

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

<b>School Name</b>	Patwin Elementary School
<b>Address</b>	2222 Shasta Dr. Davis, CA 95616
<b>County-District-School (CDS) Code</b>	57726786110894
<b>Principal</b>	Gay Bourguignon
<b>District Name</b>	Davis Joint Unified School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	3
School Profile.....	3
Stakeholder Involvement .....	3
School and Student Performance Data .....	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results .....	12
Student Population.....	16
Overall Performance .....	18
Academic Performance .....	19
Academic Engagement.....	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	37
Goal 3.....	39
Annual Review and Update .....	41
Goal 1.....	41
Goal 2.....	43
Goal 3.....	45
Budget Summary and Consolidation .....	47
Budget Summary .....	47
Allocations by Funding Source.....	47
Expenditures by Funding Source .....	48
Expenditures by Budget Reference .....	49
Expenditures by Budget Reference and Funding Source .....	50
School Site Council Membership .....	51
Recommendations and Assurances .....	52
Addendum.....	53
Instructions: Linked Table of Contents.....	53
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	56
Appendix B: Select State and Federal Programs.....	58

# School Vision and Mission

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

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

## School Profile

Patwin is home to approximately 360 students —we have one transitional kindergarten, and two classes in each of the other grade levels. Our teachers work closely with UC Davis in the areas of the History Project, the Writing Project as well as the Math Project. They bring back research and innovative ideas on how to engage our students in the curriculum. Our diverse population is typical of a university town. Patwin families speak over 18 different languages. Because Patwin is a smaller elementary school, allowing faculty and staff to really get to know each student. Our PTA/Site Council and Climate Committees work collaboratively to support student learning and provide a positive school climate for both students and families.

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

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Staff regularly reviews student progress in relation to goal areas throughout the year during bi-monthly grade level collaboration. Every 6-8 weeks our grade level teams review the progress of students receiving Tier 2 and Tier 3 Intervention services. In grade level teams our staff will review the I-Ready scores or CAASP, ELPAC data as well as any other data that the teacher has gathered. In the Fall, 3rd-6th graders take the Youth Truth Survey and Families take the family survey. This data is reviewed with the Patwin staff, Site Council, Climate, ELAC and PTA.

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	61	74	54
Grade 1	50	49	46
Grade 2	47	48	44
Grade3	51	46	41
Grade 4	71	59	49
Grade 5	80	75	60
Grade 6	61	76	70
Total Enrollment	421	427	364

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	73	64	39	17.3%	15.0%	10.7%
Fluent English Proficient (FEP)	29	33	35	6.9%	7.7%	9.6%
Reclassified Fluent English Proficient (RFEP)	11	6	12	12.1%	8.2%	18.8%

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	49	41	64	46	0	64	46	0	91.4	93.9	0.0
Grade 4	76	71	47	72	70	0	72	70	0	94.7	98.6	0.0
Grade 5	55	78	57	50	74	0	50	74	0	90.9	94.9	0.0
Grade 6	58	58	70	54	56	0	54	56	0	93.1	96.6	0.0
All Grades	259	256	215	240	246	0	240	246	0	92.7	96.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2466.	2470.		42.19	50.00		31.25	19.57		14.06	19.57		12.50	10.87	
Grade 4	2506.	2506.		43.06	42.86		26.39	25.71		13.89	12.86		16.67	18.57	
Grade 5	2545.	2550.		50.00	39.19		18.00	31.08		18.00	20.27		14.00	9.46	
Grade 6	2551.	2568.		29.63	33.93		33.33	30.36		18.52	25.00		18.52	10.71	
All Grades	N/A	N/A	N/A	41.25	41.06		27.50	27.24		15.83	19.11		15.42	12.60	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.19	45.65		42.19	41.30		15.63	13.04	
Grade 4	38.89	37.14		47.22	47.14		13.89	15.71	
Grade 5	46.00	48.65		34.00	43.24		20.00	8.11	
Grade 6	40.74	32.14		37.04	48.21		22.22	19.64	
All Grades	41.67	41.06		40.83	45.12		17.50	13.82	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.81	23.91		53.13	58.70		14.06	17.39	
Grade 4	36.62	22.86		47.89	64.29		15.49	12.86	
Grade 5	50.00	32.43		40.00	48.65		10.00	18.92	
Grade 6	33.33	30.36		44.44	51.79		22.22	17.86	
All Grades	37.66	27.64		46.86	55.69		15.48	16.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.06	39.13		51.56	50.00		9.38	10.87	
Grade 4	33.33	32.86		58.33	55.71		8.33	11.43	
Grade 5	32.00	28.38		54.00	66.22		14.00	5.41	
Grade 6	22.22	26.79		61.11	69.64		16.67	3.57	
All Grades	32.08	31.30		56.25	60.98		11.67	7.72	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.31	50.00		42.19	34.78		12.50	15.22	
Grade 4	31.94	40.00		55.56	42.86		12.50	17.14	
Grade 5	42.00	39.19		46.00	50.00		12.00	10.81	
Grade 6	38.89	48.21		48.15	44.64		12.96	7.14	
All Grades	39.17	43.50		48.33	43.90		12.50	12.60	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

