



The Single Plan for Student Achievement

Patwin Elementary

57726786110894

Approved On:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

Contact Person:	Michelle Flowers
Position:	Principal
Telephone :	530-757-5394
Address:	2222 Shasta Dr.
E-mail Address:	mflowers@djUSD.k12.ca.us

The District Governing Board approved this revision of the School Plan in

2009-2010

Goals

Form A: Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal Area : Mathematics

Goal Title : Improving Student Performance in Mathematics

All students will improve their CST Mathematics scores by 5% with our targeted sub groups moving up at least one performance band.

Student groups and grade levels to participate in this goal:

All students grades 3-6, especially students who scored below proficient on the 2008 STAR Math exam.

Anticipated annual performance growth for each group:

Students scoring proficient on the 2008 Math STAR exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

Means of evaluating progress toward this goal:

California Standards Tests in Mathematics, District and classroom assessments.

Group data to be collected to measure academic gains:

All students
Ethnic subgroups
English learners
Socio-economically disadvantaged
GATE students
Educationally disadvantaged

Action Title: Professional Learning Community Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Increase parent contact via home visits, phone calls, written communications, meetings, workshops, and e-mails.

Measures :

This will be documented communication.

People Assigned :

Administration, support staff, counselor, teachers, tutors, EL Specialists, Para educators, and climate committee.

Start Date : 10/14/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Supplies	\$1,000
Title I, Part A, Basic Grants	Supplies for communication with Title I Parents	\$2,000

Action Title: Math Pilot Training

Means of Achievement: Staff development and professional collaboration

Tasks :

Some staff will be participating in ongoing staff development from the district, publisher, and Math Specialist on the texts they are piloting.

Measures :

Staff will implement the new Math concepts within thier classroom. Staff will attend the staff development opportunities.

People Assigned :

Administration, Math pilot teachers, and Math Specialist.

Start Date : 11/12/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Substitutue teachers	\$0

Action Title: Professional Learning Community Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained and have collaboration time which may include observing colleagues at our site or other sites. This collaboration time will be used to examine data and base our instruction on that data. Time will be spent at least once a month to review target groups and discuss intervention strategies.

Measures :

The staff will be trained in PLC (Professional Learning Communities)
Other measures may include:
STAR Math Data
Classroom Assessment
CELDT
District Assessment
ADEPT

People Assigned :

Patwin staff

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Teacher Training	\$200
Title I, Part A, Basic Grants	Teacher Training	\$800

Action Title: Improve the Availability and Quality of Technology

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Patwin will work to acquire and maintain basic levels of technology. This will include the purchase of equipment, software, and the research of content specific websites. It will also include the training of staff on how to best use technology to improve student achievement. The school must have adequate equipment, programs, and access to websites to provide students with hands on intervention, enrichment, and practice opportunities in Mathematics.

Measures :

All students will have access to basic technology. Teachers will know how to use that technology. CSTs Math results will also reflect progress.

People Assigned :

Entire staff, site based technology support, and district technology support.

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Technology Support	\$0

Action Title: Provide Math Interventions

Means of Achievement: Extended learning time

Tasks :

To provide Math Interventions that are during the school day and outside of the regular school day.

Measures :

CST Math results, classroom assessments, district assessments, tracking students who participate, grade level assessments.

People Assigned :

Math Specialist, teachers, administration.

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Supplies	\$14,494

Goal Area : English-Language Arts

Goal Title : Improving Student Performance in Language Arts

All students will improve their CST Language Arts scores by 5% with our targeted sub groups moving up at least one performance band.

Student groups and grade levels to participate in this goal:

All students in grades 3-6, especially students who scored below proficient in the 2008 CST Language Arts exam.

Anticipated annual performance growth for each group:

Students scoring proficient on the 2008 CST Language Arts exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

Means of evaluating progress toward this goal:

California Standards Tests in English/Language Arts
Gates-MacGinitie Reading
District Literacy Measures

Group data to be collected to measure academic gains:

All students
Ethnic subgroups
English learners
Socio-economically disadvantaged
GATE students
Educationally disadvantaged

Action Title: Appropriate Use of the Universal ELA Time

Means of Achievement: Increased educational opportunity

Tasks :

The staff will continue to refine and collaborate in their efforts to implement a schedule that gives all students equal access to the core curriculum and best utilizes the Universal ELA time.

Measures :

STAR scores, reading assessments, formal and informal assessments performed by staff, and the movement of students to different levels of proficiency within the block schedule.

People Assigned :

Teachers, support staff, EL Specialist, and parents.

