

Patwin Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Patwin Elementary School
Street	2222 Shasta Dr.
City, State, Zip	Davis, CA 95616
Phone Number	530-757-5383
Principal	Ben Kingsbury
Email Address	bkingsbury@djUSD.net
School Website	https://patwin.djUSD.net
County-District-School (CDS) Code	57726786110894

2022-23 District Contact Information

District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Matt Best
Email Address	superintendent@djUSD.net
District Website Address	www.djUSD.net

2022-23 School Overview

The Patwin 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.

Patwin Elementary Vision Statement: Patwin is Committed to Cultivating an Environment Where Everyone Learns and Belongs.

Student Mission Statement:

Our character education program focuses monthly on a different characteristic to help students learn how to respect and value each other and to develop problem solving skills that will serve them throughout their lifetime. These monthly themes are reinforced in the classroom and students are given "Patwin Hawk" tickets when observed demonstrating these behaviors. Students are recognized for their positive behaviors at our monthly assembly.

Patwin Hawks Act Responsibly by:

- Showing Respect
- Making Good Decisions
- Solving Problems

September 2015

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	45
Grade 2	49
Grade 3	51
Grade 4	54
Grade 5	56
Grade 6	60
Total Enrollment	386

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.3
American Indian or Alaska Native	0.5
Asian	7.8
Black or African American	2.6
Filipino	1.3
Hispanic or Latino	21.0
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.3
White	57.8
English Learners	11.9
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	21.2
Students with Disabilities	18.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.60	100.00	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.70	4.26	12115.80	4.41
Unknown	0.00	0.00	26.50	6.73	18854.30	6.86
Total Teaching Positions	17.60	100.00	394.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Chromebooks and internet hot spots also provided to all students who needed them to access Distance Learning.

Year and month in which the data were collected	December 2022		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6 Benchmark Advance, 2017	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science 4-6 NGSS, Amplify Education, 2020	Yes	0%
History-Social Science	Grade K: History Alive! Me and My World, Teachers Curriculum Institute (TCI), 2022 Grade 1: History Alive! My School and Family, Teachers Curriculum Institute (TCI), 2022 Grade 2: History Alive! My Community, Teachers Curriculum Institute (TCI), 2022 Grade 3: History Alive! California Communities, Teachers Curriculum Institute (TCI), 2022 Grade 4: History Alive! California's Promise, Teachers Curriculum Institute (TCI), 2022 Grade 5: History Alive! America's Past, Teachers Curriculum Institute (TCI), 2022 Grade 6: History Alive! The Ancient World, Teachers Curriculum Institute (TCI)	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

Patwin Elementary school is in good repair, according to the criteria established by the Office of Public School Construction. Facility deficiencies are minor, resulting from common wear and tear. Outside lighting has been updated. Parking lots have been repaved and new fencing installed for the kindergarten playground.

Year and month of the most recent FIT report

11/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			2) new HVAC units installed during 2021 (administrative office & classroom)
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	69	N/A	47
Mathematics (grades 3-8 and 11)	N/A	62	N/A	61	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	225	97.40	2.60	69.33
Female	104	101	97.12	2.88	70.30
Male	126	123	97.62	2.38	68.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	21	95.45	4.55	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	76.47
White	138	133	96.38	3.62	79.70
English Learners	15	14	93.33	6.67	14.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	31.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	56	54	96.43	3.57	35.19

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	228	98.70	1.30	62.28
Female	104	103	99.04	0.96	55.34
Male	126	124	98.41	1.59	68.55
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	22	100.00	0.00	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	20.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	70.59
White	138	135	97.83	2.17	73.33
English Learners	15	15	100.00	0.00	6.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	54	100.00	0.00	40.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	56	54	96.43	3.57	33.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	56.6	NT	57.68	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100	0	56.6
Female	25	25	100	0	48
Male	28	28	100	0	64.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100	0	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	28	100	0	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100	0	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	84%	94%	94%	95%
Grade 7	77%	80%	79%	79%	78%
Grade 9	67%	72%	72%	71%	71%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The Patwin Community strives to foster a strong connection and positive relationships between the school, the families, and the students. This partnership must be based on honest, clear, and frequent communication. The following are vehicles for that communication and participation:

Patwin PTA

Our PTA meets on the second Monday of each month from 7:00-8:00 p.m. in the Library. The group is made up of parents and teachers who do much of the behind the scenes work at school. Current fundraisers sponsored by the PTA include the Unfundraiser, Book Fair, Auction.

Patwin School Site Council (SSC)

This is an elected group of parents, teachers, and staff who are key in determining the direction of our school. In addition to helping in the development of the school plan, they make the final determination on how funds are spent at the site. This group meets one Monday of each month at varying times, to accommodate community member needs, and is open to everyone. SSC Agendas are posted on the office door in advance of the meetings.

Patwin Climate Committee

This committee meets at monthly, to allow for parent participation. The meetings are announced in the school newsletter and on the list-serve. This committee works to improve and maintain a positive school climate for all students.

English Learner Advisory Committee (ELAC)

This group meets throughout the year, and includes the families of our English Learners. The goal is to encourage participation, exchange information, develop relationships, and address the needs of English Learners. This committee is led by our EL Specialist, Arlene Den Dulk.