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





# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	49	41	67	46	0	67	46	0	95.7	93.9	0.0
Grade 4	76	71	47	73	70	0	73	70	0	96.1	98.6	0.0
Grade 5	55	78	57	52	74	0	52	74	0	94.5	94.9	0.0
Grade 6	58	58	70	56	56	0	56	56	0	96.6	96.6	0.0
All Grades	259	256	215	248	246	0	248	246	0	95.8	96.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2459.	2462.		29.85	39.13		34.33	30.43		22.39	13.04		13.43	17.39	
Grade 4	2505.	2501.		24.66	28.57		35.62	30.00		32.88	28.57		6.85	12.86	
Grade 5	2535.	2532.		32.69	31.08		32.69	21.62		13.46	32.43		21.15	14.86	
Grade 6	2561.	2563.		32.14	33.93		21.43	28.57		26.79	14.29		19.64	23.21	
All Grades	N/A	N/A	N/A	29.44	32.52		31.45	27.24		24.60	23.58		14.52	16.67	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.25	50.00		29.85	32.61		20.90	17.39	
Grade 4	36.99	35.71		41.10	38.57		21.92	25.71	
Grade 5	42.31	32.43		28.85	40.54		28.85	27.03	
Grade 6	41.07	44.64		25.00	26.79		33.93	28.57	
All Grades	42.34	39.43		31.85	35.37		25.81	25.20	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	34.33	50.00		47.76	30.43		17.91	19.57	
<b>Grade 4</b>	31.51	34.29		53.42	48.57		15.07	17.14	
<b>Grade 5</b>	36.54	33.78		40.38	48.65		23.08	17.57	
<b>Grade 6</b>	28.57	39.29		51.79	33.93		19.64	26.79	
<b>All Grades</b>	32.66	38.21		48.79	41.87		18.55	19.92	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	40.30	43.48		43.28	45.65		16.42	10.87	
<b>Grade 4</b>	38.36	37.14		46.58	42.86		15.07	20.00	
<b>Grade 5</b>	34.62	29.73		48.08	51.35		17.31	18.92	
<b>Grade 6</b>	39.29	32.14		32.14	42.86		28.57	25.00	
<b>All Grades</b>	38.31	34.96		42.74	45.93		18.95	19.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1450.9	1414.5	*	1456.8	1424.9	*	1436.5	1389.8	*	15	19	7
<b>1</b>	1488.8	*	*	1506.5	*	*	1470.8	*	*	13	5	8
<b>2</b>	1500.9	1538.2	*	1499.6	1537.8	*	1501.9	1538.0	*	11	13	8
<b>3</b>	1521.2	*	*	1507.5	*	*	1534.4	*	*	14	10	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	4	8
<b>5</b>	*	*	*	*	*	*	*	*	*	*	8	6
<b>6</b>	*	*	*	*	*	*	*	*	*	*	5	*
<b>All Grades</b>										78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.79	*	*	21.05	*	*	42.11	*	*	21.05	*	15	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*		*	*	13	*	*
<b>2</b>	*	38.46	*	*	46.15	*	*	15.38	*		0.00	*	11	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	38.46	34.38	29.27	34.62	35.94	21.95	20.51	23.44	26.83	*	6.25	21.95	78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	15.79	*	*	31.58	*	*	31.58	*	*	21.05	*	15	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
<b>2</b>	*	69.23	*	*	30.77	*		0.00	*		0.00	*	11	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	44.87	48.44	31.71	37.18	32.81	46.34	*	12.50	9.76	*	6.25	12.20	78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	5.26	*	*	21.05	*	*	57.89	*	*	15.79	*	15	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
<b>2</b>	*	30.77	*	*	30.77	*	*	38.46	*	*	0.00	*	11	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.05	20.31	9.76	30.77	32.81	14.63	25.64	39.06	43.90	*	7.81	31.71	78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	73.33	10.53	*	*	57.89	*	*	31.58	*	15	19	*
<b>1</b>	84.62	*	*	*	*	*		*	*	13	*	*
<b>2</b>	*	69.23	*	*	30.77	*		0.00	*	11	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	64.10	37.50	39.02	28.21	53.13	53.66	*	9.38	7.32	78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.05	*	*	57.89	*	*	21.05	*	15	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>2</b>	*	61.54	*	*	38.46	*		0.00	*	11	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	14	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	35.90	53.13	37.50	51.28	40.63	47.50	*	6.25	15.00	78	64	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.26	*	*	73.68	*	*	21.05	*	15	19	*
1	*	*	*	*	*	*	*	*	*	13	*	*
2	*	30.77	*	*	69.23	*	*	0.00	*	11	13	*
3	*	*	*	*	*	*	*	*	*	14	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.18	23.44	9.76	41.03	65.63	48.78	21.79	10.94	41.46	78	64	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	42.11	*	*	36.84	*	*	21.05	*	15	19	*
1	*	*	*	*	*	*	*	*	*	13	*	*
2	*	30.77	*	*	61.54	*	*	7.69	*	11	13	*
3	*	*	*	*	*	*	*	*	*	14	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.62	35.94	12.50	58.97	56.25	57.50	*	7.81	30.00	78	64	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 2019 data indicates that we had decrease in the number of ELL students at Patwin. In 2018 we had 78. In 2019 we had 64 ELL students. The Overall Language Percentage of Students at Each Performance Level for All Students in 2019 is:  
 Level 1: 6.25  
 Level 2: 23.44  
 Level 3: 35.94  
 Level 4: 34.38

