

2011-12  
SINGLE PLAN FOR STUDENT ACHIEVEMENT



**Patwin Elementary School**

**Davis Joint Unified District**

The District Governing Board  
approved this revision of the School  
Plan on: [6/16/2011](#)

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Patwin Elementary 2011-12  
Single Plan For Student Achievement Report

Goals and Actions	Start Date	Completion Date	Amount
<b>English-Language Arts</b>			
<b>Improving Student Performance in Language Arts</b>			
Appropriate Use of the Language Arts Block Time	8/23/2011	6/15/2012	\$0
Increase the Availability and Quality of Technology	8/23/2011	6/15/2012	\$0
Professional Learning Community Development	9/23/2011	6/15/2012	\$4,410
Provide Language Arts Interventions	6/9/2011	6/30/2012	\$37,890
<b>English Language Development</b>			
<b>Provide the Support Needed to Enable all English Learners to Access the Core Curriculum</b>			
Parent Involvement	9/23/2011	6/15/2012	\$480
Continue to Support the EL Specialist Position	9/23/2011	6/15/2012	\$55,350
CELDT Training and Testing	7/1/2010	6/30/2011	\$1,000
<b>School Climate</b>			
<b>Improving School Climate</b>			
Working on Closing the Achievement Gap	9/23/2011	6/15/2012	\$0
Provide counseling services for Title I students	9/23/2011	6/15/2012	\$15,014
Provide academic interventions	6/9/2011	6/30/2012	\$4,775
<b>Mathematics</b>			
<b>Improving Student Performance in Mathematics</b>			
Academic Conferences-1.5 days a year release time	9/23/2011	6/15/2012	\$4,410
Increase the Availability and Quality of Technology	9/23/2011	6/15/2012	\$5,000
Total Annual Expenditures for Current Site Plan: \$128,329.00			

## 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 : 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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students in grades K-6, especially students who scored below proficient in the 2010 CST Language Arts exam.

What is the expected growth?

Students scoring proficient on the 2010 CST Language Arts exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

California Standards Tests in English/Language Arts  
District Literacy Measures

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Appropriate Use of the Language Arts Block 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 Language Arts block 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, Reading Specialist, EL Specialist, and parents.

Start Date : 8/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	EL Supplies	\$0

Action Title: Increase the Availability and Quality of Technology

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Read Naturally is a fluency program that helps students increase their reading rate. Student participants practice reading passages at their current reading level by listening to models of fluent readers. Repeated reading and modeling are well documented strategies for increasing fluency rate and improving expression.

Along with fluency goals, students work to improve their comprehension of individual passages. Students write predictions before reading and listening to a passage. Afterwards, students answer comprehension questions and write a brief summary of the passage in his/her own words.

Student reading rates are documented each session to monitor student progress and to create new goals as students improve.

Materials for the Read Naturally program that have already been purchased include:

- Audio CDs levels 1 through 8 (96 total)
- Reading packets levels 1 through 8 (24 passages at each level, 192 total)
- Folders, graphs, procedures poster (1 per student)

Materials that are still needed to begin the program are:

12 iPods that will be loaded with audio CDs passages = \$1548.00 plus tax/shipping

We will also work to equip each classroom with an LCD projector, Ladybug, cart, speakers, and wireless keyboard.

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. In addition surveys, copies, monitoring, and teacher collaboration will show we have attained this goal.

People Assigned :

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

Start Date : 8/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected		\$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 time to collaborate. Time will be spent at least once per trimester 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

Teacher surveys

Report on participation

People Assigned :

All staff members

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Staff Development/Release Time	\$4,410

Action Title: Provide Language Arts Interventions

Means of Achievement: Improvement of instruction strategies and materials

Tasks :

Paraeducators will work with classroom teachers to provide targeted instruction in reading to students.

Measures :

Formative and summative assessments.

People Assigned :

Principal, staff, paraeducators

Start Date : 6/9/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Paraeducator Salary (35 hours/week)	\$27,642
School and Library Improvement Block Grant	Paraeducator Salary (15 hours/week)	\$10,248

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 : 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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

English Learners (CELDT levels 1-5)

What is the expected growth?

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.

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

CST ELA  
CELDT  
Classroom assessments  
ADEPT

Actions to improve achievement to exit program improvement (if applicable).

