the Patwin PTA provide materials and support for the purchase of additional classroom materials.

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

Funding

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

Title I, Title III and LCFF provide many additional support programs. These programs serve students both during the school day, and before and after school. Specialists and Para Educators work in partnership with teachers to provide individual and small group instruction in reading and math. They also support ELL students at all proficiency levels. Counseling services, offered two half days per week, address needs of individuals, small groups, and classrooms. Funds also support the technology program. The reading teacher provides individual and group support for under- performing students. Our EL Specialist is also working to develop curriculum and support teachers in their instruction of English Learners throughout their curriculum. Additionally, funds are used to provide after school homework programs targeting EL students.

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	52	51	48	41	47	41	92.3	80.4
Grade 4	62	63	57	57	57	57	91.9	90.5
Grade 5	55	59	43	51	42	50	78.2	86.4
Grade 6	62	54	62	48	62	48	100.0	88.9
All Grades	231	227	210	197	208	196	90.9	86.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2403.0	2467.7	21	49	21	17	23	24	33	10
Grade 4	2484.2	2450.9	33	19	21	33	28	16	18	32
Grade 5	2543.2	2555.2	37	40	35	36	9	14	16	10
Grade 6	2533.2	2555.8	29	29	26	35	23	17	23	19
All Grades	N/A	N/A	30	33	25	31	21	17	22	18

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	23	39	30	49	47	12	
Grade 4	30	21	40	47	30	32	
Grade 5	52	50	31	44	17	6	
Grade 6	26	29	44	48	31	23	
All Grades	32	34	37	47	31	19	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	37	53	56	34	7
Grade 4	32	19	56	46	12	35
Grade 5	38	36	38	48	24	16
Grade 6	31	33	40	42	29	25
All Grades	28	31	47	47	25	22

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	23	27	60	63	17	10
Grade 4	32	32	60	51	9	18
Grade 5	40	34	55	64	5	2
Grade 6	15	29	71	56	15	15
All Grades	26	31	62	58	12	11

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	45	43	50	36	5
Grade 4	21	16	60	53	19	32
Grade 5	45	44	43	52	12	4
Grade 6	34	38	52	56	15	6
All Grades	30	34	50	53	20	13

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	52	51	51	44	51	43	98.1	86.3
Grade 4	62	63	62	57	62	57	100.0	90.5
Grade 5	55	59	48	53	48	53	87.3	89.8
Grade 6	62	54	62	49	62	49	100.0	90.7
All Grades	231	227	223	203	223	202	96.5	89.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2417.1	2460.1	16	28	31	40	20	21	33	12
Grade 4	2498.3	2460.5	29	14	29	28	26	26	16	32
Grade 5	2549.7	2552.2	46	38	15	23	23	32	17	8
Grade 6	2540.8	2581.6	29	43	27	29	19	12	24	16
All Grades	N/A	N/A	30	30	26	29	22	23	22	17

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	51	24	33	39	16
Grade 4	35	19	37	42	27	39
Grade 5	50	40	27	45	23	15
Grade 6	32	55	37	24	31	20
All Grades	38	40	32	37	30	23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	35	37	53	33	12
Grade 4	34	18	52	53	15	30
Grade 5	44	38	40	45	17	17
Grade 6	34	41	39	41	27	18
All Grades	35	32	42	48	23	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	35	53	56	27	9
Grade 4	32	16	40	47	27	37
Grade 5	35	40	54	51	10	9
Grade 6	34	41	47	41	19	18
All Grades	30	32	48	49	22	19

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		14			43			43							
1	42	9		25	55		33	9			18			9	
2	9	11		18	33		55	44		9	11		9		
3	7			7			47	67		7	11		33	22	
4	29	16		71	5			53			11			16	
5		14			71		***	14							
6				30	50		50	25		20	25				
Total	16	11		25	30		41	39		7	11		11	9	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	3	5		18	29		39	24		24	24		15	19	
1	33	9		20	35		33	9			9		13	39	
2	6	10		12	30		41	40		6	10		35	10	
3	6			6			44	44		6	13		39	44	
4	25	18		42	9			45		25	9		8	18	
5	18	10			50		55	10		9	10		18	20	
6				30	43		50	29		20	14			14	
Total	11	8		17	25		38	28		14	13		20	26	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	60	56	66
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	60	56	66
Number Met	36	32	42
Percent Met	60.0%	57.1%	63.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	72	12	81	13	79	6
Number Met	16	--	15	5	23	--
Percent Met	22.2%	--	18.5%	38.5%	29.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	--	No	No	Yes	--