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>364</b>	<b>22.3</b>	<b>10.7</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	10.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	81	22.3
Students with Disabilities	62	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7
American Indian or Alaska Native		
Asian	33	9.1
Filipino	4	1.1
Hispanic	72	19.8
Two or More Races	30	8.2
Native Hawaiian or Pacific Islander	2	0.5
White	209	57.4

### Conclusions based on this data:

1. More than 23% of our school is categorized a socioeconomically disadvantaged.



2. Our largest student group by ethnicity is white.
3. Hispanic students account for 15.9% of our enrollment as the second largest ethnicity/race.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

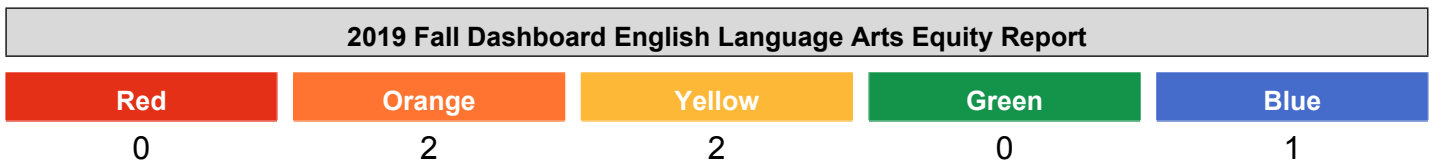
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff;">1.7 points below standard</span> Declined -4.3 points  14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1	 No Performance Color <span style="background-color: #e6f2ff;">47.3 points above standard</span> Increased ++6.4 points  27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  3
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff;">14.6 points below standard</span> Maintained -1.7 points  42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2	 Blue <span style="background-color: #e6f2ff;">52 points above standard</span> Increased ++5 points  148

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">36 points below standard</span>  Increased Significantly ++27.5 points 24	<span style="background-color: #e6f2ff;">20.5 points above standard</span>  Declined -4 points  15	<span style="background-color: #e6f2ff;">50 points above standard</span>  Increased ++5.2 points  199

