

# The Single Plan for Student Achievement

**School:** Patwin Elementary School  
**CDS Code:** 57726786110894  
**District:** Davis Joint Unified School District  
**Principal:** Gay Bourguignon  
**Revision Date:** 5/2/2018

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 June 22, 2017.**

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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.

## **School Profile**

## 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)

## **Description of Barriers and Related School Goals**

## 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	61		41	58		41	58		80.4	95.1	
Grade 4	63	51		57	46		57	46		90.5	90.2	
Grade 5	59	59		51	50		50	50		86.4	84.7	
Grade 6	54	63		48	58		48	58		88.9	92.1	
All Grades	227	234		197	212		196	212		86.8	90.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2467.7	2451.7		49	31.03		17	32.76		24	20.69		10	15.52	
Grade 4	2450.9	2511.8		19	39.13		33	30.43		16	19.57		32	10.87	
Grade 5	2555.2	2501.1		40	22.00		36	32.00		14	22.00		10	24.00	
Grade 6	2555.8	2575.2		29	34.48		35	32.76		17	25.86		19	6.90	
All Grades	N/A	N/A	N/A	33	31.60		31	32.08		17	22.17		18	14.15	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	32.76		49	48.28		12	18.97	
Grade 4	21	45.65		47	43.48		32	10.87	
Grade 5	50	34.00		44	42.00		6	24.00	
Grade 6	29	32.76		48	51.72		23	15.52	
All Grades	34	35.85		47	46.70		19	17.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	31.03		56	46.55		7	22.41	
Grade 4	19	23.91		46	67.39		35	8.70	
Grade 5	36	20.00		48	48.00		16	32.00	
Grade 6	33	36.21		42	51.72		25	12.07	
All Grades	31	28.30		47	52.83		22	18.87	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	27	22.41		63	68.97		10	8.62	
<b>Grade 4</b>	32	32.61		51	56.52		18	10.87	
<b>Grade 5</b>	34	16.00		64	66.00		2	18.00	
<b>Grade 6</b>	29	37.93		56	58.62		15	3.45	
<b>All Grades</b>	31	27.36		58	62.74		11	9.91	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>Grade 3</b>	45	29.31		50	58.62		5	12.07	
<b>Grade 4</b>	16	45.65		53	47.83		32	6.52	
<b>Grade 5</b>	44	32.00		52	44.00		4	24.00	
<b>Grade 6</b>	38	48.28		56	43.10		6	8.62	
<b>All Grades</b>	34	38.68		53	48.58		13	12.74	

**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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	61		44	59		43	59		86.3	96.7	
Grade 4	63	51		57	47		57	47		90.5	92.2	
Grade 5	59	59		53	54		53	54		89.8	91.5	
Grade 6	54	63		49	61		49	61		90.7	96.8	
All Grades	227	234		203	221		202	221		89.4	94.4	

\* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2460.1	2459.7		28	27.12		40	38.98		21	20.34		12	13.56	
Grade 4	2460.5	2510.1		14	31.91		28	38.30		26	17.02		32	12.77	
Grade 5	2552.2	2508.2		38	20.37		23	27.78		32	20.37		8	31.48	
Grade 6	2581.6	2593.7		43	44.26		29	24.59		12	24.59		16	6.56	
All Grades	N/A	N/A	N/A	30	31.22		29	32.13		23	20.81		17	15.84	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	44.07		33	35.59		16	20.34	
Grade 4	19	46.81		42	34.04		39	19.15	
Grade 5	40	24.07		45	37.04		15	38.89	
Grade 6	55	50.82		24	36.07		20	13.11	
All Grades	40	41.63		37	35.75		23	22.62	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	33.90		53	54.24		12	11.86	
Grade 4	18	38.30		53	44.68		30	17.02	
Grade 5	38	18.52		45	53.70		17	27.78	
Grade 6	41	49.18		41	36.07		18	14.75	
All Grades	32	35.29		48	47.06		20	17.65	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	44.07		56	44.07		9	11.86	
Grade 4	16	36.17		47	48.94		37	14.89	
Grade 5	40	25.93		51	40.74		9	33.33	
Grade 6	41	37.70		41	50.82		18	11.48	
All Grades	32	36.20		49	46.15		19	17.65	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	14			43			43								
<b>1</b>	9	42		55	25		9	17		18	17		9		
<b>2</b>	11	18		33	18		44	35		11	12			18	
<b>3</b>		29					67	43		11	14		22	14	
<b>4</b>	16	11		5	33		53	44		11	11		16		
<b>5</b>	14	17		71	33		14	33			17				
<b>6</b>				50	***		25	***		25					
<b>Total</b>	11	22		30	24		39	34		11	14		9	7	