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

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

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

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English-Language Arts
LEA GOAL:
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.
SCHOOL GOAL #1:
<p>In 2016-2017 there were 88 students (21%) receiving reading intervention in one or more of the 5 designated areas of reading:</p> <ul style="list-style-type: none">• Phonemic Awareness• Sight words• Decoding• Fluency• Comprehension <p>During the 2017-2018 academic year 80% of students who are receiving reading intervention will make growth in 2 out of the 5 designated areas.</p>
Data Used to Form this Goal:
Informal and formal teacher assessments, district ELA assessments.The Spring 2017 California Dashboard 5x5 Placement reports for ELA CAASPP showed that in 2015-2016 All students scored in the HIGH category for ELA and increased by 12.9 points from the previous year. EL students scored in the LOW category but increased significantly by 35.2 points from the previous year.
Findings from the Analysis of this Data:
Students in the SES disadvantaged, Hispanic/Latino, English Learner, and students with disabilities groups are falling short of the ELA proficiency targets.
How the School will Evaluate the Progress of this Goal:
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
Academic Conferences will be held twice per year to discuss student progress and data and instruction.	Start Date : 8/23/2017 Completion Date : 6/7/2018	All staff members	Staff Development / Release Time		District Funded	3,000
Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.	Start Date : 8/23/2017 Completion Date : 6/7/2018	Principal, staff, paraeducators	Para-educator Salary (MH)		Title I Part A: Allocation	25,450
			3rd Grade Paraeducator (.1 FTE per 3rd grade class) (LD and LH)		District Funded	6,000
			Para-educator Salary (LD) DSF Funded		Local Categorical	1,275
			Para-educator Salary (LD)		LCFF - Base	8,050
			Para-educator Salary (LD)		Title I Backfill – Supplemental	6,025
			Increase Paraeducator Sept-March (LD) for after school primary intervention		Title I Backfill – Supplemental	4,000
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, including but not limited to, Read Naturally, California Learns (for informational text), Type to Learn to assist with writing, and Moby Max.	Start Date : 8/23/2017 Completion Date : 6/7/2018	All Staff	Information Technology Specialist -.5 FTE		District Funded	25,500

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: English Language Development
LEA GOAL:
Progress and proficiency of English Language Learners
SCHOOL GOAL #2:
For 2017-2018, English Language Learner's at Patwin will, as a group, increase at least 20 points from the previous year on CAASPP in both Math and ELA.
Data Used to Form this Goal:
The Spring 2017 California Dashboard 5x5 Placement reports for ELA and Math CAASPP showed that in 2015-2016 EL students scored in the LOW category for ELA but increased significantly by 35.2 points from the previous year, and in Math EL students scored in the LOW category but increased significantly by 41.5 points from the previous year.
Findings from the Analysis of this Data:
English Learners are falling short of the the State Annual Measurable Achievement Objective proficiency target, but significant growth was attained between spring 2015 and spring 2016.
How the School will Evaluate the Progress of this Goal:
Teacher review of students' reading and writing assessments at academic conferences throughout the school year along with other relevant data as well as the number of students who are reclassified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development - GLAD for EL Specialist	Start Date: 8/23/17 Completion Date: 6/7/18	Principal, staff,	Professional Development Training and coaching for EL specialist to become a GLAD TNT		LCFF - Supplemental	1,950

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	Start Date: 8/23/17 Completion Date: 6/7/18	Principal, EL Specialist and DJUSD EL Coordinator.	EL Specialist, .4 FTE		District Funded	30,000
			EL Specialist, .1 FTE		Title III	7,500
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: 8/23/17 Completion Date: 6/7/18	EL Specialist, EL para, staff.	EL Paraeducator .50		LCFF - Supplemental	18,300
			EL Paraeducator .25		Local Categorical	9,200
After school Homework tutors	Start Date: 8/23/17 Completion Date: 6/7/18	Paraeducators (VSA's)	Paraeducators hired for after school HW club		LCFF - Supplemental	1,500

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:

SUBJECT: School Climate Goal #3
LEA GOAL:
Parent Engagement/Climate
SCHOOL GOAL #3:
Patwin will increase Parent participation in school through holding 4-6 events for parents/families. Each event will include: *student participation *time for open forum for conversation *evaluation of the event *raffle for giveaway prize * EL Focus Groups
Data Used to Form this Goal:
Participation in 2016-2017 events: Fall Festival,- 150 Walkathon- 250 ELAC Meetings-10/19/16- 15 parents 28 children, 2/22/17 19 Parents - 18 children 5/4/17 15 parents 28 children and 3- Math Nights- 351, Patwin Auction 150 attendance:
Findings from the Analysis of this Data:
Patwin's Parent Participation in the Fall Festival, Walkathon, Math Nights increased. The number and participation of ELAC parents remained stable.
How the School will Evaluate the Progress of this Goal:
Analyze district and school survey data; track attendance at Fall Festival, Walkathon, Patwin Auction, ELAC Meetings and Math Nights, PTA Meetings and Parent Conversation Group (EL Parents)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 and other incentives when needed to facilitate participation.	Start Date : 8/23/2017 Completion Date : 6/7/2018	All staff; members of parent leadership groups.	Parent Involvement		LCFF - Base	403
ELL Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings, Math Nights, Fall Festival, Walkathon and other school wide and classroom events. The school newsletter and other parent communication will be translated into Spanish, Chinese, and Korean. Translators will be available at ELAC, Title 1 meetings, SST, IEP and parent conferences.	Start Date : 8/23/2017 Completion Date : 6/7/2018	All Staff	Translation of school-to-home communication		LCFF - Supplemental	2,000
			Translation of school-to-home communication		Title I Part A: Allocation	560
			Translation of school-to-home communication		Title I Backfill – Supplemental	311