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 : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Parent Involvement	\$0
NCLB: Title I, Even Start Family Literacy	Parent Workshops	\$480

Action Title: Continue to Support the EL Specialist Postion

Means of Achievement: Alignment of instruction with content standards

Tasks :

The school will continue to fund the site EL Specialist (.60 FTE.) This will allow for constant staff development, coaching, curriculum development, and direct instructional support.

Measures :

ADEPT, CELDT, formative assessments, and observation.

People Assigned :

Staff, administration, Site Council, and EL Specialist.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Economic Impact Aid: Limited English Proficiency (LEP)	EL Specialist .50 FTE	\$46,000
NCLB: Title III, Limited English Proficiency (LEP) Student Program	EL Specialist .10 FTE	\$9,350

Action Title: CELDT Training and Testing

Means of Achievement: Monitoring program implementation and results

Tasks :

Administer CELDT assessment to English Learners for purpose of annual assessment of EL students' language development levels.

Measures :

CELDT training logs, count of administered CELDT tests, EL student CELDT results

People Assigned :

District EL Coordinator, Principal

Start Date : 7/1/2010

Completion Date : 6/30/2011

Funding Resources	Related Expenditures	Estimated Cost
EIA-LEP District Reservation for Site Use	CELDT Training and Testing	\$1,000

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 : School Climate

Goal Title : Improving School Climate

All Patwin staff will develop opportunities to improve communication and involvement of all parent groups. Every teacher will make additional parent contact with the families of students who are achieving below grade level.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

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

What is the expected growth?

Increased numbers of responses to district and school surveys  
Increased positive responses to said surveys and improve our website and create websites for individual teachers.

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

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

Actions to improve achievement to exit program improvement (if applicable).

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 : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Continue the efforts of TAG at a site level	\$0

Action Title: Provide counseling services for Title I students

Means of Achievement: Increased educational opportunity

Tasks :

Counselor will meet with Title I students to provide support that enhances emotional, social, and academic health.

Measures :

Classes exposed to social skills curriculum, discipline data, student and parent surveys.

People Assigned :

Entire staff, counselor, and administrator.

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Title 1 Counselor	\$15,014

Action Title: Provide academic interventions

Means of Achievement: Alignment of instruction with content standards

Tasks :

During and after-school interventions will be provided and supported.

Measures :

Attendance. Formative and summative assessments. CST results.

People Assigned :

Principal, staff, Bridge Coordinators

Start Date : 6/9/2011

Completion Date : 6/30/2012

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Bridge Coordinators VSA	\$3,000
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	Academic intervention supplies and materials	\$1,775

## Patwin Elementary 2011-12 Single Plan For Student Achievement Report

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### 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.

What data did you use to form this goal (findings from data analysis)?

How does this goal align to your Local Educational Agency Plan goals?

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

Who are the focus students?

All students grades K-6, especially students who scored below proficient on the 2010 STAR Math exam.

What is the expected growth?

Students scoring proficient on the 2010 Math STAR exam will maintain proficiency while students below proficient will increase proficiency by at least one performance band.

What data will be collected to measure student achievement?

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

What process will you use to monitor and evaluate the data?

California Standards Tests in Mathematics, District and classroom assessments.

Actions to improve achievement to exit program improvement (if applicable).

Action Title: Academic Conferences-1.5 days a year release time

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 in Academic Conferencing and have a total of 3 release days (one per trimester) to meet and discuss each child by name to ensure that all students are receiving the instruction they need to be successful.

Measures :

The staff will be trained in Academic Conferencing  
Other measures may include:  
STAR Math Data  
Classroom Assessment  
CELDT  
District Benchmark Assessments  
ADEPT

People Assigned :

Patwin staff

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
Title I District Reservation for Site Use	Staff Development/Release Time	\$4,410

Action Title: Increase 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. All classrooms will become equipped with an LCD cart, player, Ladybug, wireless keyboard, and speakers.