#### 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>K</b>	5			29	14		24	18		24	14		19	55	
<b>1</b>	9	33		35	20		9	13		9	13		39	20	
<b>2</b>	10	14		30	14		40	27		10	9		10	36	
<b>3</b>		18			18		44	36		13	9		44	18	
<b>4</b>	18	9		9	27		45	36		9	18		18	9	
<b>5</b>	10	11		50	22		10	33		10	22		20	11	
<b>6</b>		17		43	33		29	17		14	17		14	17	
<b>Total</b>	8	13		25	19		28	26		13	14		26	28	

#### 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 student performance 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>
In 2017-2018 there were 78 students (18%) receiving reading intervention in one or more of the 5 designated areas of reading: <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Sight words</li><li>• Decoding</li><li>• Fluency</li><li>• Comprehension</li></ul> During the 2018-2019 academic year 80% of students who are receiving reading intervention will make growth in 2 out of the 5 designated areas.
<b>Data Used to Form this Goal:</b>
Informal and formal teacher assessments, district ELA assessments. The Spring 2018 California Dashboard 5x5 Placement reports for ELA CAASPP showed that in 2016-2017 All students scored in the HIGH category for ELA and increased by 7.3 points from the previous year. EL students scored in the MEDIUM category and maintained +1.1% from the previous year.
<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
Academic Conferences will be held twice per year to discuss student progress and data and instruction.	Start Date : 8/29/2018 Completion Date : 6/13/2019	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 : 8/29/2018 Completion Date : 6/13/2019	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)		LCFF - Base	9325
			Para-educator Salary (LD)		Title I Part A: Allocation	10,025
Professional Development opportunities/collaboration for staff	Start Date : 8/29/2018 Completion Date : 6/13/2019	All Staff	Staff Development		Title I Part A: Allocation	1850
					LCFF - Base	1159

## 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 student performance 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>
Progress and proficiency of English Language Learners
<b>SCHOOL GOAL #2:</b>
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.
<b>Data Used to Form this Goal:</b>
The Fall 2017 California Dashboard 5x5 Placement reports showed that 72% of Patwin's English Learners made progress towards English proficiency. The English Learner Progress is at the Medium category and maintained =1.1%. The academic indicators on the distance from level 3 are 7.8 points for ELA and 8.5 points for math. In 2017-2018 - Patwin had 92 English Language Learners. 62 English Learners received targeted instruction. Patwin's Long term ELL are struggling with reading and writing proficiency based on CELDT scores.
<b>Findings from the Analysis of this Data:</b>
English Learners are not scoring as well on the CAASP testing as their English only peers. The data review showed that students who make consistent progress on the CELDT (and, in the future, ELPAC) continue grade level growth, while those who stall in progress on these standardized ELD tests struggle in grade level academics. When reviewing CELDT data we see that students not moving toward proficiency on the CELDT were most often stalled in their reading comprehension and writing scores, which we expect to be similar for the ELPAC based on field testing.
<b>How the School will Evaluate the Progress of this Goal:</b>
Annual ELPAC assessment as well as formative assessments such as reading data and monitoring of progress in English Language Development groups using the ADEPT assessment and authentic assessments such as writing samples and classwork. Triannual academic conferences and intervention meeting discussions will be used to determine if EL students are making adequate progress in grade level academics along with their progress on the ELPAC. -

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: 8/29/18 Completion Date: 6/13/19	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: 8/29/18 Completion Date: 6/13/19	.EL Specialist, EL para, staff.	EL Paraeducator .50		LCFF - Supplemental	18,860
			EL Paraeducator .25		Local Categorical Title I Part A: Allocation	8640 560
After school Homework tutors	Start Date: 8/29/18 Completion Date: 6/13/19	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 student performance 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 Goal #3</b>
<b>LEA GOAL:</b>
Parent Engagement/Climate
<b>SCHOOL GOAL #3:</b>
Patwin will maintain the increase in Parent participation in school related activities for 2018-2019 through reaching out at the beginning of the year through a "Sign Up Genius" portal to encourage parents to get involved. Parents are also connected through classroom newsletters, the Patwin Press, Community Cart Events, Fall Festival, Walkathon, Math Nights and Patwin Auction.