Title I Meetings

2022-23 Opportunities for Parental Involvement

These meetings occur at least twice a year and include the students and families of students identified as Title I students. It provides opportunities for parents to learn about what programs are available to their students, ask questions, and learn strategies for supporting their students at home. These are evening meetings that occur in the winter and spring.

Patwin Press

This school newsletter is published in hard copy and distributed electronically on the first Monday of every month. It is available in English, Spanish, Chinese and Korean and provides important dates, helpful information and school and district news.

Classroom Newsletters

Many teachers send home classroom newsletters. These newsletters include class information on events, projects, curriculum, and school happenings.

Patwin Website

The Patwin website can be accessed through the DJUSD home page, and provides helpful links and information. More information can be found on the Patwin PTA website at www.patwinelementary.org.

Patwin Participation Opportunities

Family Math Nights, Running Club, Guest Speakers, Field Trip Volunteers, Patwin Day, Special Events, Parent Conferences, Library Volunteers, Back to School Night, Battle of the Books, Open House and Classroom Volunteer are all additional opportunities for parents to participate in school life.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	410	408	102	25.0
Female	197	196	45	23.0
Male	211	211	56	26.5
American Indian or Alaska Native	2	2	2	100.0
Asian	32	32	5	15.6
Black or African American	11	11	1	9.1
Filipino	5	5	1	20.0
Hispanic or Latino	88	88	41	46.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	33	33	5	15.2
White	232	230	43	18.7
English Learners	50	50	15	30.0
Foster Youth	2	1	1	100.0
Homeless	5	5	5	100.0
Socioeconomically Disadvantaged	98	97	42	43.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	96	37	38.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	1.77	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.73	0.06	1.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.73	0.00
Female	0.00	0.00
Male	1.42	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.86	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	0.00

2022-23 School Safety Plan

Patwin Elementary updated its emergency response plan to reflect new procedures put in place district-wide. All required emergency equipment is in place at each classroom's emergency exit, and Emergency Responses posters are placed at all exits. Evacuation maps and posters were updated to include a plan for an off campus evacuation. Patwin has regular emergency response drills that follow district established procedures. We also continue to work with Maintenance and Operations to make sure that buildings and the playground are up to code.

We are working with the Patwin Community so they know to check into the office whenever on campus. They will present their drivers license to be scanned by our Raptor system and then receive a badge indicating they are a visitor/volunteer. All staff members wear Patwin Staff badges, and have been given information about how to approach adults on campus if they are not wearing a badge. We are also working with the city's Safe Routes to School group to ensure the safety of our students as they approach and leave the campus, and make sure public signs regarding safety are clear and visible. Ways to secure more radios/walkie-talkies to improve the communication between supervisors, teachers and the office are being considered.

New noon supervisors have been hired and informal training was provided. Systems were put in place that allow us to provide direct and interactive supervision, and to communicate consistent safety rules and behavior expectations. We are also recruiting parent volunteers to help supervise during lunch recess.

A Climate Survey was provided as a way to gather input from the Patwin School Community. Results were tabulated so that a Climate Action Plan could be developed. Three areas of focus include: overall climate, communication, and community involvement. The Climate Committee holds monthly meetings before the PTA meeting to maximize attendance.

Our current safety plan was approved by the Site Council on December 7, 2021

D. Other SARC Information**Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		2	
2	24		2	
3	23		2	
4	37		3	1
5	25		6	
6	25		6	
Other	3	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	1	
1	23		2	
2	22		2	
3	21	1	1	
4	25		4	
5	37		3	1
6	23		6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	23		2	
2	25		2	
3	17	3		
4	26		4	
5	35		3	1
6	30		4	
Other	28	1		1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	386

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,443.00	\$4,968.00	\$8,475.00	\$71,434.00
District	N/A	N/A	\$8,670	\$74,547
Percent Difference - School Site and District	N/A	N/A	-2.3	-4.3
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	25.0	-15.1

2021-22 Types of Services Funded

In 2020-21 Patwin Elementary School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax and Davis School Arts Foundation.

Types of funded services include: reading specialist support, English Learner Specialist support, School Counselor support, reading, math and English learner para-educator support, instructional technician specialist support, instructional supplies, translation services, family math events, and professional development.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,471	\$52,478
Mid-Range Teacher Salary	\$67,531	\$80,810
Highest Teacher Salary	\$93,067	\$101,276
Average Principal Salary (Elementary)	\$121,552	\$127,080
Average Principal Salary (Middle)	\$129,381	\$134,264
Average Principal Salary (High)	\$137,448	\$147,200
Superintendent Salary	\$262,058	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for professional development. Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff have opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning, and in-context learning.

Examples of recent Davis Joint Unified School District professional learning include:

- Comprehensive site focuses on the foundational understanding, implementation, and sustenance of MTSS and PBIS
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- Reading Apprenticeship literacy series and mentorship through WestEd
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices
- Elementary and Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff

District-wide professional learning for “Grading for Equity” to support equitable, transparent, and content-focused grading practices

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	34