People Assigned :

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

Start Date : 9/23/2011

Completion Date : 6/15/2012

Funding Resources	Related Expenditures	Estimated Cost
School and Library Improvement Block Grant	Technology Support-technician	\$5,000

Patwin Elementary 2011-12  
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 : \$128,329

Total Annual Expenditures for Current School Plan: \$128,329

Funding Resource Code	Funding Resource Description	Funding Allocation	Budgeted Allocation	Balance Available
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	\$47,431	\$47,431	\$0
	Provide academic interventions		\$4,775	
	Provide counseling services for Title I students		\$15,014	
	Provide Language Arts Interventions		\$27,642	
3105	NCLB: Title I, Even Start Family Literacy	\$480	\$480	\$0
	Parent Involvement		\$480	
4203	NCLB: Title III, Limited English Proficiency (LEP) Student Program	\$9,350	\$9,350	\$0
	Continue to Support the EL Specialist Postion		\$9,350	
7091	Economic Impact Aid: Limited English Proficiency (LEP)	\$46,000	\$46,000	\$0
	Continue to Support the EL Specialist Postion		\$46,000	
7395	School and Library Improvement Block Grant	\$15,248	\$15,248	\$0
	Increase the Availability and Quality of Technology		\$5,000	
	Provide Language Arts Interventions		\$10,248	
3010	Title I District Reservation for Site Use	\$8,820	\$8,820	\$0
	Academic Conferences-1.5 days a year release time		\$4,410	
	Professional Learning Community Development		\$4,410	
7091	EIA-LEP District Reservation for Site Use	\$1,000	\$1,000	\$0
	CELDT Training and Testing		\$1,000	
Total amount of categorical funds allocated to this school:		\$128,329	\$128,329	\$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 Flowers	Principal	530-757-5394	6/8/2011
Cathryn Huser	Classroom Teacher	530-757-5394	6/8/2011
Grace DeMasi	Parent or Community Member	530-753-8609	6/8/2011
Inez Sanchirico	Parent or Community Member	530-792-7404	6/8/2011
Kathleen Naganuma	Parent or Community Member		6/8/2011
Krista Wilcox	Parent or Community Member	530-792-1363	6/8/2011
Gerri Brown	Parent or Community Member		6/8/2011
Julie Webb	Classroom Teacher	530-757-5394	6/8/2011
Wendy Chason	Other School Staff	530-757-5394	6/8/2011
Sue Britz/Kris Weir	Classroom Teacher	530-757-5394	6/8/2011

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:   | 6/8/2011  |
| 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  | 4/21/2011 |
|     | School Climate Committee  | 6/8/2011  |
|     | 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:   | 6/3/2011  |
| 9.  | District Governing Board Annual Review Due Date:  | 6/16/2011 |
| 10. | This School Plan was adopted by the School Site Council at a public meeting on:   | 6/10/2011 |
| 11. | Attested by School Principal:   | 6/10/2011 |
| 12. | Attested by School Site Council Chairperson:  | 6/10/2011 |

Michelle Flowers

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 Typed name of school principal

\_\_\_\_\_  
 Signature of school principal

\_\_\_\_\_  
 Date

Grace DeMasi

\_\_\_\_\_  
 Typed name of SSC chairperson

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 Signature of SSC chairperson

\_\_\_\_\_  
 Date

Analysis of Current Educational Practice

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

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 accommodations 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-McGinitie 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.

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

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

5. Sufficiency of credentialed teachers and teacher professional development (e.g. access to AB 466 training on SBE-adopted instructional materials) (EPC):

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

A variety of staff development programs address staff development needs. All teachers have received either CLAD (Certified Language Acquisition Development) or B-CLAD (Bilingual CLAD) certifications. New teachers participate in the BTSA (Beginning Teacher Support and Assessment) program. 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.

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

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

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

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

State standards and enhanced District standards are continually reviewed as the foundation for curriculum development. The use of state frameworks, state adopted textbooks, and supplementary materials that support standards ensures alignment with standards. Instruction is differentiated to meet the needs of all students. Ongoing assessment identifies student progress and changing needs.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

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.

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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.

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

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

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

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

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

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

15. Research-based educational practices to raise student achievement at this school (ESEA):

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

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

Community Resources: A parcel tax provides reduced student/teacher ratio and a reading support teacher. Volunteers including parents, student teachers, UCD interns, UCD service group participants, and junior high cross-age tutors provide support to teachers and students. Grants from DSAF (Davis School Arts Foundation) 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.

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

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

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.

## Patwin Elementary 2011-12

### Single Plan For Student Achievement Report

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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.

19.Fiscal support (EPC):