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:

SUBJECT: Mathematics Goal #4
LEA GOAL:
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.
SCHOOL GOAL #4:
Currently during the 2016-2017 22% of Patwin students are receiving intervention in math. During the 2017-2018 school year, 80% of students receiving math intervention services will experience growth in their identified area of need.
Data Used to Form this Goal:
Informal and formal teacher assessments and math benchmark assessments. The Spring 2017 California Dashboard 5x5 Placement reports for Math CAASPP showed that in 2015-2016 students scored in the HIGH category for MATH and increased by 12 points from the previous year. In Math EL students scored in the LOW category but increased significantly by 41.5 points from the previous year.
Findings from the Analysis of this Data:
Students in the SES disadvantaged, Hispanic/Latino, and students with disabilities groups are scoring in the Low area. English Language Learners are scoring in the Medium range.
How the School will Evaluate the Progress of this Goal:
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 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	Start Date : 8/23/2017 Completion Date : 6/7/2018	Patwin staff	Academic Conferencing 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
A Math Paraeducator will provide intervention for struggling math students during the day and 2 days after school.	Start Date : 8/23/2017 Completion Date : 6/7/2018	Patwin Staff	Math Paraeducator (DM)		Title I Part A: Allocation	11,190
			Math Paraeducator (DM)		LCFF - Supplemental	8,614
Math Professional Development Release time for Lesson Study partnering with UCD	Start Date : 8/23/2017 Completion Date : 6/7/2018	Patwin Staff	Math Professional Development		Title I Part A: Allocation	2,000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: School Climate Goal #5
LEA GOAL:
School Climate
SCHOOL GOAL #5:
During 2017-18 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).
Data Used to Form this Goal:
Youth Truth Survey, PTA Parent Survey, Healthy Kids survey (5th grade only)
Findings from the Analysis of this Data:
Youth Truth Survey indicates student engagement - 56%ile, academic expectations - 24th %ile, Relevance - 60th %ile, Instructional Methods 51st %ile, Personal Relationships - 66th %ile, Classroom Culture 96th%ile.
How the School will Evaluate the Progress of this Goal:
The number of students that are recognized by the Principal for showing respect, making good decisions and solving problems and/or demonstrating the monthly character trait will be recorded and compared to last year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	08/23/2017-06/07/2018	Counselor and administrator, all staff	School Counselor, .5 FTE		District Funded	37,500
Lunchtime/Recess Supervision	08/23/2017-06/07/2018	Lunchtime supervisor	Working with students to increase safety during lunch recess and a positive school climate		LCFF - Base	5,500
Playground Aide - sets up games during lunch recess	08/23/2017-06/07/2018	Playground Aide (VSA)	Creates fun and engaging lunch time activities		Parent-Teacher Association (PTA/O)	3,000
Counseling Supplies	08/23/2017-06/07/2018	Counselor and administrator, all staff	Counselor will work with classes, small groups to increase social skills and positive school climate.		LCFF - Supplemental	500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
District Funded	105,000	0.00
LCFF - Base	13,953	0.00
LCFF - Supplemental	32,864	0.00
Title I Part A: Allocation	39,200	0.00
Title I Backfill – Supplemental	10,336	0.00
Title III	7,500	0.00
Local Categorical	10,475	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	105,000.00
LCFF - Base	13,953.00
LCFF - Supplemental	32,864.00
Local Categorical	10,475.00
Parent-Teacher Association (PTA/O)	3,000.00
Title I Backfill – Supplemental	10,336.00
Title I Part A: Allocation	39,200.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,300.00
Goal 2	68,450.00
Goal 3	3,274.00
Goal 4	24,804.00
Goal 5	46,500.00

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
Gay Bourguignon	X				
Cheri Bureau		X			
Ruthie Bowers		X			
Jean Salk			X		
Alice Borchers			X		
Eva Spiegel				X	
Greg Moffitt				X	
Heidi Laurenson				X	
Sarah McCaffrey				X	
Brett Phinney				X	
Numbers of members of each category:	1	3	1	5	

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 .