Start Date : 10/14/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
English Language Acquisition Program (ELAP)	EL Supplies	\$2,500

Action Title: Improve the Availability and Quality of Technology

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Patwin will work to acquire and maintain basic levels of technology. This will include the purchase of equipment, software, and the research of content specific websites. It will also include the training of staff on how to best use technology to improve student achievement. The school must have adequate equipment, programs, and access to websites to provide students with hands on intervention, enrichment, and practice opportunities in Language Arts.

Measures :

CST ELA results, classroom assessments, and district assessments. All students will have access to basic technology. Teachers will know how to use that technology. CST ELA results will also reflect progress.

People Assigned :

Administration, staff, students, technology leader on site, and district technology department.

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Computer Specialist	\$13,000

Action Title: Professional Learning Community Development

Means of Achievement: Staff development and professional collaboration

Tasks :

Patwin Elementary will refine and maintain a belief system and approach to education that supports a positive professional learning community. The staff will continue to be trained and have time to collaborate. Time will be spent at least once a month to review target groups and discuss intervention strategies.

Measures :

The staff will be trained in PLC (Professional Learning Communities)
 Other measures may include:
 STAR ELA Data
 Classroom Assessment
 CELDT
 District Assessment
 ADEPT

People Assigned :

All staff members

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Parent Meetings	\$500

Action Title: Language Arts Materials Evaluation

Means of Achievement: Alignment of instruction with content standards

Tasks :

Establish a committee to review and articulate clear and defined goals and needs for Language Arts materials.

Measures :

To create a report of our goals and needs, by grade level, for Language Arts materials.

People Assigned :

Review committee.

Start Date : 11/14/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Committee Meetings	\$500

Action Title: Provide Language Arts Interventions

Means of Achievement: Extended learning time

Tasks :

To provide Language Arts Interventions that are during the school day and outside of the school day.

Measures :

Language Arts CST results, classroom assessments, district assessments, tracking the progress of those who participate, grade level assessments.

People Assigned :

Staff

Start Date : 11/20/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Improve Student academic performance through interventions	\$5,358
School & Library Improvement Block Grant	Improve Student Performance/Para Educators	\$32,728
English Language Acquisition Program (ELAP)	Improve student academic performance through interventions	\$2,109

Action Title: Provide counseling services for Title I students

Means of Achievement: Alignment of instruction with content standards

Tasks :

Counselor will meet with Title I students to provide support that enhances academic achievement.

Measures :

People Assigned :

Start Date : 8/1/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Title I, Part A, Basic Grants	Title 1 Counselor	\$13,850

Goal Area : English Language Development

Goal Title : Provide the Support Needed to Enable all English Learners to Access the Core Curriculum

All English Learners will receive the support and instruction needed so that they can successfully access the core curriculum.

Student groups and grade levels to participate in this goal:

English Learners (CELDT levels 1-5)

Anticipated annual performance growth for each group:

English Language sub groups will make gains on the CST that meet our AYP target each year. English Language learners will also improve on the CELDT.

Means of evaluating progress toward this goal:

- CST ELA
- CELDT
- Classroom assessments
- ADEPT

Group data to be collected to measure academic gains:

All students who are considered English Learners and who test at levels 1-5 on the CELDT.

Action Title: Parent Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks :

Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings. Workshops will also be provided so that parents can learn how to help their children in specific subject areas.

Measures :

Meeting attendance and frequency of parent contact.

People Assigned :

EL Specialist, parents of EL students, and staff.

Start Date : 11/14/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Parent Involvement	\$994
Title I, Part A Parent/Family Involvement	Parent Workshops	\$506

Goal Area : School Climate

Goal Title : Improving School Climate

All Patwin staff will develop opportunities to improve communication and involvement of all parent groups. Every teacher with ELL students will make one parent contact per month with each ELL family.

Student groups and grade levels to participate in this goal:

All K-6 students and parents, especially under-performing and EL students

Anticipated annual performance growth for each group:

Every teacher will make a minimum of one parent contact per month with parents of students who are below basic in their academic achievement
 Increased numbers of responses to district and school surveys
 Increased positive responses to said surveys

Means of evaluating progress toward this goal:

Analyze district and school survey data; analyze interview data from home visits; Meeting dates; CBET notes/attendance numbers; Records of home visits

Group data to be collected to measure academic gains:

District parent, teacher and student surveys; school surveys; EL scores; Scores of students whose parents attended compared to those who did not attend

Action Title: Working on Closing the Achievement Gap

Means of Achievement: Increased educational opportunity

Tasks :

Staff and parents will examine the achievement gap through the study of data and surveys. They will then work together to develop interventions, programs, strategies to help close the achievement gap. This will create a more positive school climate for all students.

Measures :

STAR Data, classroom assessments, district assessments, parent/staff/student surveys, and overall district/state data.