**Data Used to Form this Goal:**

Participation in 2017-2018 events: Fall Festival,- 150 Walkathon- 250 and 3- Math Nights- 351, Patwin Auction 120 attendance:

We had 166 parents sign up on the SignUpGenius to volunteer school-wide.

We had:

7 parent volunteers in Nikzad

11 in Bean

9 in Moy

9 in Bowers

12 in Tealdi

10 in Ryken

14 in Linda Davis

1 in Learned

13 in Bureau

6 in Gadisman

7 in Zais

9 in Anderson/Davis

9 in Nash

9 in Rinne

12 in Bowen/Nahal

7 in Britz

9 in B-E

12 in Kerr

Every event (Book Fair, Walkathon, Auction, Patwin Day, Fall Festival, Bike Rodeo, Garden Work Day) had volunteers.

**Findings from the Analysis of this Data:**

Patwin's Parent Participation increased significantly this year. 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
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 : 8/29/2018 Completion Date : 6/13/2019	All Staff	Translation of school-to-home communication		LCFF - Supplemental	1310
					Title I Part A: Allocation	2292
maintain 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 : 8/29/2018 Completion Date : 6/13/2019	All Staff	Parent engagement activities		Title I Part A: Allocation	250

## 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 student performance 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 Goal #4</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 during the 2017-2018 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.
<b>Data Used to Form this Goal:</b>
Informal and formal teacher assessments and math benchmark assessments. The Fall 2017 California Dashboard 5x5 Placement status and change reports for Math CAASPP showed that in 2016-2017 students scored in the HIGH category for MATH and increased by 9 points from the previous year. In Math EL students scored in the MEDIUM category (an increase from being LOW last year) and maintained growth at -0.1%. Students with Disabilities scored in the LOW area and increased significantly +36.7 points; Socioeconomically Disadvantaged students scored in the LOW area and increased +5.3 points.
<b>Findings from the Analysis of this Data:</b>
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 category.
<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. Students receiving Tier 2 and 3 interventions will be progress monitored to determine growth in identified areas of need. Interventions at Tier 2 will use flexible grouping and as students master concepts they will return to the classroom. The CAASPP IAB interim tests will also be used as a measurement tool.

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 : 8/29/2018 Completion Date : 6/13/2019	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 : 8/29/2018 Completion Date : 6/13/2019	Patwin Staff	Math Paraeducator (DM)		Title I Part A: Allocation	11,190
			Math Paraeducator (DM)		LCFF - Supplemental	8,614

## 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 student performance 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 Goal #5</b>
<b>LEA GOAL:</b>
School Climate
<b>SCHOOL GOAL #5:</b>
During 2018-19 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.
<b>Data Used to Form this Goal:</b>
Youth Truth Survey, PTA Parent Survey, Healthy Kids survey (5th grade only)
<b>Findings from the Analysis of this Data:</b>
Youth Truth Survey indicates student engagement - 78th%ile, academic expectations - 10th %ile, Relevance - 57th %ile, Instructional Methods 22nd %ile, Personal Relationships - 61st %ile, Classroom Culture 84th%ile.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	08/29/2018-06/13/2019	Counselor and administrator, all staff	School Counselor, .5 FTE		District Funded	37,500
Lunchtime/Recess Supervision	08/29/2018-06/13/2019	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	08/29/2018-06/13/2019	Playground Aide (VSA)	Creates fun and engaging lunch time activities		Parent-Teacher Association (PTA/O)	3,000
Counseling Supplies	08/29/2018-06/13/2019	Counselor and administrator, all staff	Counselor will work with classes, small groups to increase social skills and positive school climate.		LCFF - Supplemental	500

## Planned Improvements in Student Performance

### School Goal #6

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 student performance 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: 21st Century Learning</b>
<b>LEA GOAL:</b>
21st Century Learning
<b>SCHOOL GOAL #6:</b>
Staff and Students will have access to chromebooks, the computer lab and other technology that supports teaching and learning.
<b>Data Used to Form this Goal:</b>
We currently have 168 chromebooks available for student use. There are 265 students in grades 3-6 who will require chromebooks for statewide testing in Spring 2019. Patwin's total enrollment is 435 students.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	08/29/2018-6/13/2019	All Staff	Information Technology Specialist -.5 FTE		District Funded	25,500