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

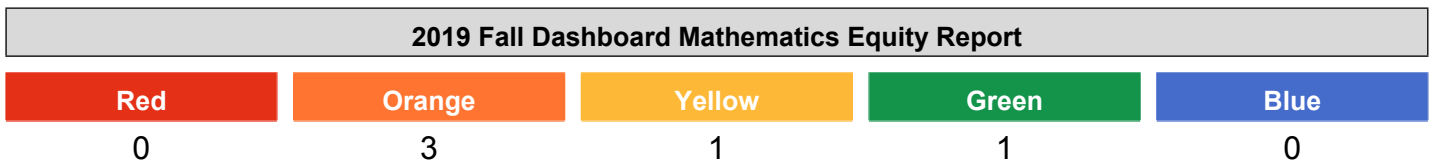
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

#### Conclusions based on this data:

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

# School and Student Performance Data

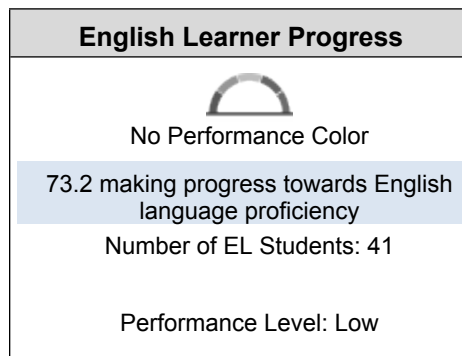
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.8	21.9	7.3	65.8

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	2	0

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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

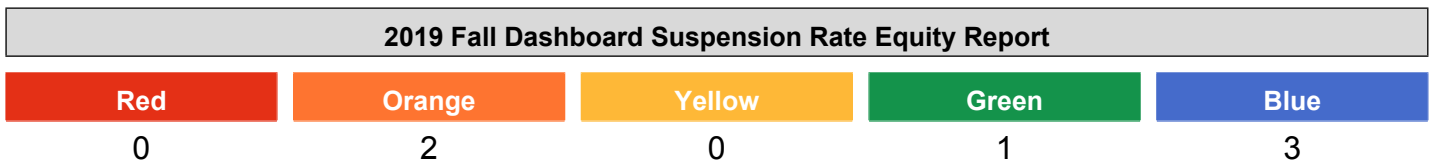
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

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

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	1.1	0.9

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academic Achievement - Close the Achievement and Opportunity Gap

### Goal Statement

By May 2023, all TK-6th grade students will show growth in Reading and Math. Reading; 80% of all students will be scoring at or above grade level, Math: 75% of all students will be scoring at or above grade level based on I- ready scores at the Diagnostic #3 in Spring 2023.

### LCAP Goal

Davis Joint Unified educators will close the Achievement and Opportunity Gap

### Basis for this Goal

Based on I-Ready scores for 2022 Diagnostic test #2

Reading: 65% of all students scored at or above grade level

Math 58% of all students scored at or above grade level.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester 2 Report Card standards in ELA and Math DJUSD Common Assessments for grades TK-6th  I-Ready scores at Diagnostic #2 Spring 2023  ELPAC Scores for EL students - do not have scores at this time	Spring Diagnostic #2 I Ready scores indicated:  Reading: 65% of all students scored at or above grade level  Math: 58% of all students scored at or above grade level	Spring I-Ready Diagnostic #2 scores  Reading: 80% of all students will score at or above grade level  Math: 75% of all students will score at or above grade level  EL Students: ELPAC Scores 2023: 75 % of Patwin Students will make progress towards English Proficiency

### Planned Strategies/Activities

#### Strategy/Activity 1

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

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Start Date : 8/23/2022 Completion Date: 6/8/2023

### Person(s) Responsible

All staff members

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	26435
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Reading Para-educator Salary (Employee #1 MH) ELA
<b>Amount</b>	7683.32
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Reading Para-educator Salary (employee #2 LD)- ELA
<b>Amount</b>	14984
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Reading Para-educator Salary ( employee #2 LD) - ELA
<b>Amount</b>	19574
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Math Paraeducator (KW)
<b>Amount</b>	5897.68
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Math Paraeducator (KW)

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Inclusive and Safe Environments

### Goal Statement

By Fall 2022 the youth truth survey results on the percentage of students who stated they had been bullied will decrease to 14% ( a decrease from 18%) based on the Youth Truth Survey from November 2021.