People Assigned :

Staff, parents, district climate Committee

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Substitute Teachers	\$1,500

Action Title: Actively Recruit Participants for the Climate Committee

Means of Achievement: Involvement of staff, parents and community

Tasks :

Together, the staff and parents already involved, need to develop a positive way to recruit members from the Patwin Community.

Measures :

The number of participants will increase and be more diverse than it has been historically at Patwin.

People Assigned :

Current Climate Committee, district Climate Committed, and staff.

Start Date : 11/13/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
School & Library Improvement Block Grant	Meetings, newsletters	\$500

Action Title: Adopt and Implement a New PE Curriculum

Means of Achievement: Alignment of instruction with content standards

Tasks :

The school will purchase and implement the SPARK PE curriculum for K-2 grades and Game Day for 3-6 grades. This will encourage positive social interactions to be practiced throughout the day. It will also promote life long healthy living.

Measures :

All staff will be trained in how to best use the new curriculum and be given the equipment and materials necessary.

All students will be actively engaged in physical activity for 100 minutes per week.

People Assigned :

All classroom teachers and all students.

Start Date : 12/1/2008

Completion Date : 6/30/2010

Funding Source	Related Expenditures	Estimated Cost
Arts, Music, and P.E. Equipment and Supplies Block Grant	SPARK PE Curriculum and Equipment	\$0

Action Title: Improve and Enrich Our Current Art Program

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

We will refine our current art program and purchase necessary supplies to expose all students to art. This will provide a further connection for students to their learning.

Measures :

A committee will be developed to evaluate what needs the school presently has and purchase necessary supplies and equipment. This will include the performing and fine arts.

People Assigned :

The committee will determine what supplies need to be purchased. All students will benefit from the improved program.

Start Date : 12/1/2008

Completion Date : 6/30/2010

Action Title: Alignment of Instruction with content standards

Means of Achievement: Alignment of instruction with content standards

Tasks :

Measures :

People Assigned :

Start Date : 11/2/2009

Completion Date : 11/2/2009

Patwin Elementary 2009-10
 Single Plan For Student Achievement Report

Funding Programs Included in this Plan

Each state and federal categorical program in which the school participates.

Total Site Plan Budget : \$137,539

Total Annual Expenditures for Current School Plan: \$137,539

Federal	Budget Allocation	Expense	Balance Available
Title I, Part A, Basic Grants	\$50,002	\$50,002	\$0
Improving Student Performance in Mathematics		\$17,294	
Improving Student Performance in Language Arts		\$32,708	
Title I, Part A Parent/Family Involvement	\$506	\$506	\$0
Provide the Support Needed to Enable all English Learners to Access the Core Curriculum		\$506	
Total amount of Federal categorical funds allocated:	\$50,508	\$50,508	\$0
State	Budget Allocation	Expense	Balance Available
English Language Acquisition Program (ELAP)	\$4,609	\$4,609	\$0
Improving Student Performance in Language Arts		\$4,609	
School & Library Improvement Block Grant	\$37,422	\$37,422	\$0
Improving Student Performance in Mathematics		\$1,200	
Improving School Climate		\$2,000	
Improving Student Performance in Language Arts		\$33,228	
Provide the Support Needed to Enable all English Learners to Access the Core Curriculum		\$994	
EIA-LEP	\$45,000	\$45,000	\$0
Provide the Support Needed to Enable all English Learners to Access the Core Curriculum		\$45,000	
Total amount of State categorical funds allocated:	\$87,031	\$87,031	\$0
Total amount of categorical funds allocated to this school:	\$137,539	\$137,539	\$0

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Michelle Azevedo	Principal	530-757-5394	1/6/2009
S Britz	Classroom Teacher	530-757-5394	
Amy Irvine	Parent or Community Member		
Nicole Starsinic	Parent or Community Member		
Kathleen Naganuma	Parent or Community Member		
Helen Sutton	Parent or Community Member		
Gerri Brown	Parent or Community Member		
Maria Ryken	Classroom Teacher	530-757-5394	
Wendy Chason	Other School Staff	530-757-5394	
Pat Wong	Classroom Teacher		

Total Number of Committee Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of Members of each Category	1	3	1	5	

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

Approval Date

1. School Site Council Members
2. Plan Review Due Date:
3. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
4. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - English Learner Advisory Committee
 - School Climate Committee
 - Special Education Advisory Committee
 - Gifted and Talented Education Advisory Committee
6. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. This school plan 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.
8. Public Notice Due Date:
9. District Governing Board Annual Review Due Date:
10. This School Plan was adopted by the School Site Council at a public meeting on:
11. Attested by School Principal:
12. Attested by School Site Council Chairperson:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

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.