Attested:

Gay Bourguignon

Typed Name of School Principal

Signature of School Principal

Date

Eva Spiegel

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Patwin Elementary School

Funding Source: District Funded

\$105,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Staff Development / Release Time		\$3,000.00	English-Language Arts	Academic Conferences will be held twice per year to discuss student progress and data and instruction.
3rd Grade Paraeducator (.1 FTE per 3rd grade class) (LD and LH)		\$6,000.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
Information Technology Specialist -.5 FTE		\$25,500.00	English-Language Arts	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, including but not limited to, Read Naturally, California Learns (for informational text), Type to Learn to assist with writing, and Moby Max.
EL Specialist, .4 FTE		\$30,000.00	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 in the new ELD Standards.
Academic Conferencing release time		\$3,000.00	Mathematics Goal #4	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
School Counselor, .5 FTE		\$37,500.00	School Climate Goal #5	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.

Patwin Elementary School

District Funded Total Expenditures: \$105,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$13,953.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Working with students to increase safety during lunch recess and a positive school climate		\$5,500.00	School Climate Goal #5	Lunchtime/Recess Supervision
Parent Involvement		\$403.00	School Climate Goal #3	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 and other incentives when needed to facilitate participation.
Para-educator Salary (LD)		\$8,050.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.

LCFF - Base Total Expenditures: \$13,953.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$32,864.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development Training and coaching for EL specialist to become a GLAD TNT		\$1,950.00	English Language Development	Professional Development - GLAD for EL Specialist
Translation of school-to-home communication		\$2,000.00	School Climate Goal #3	ELL Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings, Math Nights, Fall Festival, Walkathon and other school wide and classroom events. The school newsletter and other parent communication will be translated into Spanish, Chinese, and Korean. Translators will be available at ELAC, Title 1 meetings, SST, IEP and parent conferences.

Patwin Elementary School

Paraeducators hired for after school HW club	\$1,500.00	English Language Development	After school Homework tutors
EL Paraeducator .50	\$18,300.00	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.
Counselor will work with classes, small groups to increase social skills and positive school climate.	\$500.00	School Climate Goal #5	Counseling Supplies
Math Paraeducator (DM)	\$8,614.00	Mathematics Goal #4	A Math Paraeducator will provide intervention for struggling math students during the day and 2 days after school.

LCFF - Supplemental Total Expenditures: \$32,864.00

LCFF - Supplemental Allocation Balance: \$0.00

Funding Source: Local Categorical

\$10,475.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Paraeducator .25		\$9,200.00	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.
Para-educator Salary (LD) DSF Funded		\$1,275.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.

Local Categorical Total Expenditures: \$10,475.00

Local Categorical Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA/O)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Patwin Elementary School

Creates fun and engaging lunch time activities	\$3,000.00	School Climate Goal #5	Playground Aide - sets up games during lunch recess
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Parent-Teacher Association (PTA/O) Total Expenditures: \$3,000.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$0.00

Funding Source: Title I Backfill – Supplemental

\$10,336.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Para-educator Salary (LD)		\$6,025.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
Increase Paraeducator Sept-March (LD) for after school primary intervention		\$4,000.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
Translation of school-to-home communication		\$311.00	School Climate Goal #3	ELL Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings, Math Nights, Fall Festival, Walkathon and other school wide and classroom events. The school newsletter and other parent communication will be translated into Spanish, Chinese, and Korean. Translators will be available at ELAC, Title 1 meetings, SST, IEP and parent conferences.

Title I Backfill – Supplemental Total Expenditures: \$10,336.00

Title I Backfill – Supplemental Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$39,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Patwin Elementary School

Translation of school-to-home communication	\$560.00	School Climate Goal #3	ELL Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings, Math Nights, Fall Festival, Walkathon and other school wide and classroom events. The school newsletter and other parent communication will be translated into Spanish, Chinese, and Korean. Translators will be available at ELAC, Title 1 meetings, SST, IEP and parent conferences.
Para-educator Salary (MH)	\$25,450.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
Math Professional Development	\$2,000.00	Mathematics Goal #4	Math Professional Development Release time for Lesson Study partnering with UCD
Math Paraeducator (DM)	\$11,190.00	Mathematics Goal #4	A Math Paraeducator will provide intervention for struggling math students during the day and 2 days after school.

Title I Part A: Allocation Total Expenditures: \$39,200.00

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

Funding Source: Title III

\$7,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist, .1 FTE		\$7,500.00	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 in the new ELD Standards.

Title III Total Expenditures: \$7,500.00

Title III Allocation Balance: \$0.00

Patwin Elementary School Total Expenditures: \$222,328.00