### LCAP Goal

Inclusive and Safe Environments

### Basis for this Goal

In November 2022, 18% of students stated they had been bullied, 50% stated they had not been bullied and 23% did not know.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The Youth Truth Survey Results: Numbers of suspensions	The November 2021 Youth Truth Survey Results:  Engagement is 48th percentile Academic Challenge 6th percentile Instructional Methods 34th percentile Culture Score is 65th percentile Relationships is 44th percentile Belonging is 26th percentile  Bullied Students: students who indicated they had been bullied in the past year: 14%  Number of suspensions as of April 2022 - 1	CULTURE This summary measure describes the degree to which students experience an orderly, respectful classroom environment. will increase to 65th percentile RELATIONSHIPS This summary measure describes the degree to which students have strong, supportive relationships with their teachers will increase to the – 44th percentile

### Planned Strategies/Activities

#### Strategy/Activity 1

Lunchtime supervisors will promote safety and inclusion during lunch recess.

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

### Students to be Served by this Strategy/Activity

1st - 6th grade students

### Timeline

Start Date : 8/23/2022 Completion Date : 6/8/2023

### Person(s) Responsible

All Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	7280
<b>Source</b>	Local Categorical
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Principal and Counselor will work with noon-duty staff to train and supervise on school behavior policies (PBIS) and prevention techniques.
<b>Amount</b>	905
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Principal and Counselor will work with noon-duty staff to train and supervise on school behavior policies (PBIS) and prevention techniques.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

All students will receive quality instruction

### Goal Statement

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

### LCAP Goal

21st Century Learning

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DJUSD common assessments	Beginning of the year DJUSD Common assessments in ELA/Math	Students will increase their scores on common assessments by 1 year by June 2023

### Planned Strategies/Activities

#### Strategy/Activity 1

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

#### Students to be Served by this Strategy/Activity

All Students TK-6th grades

#### Timeline

Start Date : 8/23/2022 Completion Date : 6/8/2023  
Screening Assessments will be given by September 2022. Summative assessments will be given by May 28, 2023. District Common assessments will be based on DJUSD's common assessment calendar and ongoing formative assessments will be as needed to address student mastery of grade level standards.

#### Person(s) Responsible

Principal, All certificated Staff

**Proposed Expenditures for this Strategy/Activity**

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



# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 1

By May 2022, all TK-6th grade students will show growth in Reading and Math. Reading; 80% of all students will be scoring at or above grade level, Math: 75% of all students will be scoring at or above grade level based on I- ready scores at the Diagnostic #2 in Spring 2022.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Trimester 2 Report Card standards in ELA and Math DJUSD Common Assessments for grades TK-6th</p> <p>I-Ready scores at Diagnostic #2 Spring 2022</p> <p>ELPAC Scores for EL students - do not have scores at this time</p>	<p>Spring I-Ready Diagnostic #2 scores</p> <p>Reading: 80% of all students will score at or above grade level</p> <p>Math: 75% of all students will score at or above grade level</p> <p>EL Students: ELPAC Scores 2022: 75 % of Patwin Students will make progress towards English Proficiency</p>	<p>ELA: I-Ready Scores Diagnostic #2 for ELA 65% of all students scored at or above grade level</p> <p>Math: I-Ready Scores Diagnostic #2 for Math 58% of all students scored at or above grade level</p>

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Small group instruction for struggling students (Tier II) Intervention in Reading and Math. Para-educators will work with struggling students in ELA and Math under the supervision of credentialed staff to provide targeted instruction in reading and math.</p>	<p>Small Group Instruction (Tier II) in Reading and Math. Para-educators worked with struggling students in ELA and Math under the supervision of credentialed staff to provide targeted instruction in reading and math.</p>	<p>Reading Para-educator Salary (Employee #1 MH) ELA 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 29283.75</p>	<p>Reading Para-educator Salary (Employee #1 MH) ELA 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 29283.75</p>
		<p>Reading Para-educator Salary (employee #2 LD)- ELA 2000-2999: Classified Personnel Salaries LCFF - Base 12807</p>	<p>Reading Para-educator Salary (employee #2 LD)- ELA 2000-2999: Classified Personnel Salaries LCFF - Base 12807</p>
		<p>Reading Para-educator Salary ( employee #2 LD) - ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3156.13</p>	<p>Reading Para-educator Salary ( employee #2 LD) - ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3156.13</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		Reading Para-educator Salary (employee #2 LD)- ELA 2000-2999: Classified Personnel Salaries None Specified 1525.43	Reading Para-educator Salary (employee #2 LD)- ELA 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 13,480
		Math Paraeducator (KW) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 12,135.25	Math Paraeducator (KW) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 12,135.25
		Math Paraeducator (KW) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16,152.87	Math Paraeducator (KW) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16,152.87

## Analysis

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

Based on I-Ready scores and teacher recommendation students were identified for Tier II ELA or Math Intervention

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

90% of students made progress based on pre/post progress monitoring. Students who made minimal progress were referred for an SST.