2. Availability of standards-based instructional materials appropriate to all student groups:

Most instructional materials are available for all student sub-groups. There is a need for additional materials to support the instruction of ELL (English Language Learners), differentiated ability groups, and combination classes at all grade levels.

3. Alignment of staff development to standards, assessed student performance and professional needs:

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. Most teachers have received GESA (Generating Expectations for Student Achievement) training. Some teachers have received GLAD (Guided Language Acquisition Design) training. One Special Education teacher has received CPI (Crisis Prevention Institute) training. Some teachers have participated in buy-back programs in technology, but more technology workshops are needed and technology grade level standards should be established.

4. Services provided by the regular program to enable under-performing students to meet standard:

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. English Now! and Rigby will drive instruction while ongoing assessments will ensure that instruction is appropriate and focused.

Our newly adopted Language Arts block schedule is targeting the needs of all students more effectively than past practice. During this one hour of universal block time, students are grouped so that they may receive focus instruction to meet their specific needs. This Our hope is to develop a similar schedule to meet the needs of all students in Math.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Title I, SLIB (School And Library Improvement Program Block Grant), State Extended Day, and ELL funds 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 teachersto provide individual and small group instruction in reading, math, and spelling. 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 and combination classes. Our Language Arts block schedule is also partially supported by categorical funds. During this one hour of universal block time, students are grouped so that they may receive focused instruction to meet their specific needs. Our hope is to develop a similar schedule to meet the needs of all students in Math.

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. English Now! and Rigby will drive instruction while ongoing assessments will ensure that instruction is appropriate and focused.

Our Math Specialist also provides data that drives instruction while also providing Math intervention before, after, and during the school day.

6. Use of the state and local assessments to modify instruction and improve student achievement:

All students in the second through sixth grades have the opportunity to be assessed annually by the California STAR Assessment. Some students receive modifications and/or accomadations per their IEP and/or 504 plan. In addition, all students are assessed three times per year on District writing and spelling tests. Students in grades 2-6 are assessed annually on the Gates-McGinite reading test. Primary students and other students receiving reading support are assessed by a variety of instruments that measure phonemic awareness, decoding, fluency, and comprehension.

ELL students are assessed annually on the CELDT (California English Language Development Test). EL students also complete the ADEPT assessment to provide ongoing assessment. Special education students are evaluated on 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 assessed in math and language arts for placement in junior high classes. Classroom teachers continually use a variety of assessment tools including the results of previously named assessments, textbook tests, teacher-designed assessments, performance assessments, and informal observations to guide the development of instruction for all sub-groups.

7. Number and percentage of teachers in academic areas experiencing low student performance:

100% of our teachers have some students who perform below grade-level expectations.

8. Family, school, district and community resources available to assist these students:

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) and Yolo County Community Foundation support special projects. A Javitts grant made available through CSUS (California State University, Sacramento) provides support in technology.

School District: The District provides BTSA and GLAD training for teachers, ELD support materials, Confratute (Conference/Institute, University of Connecticut) for differentiated math instruction support, and CBET funds for English language education for parents.

Patwin: Federal funds and California funds funneled through the District, including Title I and SLIB, 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 many programs including the library, computer lab, Bravo (music), Morning Greeters, outdoor education for fourth and sixth graders, field trips in all grades, and the purchase of additional classroom materials.

9. School, district and community barriers to improvements in student achievement:

Socio-economic Factors: Students without adequate home support may need additional counseling and academic support. Cultural barriers may include media influences and lack of family support for academic success.

Communication: There is a lack of comprehensible information for non-English speaking families, and there are not enough translators available for meetings with non-English speaking parents. Communication between the GATE program and intermediate teachers is inadequate. Communication between the county, school district, and teachers is insufficient, as well.

Transition from 6th Grade to Junior High: There is a need for more support for 6th grade teachers with regard to the transition to junior high school.

10. Limitations of the current program to enable under performing student to meet standards:

Intervention Programs: Title I, SLIB, and EL funds provide staffing and materials to support interventions for under-performing students, yet these resources are spread thin. To more fully address the needs of under-performing students, the ratio of students to teacher/aide in all support programs needs to be lowered. Classes at all grade levels need more hours of classroom support to serve multiple special needs of under-performing students. Additional financial resources are needed for more support personnel

Adopted Materials: Current adoptions geared for whole-class instruction may not provide appropriate differentiated materials for under-performing students. Teachers need easy access to additional support materials.

Special Education Model: There needs to be a "continuum of services" for all special education students, not just full inclusion. Additional materials and curriculum are needed for all students including newcomers to special education.

Student Performance Data Summary

Conclusions from Student Performance Data

Conclusions from Parent, Teacher and Student Input