## Planned Improvements in Student Performance

### School Goal #7

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #8

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Increase proficiency in English Language Arts &amp; Math</b>
<b>SCHOOL GOAL #1:</b>
Professional Learning Community Development & Academic Conferencing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Release days for Academic Conferencing	1000-1999: Certificated Personnel Salaries	LCFF-ED	6000
				1000-1999: Certificated Personnel Salaries		

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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	15,984	0.00
LCFF - Supplemental	30,784	0.00
Title I Part A: Allocation	51,617	0.00
Title III	7500	0.00
Local Categorical	8640	0.00
Parent-Teacher Association (PTA/O)	3000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	105,000.00
LCFF - Base	15,984.00
LCFF - Supplemental	30,784.00
Local Categorical	8,640.00
Parent-Teacher Association (PTA/O)	3,000.00
Title I Part A: Allocation	51,617.00
Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	121,956.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	63,000.00
	District Funded	42,000.00
	LCFF - Base	15,984.00
	LCFF - Supplemental	500.00
	LCFF - Supplemental	30,284.00
	Local Categorical	8,640.00
	Parent-Teacher Association (PTA/O)	3,000.00
	Title I Part A: Allocation	10,585.00
	Title I Part A: Allocation	41,032.00
	Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	56,809.00
<b>Goal 2</b>	67,060.00
<b>Goal 3</b>	3,852.00
<b>Goal 4</b>	22,804.00
<b>Goal 5</b>	46,500.00
<b>Goal 6</b>	25,500.00

## 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			
Linda Davis		X			
Christoper Learned		X			
Laura Anderson		X			
Jennifer Jones				X	
Greg Moffitt				X	
Ryan Davis				X	
Sarah McCaffrey				X	
Lis Harvey				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 .

Attested:

Gay Bourguignon

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

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

\_\_\_\_\_  
Date

Christopher Learned

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

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

\_\_\_\_\_  
Date

## 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

*Matz* \_\_\_\_\_  
Signature  
*Matan Katz* \_\_\_\_\_  
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):

*Julia* \_\_\_\_\_  
Signature

School Climate Committee

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

*Gay Bourguignon* \_\_\_\_\_  
Signature of School Principal  
*5/9/18* \_\_\_\_\_  
Date

\_\_\_\_\_  
Christopher Learned  
Typed Name of SSC Chairperson

*[Signature]* \_\_\_\_\_  
Signature of SSC Chairperson  
*5/9/18* \_\_\_\_\_  
Date

# Budget By Expenditures

## Patwin Elementary School

**Funding Source: District Funded**

**\$105,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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.
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.
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.
Information Technology Specialist -.5 FTE		\$25,500.00	21st Century Learning	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.

# Patwin Elementary School

District Funded Total Expenditures: \$105,000.00

District Funded Allocation Balance: \$0.00

## Funding Source: LCFF - Base

**\$15,984.00 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
		\$1,159.00	English-Language Arts	Professional Development opportunities/collaboration for staff
Para-educator Salary (LD)		\$9,325.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.

LCFF - Base Total Expenditures: \$15,984.00

LCFF - Base Allocation Balance: \$0.00

## Funding Source: LCFF - Supplemental

**\$30,784.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Paraeducator .50		\$18,860.00	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.
Paraeducators hired for after school HW club		\$1,500.00	English Language Development	After school Homework tutors

## Patwin Elementary School

Translation of school-to-home communication	\$1,310.00	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.
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.
Counselor will work with classes, small groups to increase social skills and positive school climate.	\$500.00	School Climate Goal #5	Counseling Supplies

LCFF - Supplemental Total Expenditures: \$30,784.00

LCFF - Supplemental Allocation Balance: \$0.00

### Funding Source: Local Categorical

**\$8,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Paraeducator .25		\$8,640.00	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.

Local Categorical Total Expenditures: \$8,640.00

Local Categorical Allocation Balance: \$0.00

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

**\$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Creates fun and engaging lunch time activities		\$3,000.00	School Climate Goal #5	Playground Aide - sets up games during lunch recess

# Patwin Elementary School

Parent-Teacher Association (PTA/O) Total Expenditures: \$3,000.00

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

**Funding Source: Title I Part A: Allocation \$51,617.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$560.00	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.
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.
		\$2,292.00	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.
Parent engagement activities		\$250.00	School Climate Goal #3	maintain 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)		\$10,025.00	English-Language Arts	Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.
Staff Development		\$1,850.00	English-Language Arts	Professional Development opportunities/collaboration for staff
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.

## Patwin Elementary School

Title I Part A: Allocation Total Expenditures: \$51,617.00

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: \$222,525.00