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

The Reading Intervention program was short 13,480 and the extra Title 1 funds allocated in April went to make up that difference.

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

Pre/Post testing and inquiring about math curriculum for purchase to help with Math intervention program with built in progress monitoring.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

By June 2022 the youth truth survey results on the percentage of students who stated they had been bullied will decrease to 30% ( a decrease from 36%)from in person learning in 2019.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The Youth Truth Survey Results: Numbers of suspensions</p>	<p><b>CULTURE</b> This summary measure describes the degree to which students experience an orderly, respectful classroom environment.will increase to 95th percentile</p> <p><b>RELATIONSHIPS</b> This summary measure describes the degree to which students have strong, supportive relationships with their teachers will increase to the – 39th percentile</p>	<p>4 suspensions as of 5.3.2022 ( 1 student has 3 of those suspensions)</p>

## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Lunchtime supervisors will promote safety and inclusion during lunch recess.</p> <p>Patwin's Full time Counselor, funded by District funds, will provide student's classroom lessons in problem solving skills, effective communications skills and self regulation skills. Patwin's counselor will also provide Tier 2 and Tier 3 intervention for students who need small group or individual sessions.</p>	<p>Lunchtime supervisors (3) and our PBIS para worked to keep students safe during recess and lunch recess.</p>	<p>Principal and Counselor will work with noon-duty staff to train and supervise on school behavior policies and prevention techniques. 2000-2999: Classified Personnel Salaries Local Categorical 7280</p>	<p>Principal and Counselor will work with noon-duty staff to train and supervise on school behavior policies and prevention techniques. 2000-2999: Classified Personnel Salaries Local Categorical 7280</p>

## Analysis

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

Principal and Counselor, provided supervision and techniques in problem solving skills, effective communications skills and in helping students de-escalate after a behavior.

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

Yes, we have only had 4 suspensions and 3 of them were not related to any recess issues.

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

N/A

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

none

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 3

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DJUSD common assessments	Students will increase their scores on common assessments by 1 year by June 2021	This was not possible this year due to the high COVID cases and limited number of substitute teachers available. The team met with Kindergarten. Informal meetings with 3rd, 5th grades as well.

## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Grade level teams will be provided 2 days of collaboration time during the school day to plan instruction and intervention, plan GLAD units of study, and ensure there is consistent implementation of the Benchmark curriculum and the Common Core State Standards.	This did not happen this year.	Funds used to pay substitute teachers to release classroom teachers 1000-1999: Certificated Personnel Salaries District Funded 6,000	Funds used to pay substitute teachers to release classroom teachers 1000-1999: Certificated Personnel Salaries District Funded 1,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 This was not possible this year due to the high COVID cases and limited number of substitute teachers available. The team met with Kindergarten. Informal meetings with 3rd, 5th grades as well.

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

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

We only met in March with Kindergarten.

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

Hopefully, this will be easier to execute next year.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	88,759.00

## Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	6000	0.00
LCFF - Base	13581	0.00
LCFF - Supplemental	20479	0.00
Title I Part A: Allocation	41419	0.00
Local Categorical	\$7280	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	6,000.00
LCFF - Base	13,581.00
LCFF - Supplemental	20,479.00
Local Categorical	7,280.00
Title I Part A: Allocation	41,419.00



# Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	82,759.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	13,581.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,479.00
2000-2999: Classified Personnel Salaries	Local Categorical	7,280.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	41,419.00

# School Site Council Membership

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

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

Name of Members	Role
Gay Bourguignon	Principal
Jean Salk	Classroom Teacher
Dominick Denardo	Classroom Teacher
Carolyn Fulks	Other School Staff
Wendy Thresher	Classroom Teacher
Cambria Belleci	Parent or Community Member
Ash Teodorson-Taggart	Parent or Community Member
Theresa Pistochini	Parent or Community Member
Jennie Niles	Parent or Community Member
Tanya Kumar	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Gay Bourguignon on May 9, 2022



SSC Chairperson, Dominick Denardo on May 9, 2022

# Addendum

---

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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



## Schoolwide Program Requirements

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

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

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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