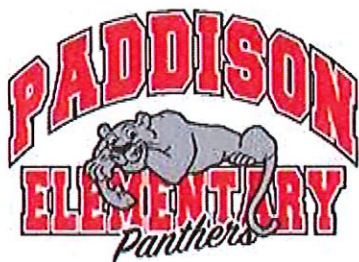# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paddison Elementary School	19647176015085	September 28, 2021	November 16, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Paddison Elementary School, we are committed to providing all children a significant opportunity to receive a fair, equitable and high quality education. Paddison educators are committed to ensure that each and every student demonstrates academic growth. We are further committed to closing achievement gaps where they exist. The purpose of Paddison's Single Plan for Student Achievement (SPSA) is to use qualitative and quanitative student data along with other relevant information to identify specific achievement goals. The plan describes instructional strategies, materials and programs we will use to monitor student progress and accelerate our achievement goals for all students. Paddison's SPSA is developed in collaboration with teachers and parents. District supported systems and practices such as our Innovative Learning Collaborative (ILC), our Student Achievement Leadership Team (SALT) and our dedicated collaboration times provide teachers and the principal the opportunity to engage in meaning collaboration, data analysis and strategic planning that informs the SPSA. Parents are informed of their own child's academic progress throughout the school year. Parents participate in the school-wide plan discussion via regularly scheduled School Site Council (SSC) meetings throughout the school year. It is at SSC meetings that teachers, the principal and parents come together to monitor and update Paddison's SPSA. Proposed Title 1 expenditures are included as part of the updates.

State data including SBAC scores, ELPAC scores, reclassification rates, and California Dashboard data inform the development of our SPSA and our achievement goals. An analysis of site specific data ensures that the needs identified and the goals determined for our SPSA are relevant to our school community. The plan outlines our needs and the ways in which we will address those needs. A variety of data points are used to specifically determine our needs and establish our goals. We also include data from our site and district assessments. Paddison's goals are aligned with our district's Learning Continuity and Attendance Plan (LCAP) to ensure site and district cohesion with regards to overarching goals and metrics. Paddison's SPSA addresses strategic and efficient use of Local Control Funding Formula (LCFF) and Title 1 funds. Such funds are used to support all students' improvement as we keep our focus on using resources to close the achievement gap by providing targeted interventions based on student needs. Paddison's plan extends beyond the academic needs of our students and addresses school climate and our efforts to promote a safe, positive and nurturing school climate that supports the healthy social-emotional development of all our students. Paddison's SPSA keeps our focus on continuous improvement within our school community.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Paddison's students and parents are vital stakeholders of our school community. Annual surveys collect data and valuable input from students and parents. Fifth grade students complete our district's Healthy Kids Survey (HKS). HKS data was collected for the 2020-2021 school year. Based on data from Paddison's 2020-2021 Healthy Kids Survey, 90% of fifth grade students reported that they felt connected at school. Paddison's 2020-2021 results are a substantial increase from the 2015-2016 school year when 77% of fifth graders reported they felt connected at school. Ninety-five percent of fifth graders reported that they feel safe at school. Ninety-seven percent of our fifth graders reported that they feel like they are part of the school and 100% agreed that they are happy at school.

During the 2020-2021 school year, parent input was collected via the LCAP Survey. Parents were asked questions regarding student achievement, conditions for learning, stakeholder engagement and school climate. Overall Paddison parents indicate that they are satisfied with Paddison as their child's school; 95% of respondents agreed with the statement. 98% of respondents agree that Paddison provides a safe in person and/or virtual environment for students. 96% of respondents agree that they have a positive relationship with staff. While only 52% of respondents report that they participate in parent education and parent leadership meetings or workshops, 95% of parents report that they are aware of the meetings and workshops.

The feedback from students and parents is very valuable and the data shows that we are moving in the right direction. We are increasing our school to home communication and we are increasing students' connectedness to school.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations take place regularly and frequently during every school year. Observations took take place while we engage in 100% virtual learning during the 2020-2021 school year and will continue during the 2021-2022 school year in-person. Both formal and informal observations are conducted on a regular basis by the principal. Non-tenured teachers are formally observed at least three times a year. Tenured teachers are formally evaluated every other year. Informal observations or classroom walk-throughs are part of the site administrator's daily schedule. Formal and informal observations coupled with formative assessment data provide the substance for our on-going analysis of the learning and teaching process and practices. The administrator communicates with teachers after formal and informal observations to discuss instruction and provide feedback. Communication after a formal observation takes place in a conference between the teacher and administrator. Informal observations are also followed-up with a debrief session between the teacher and administrator. The administrator supports teachers in their professional development, providing time and resources to ensure that teachers continually improve their practice.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Our teachers and principal convene on a regularly scheduled basis to promote the progress of our professional learning community. We convene by means of our Innovative Learning Collaborative (ILC). ILC provides teachers and the administrator dedicated time to collaborate, plan, analyze and further our progress toward our goals. Qualitative and quantitative student data, particularly authentic student work, along with local assessment data is analyzed and used to inform planning for upcoming instructional cycles. The information is used to strategize and make informed decisions regarding student interventions. ILC is protected and dedicated time that makes it possible for us to improve student achievement by adjusting and refining learning opportunities and targeting interventions to improve student outcomes. In a typical year, grade level teams meet every other week for 90 minutes to collaborate as professionals. During this time we review student work, design upcoming lessons and review data including student work, formative assessments, district benchmark data, state assessments results and anything else that helps us analyze what it is our students can do and what we need to teach them to do. While our ILC schedule was altered for the 2020-2021 school year due to our virtual schedule, ILC continues to be a cornerstone practice that provides us the time and space in which to modify instruction and improve student achievement. Our regular ILC schedule will be reinstated starting with out in-person learning schedule during the 2021-2022 school year. Grade level teams discuss students' needs, share effective and research-based strategies, and develop an action plan for upcoming instructional units. While ILC provides time to analyze and collaborate, our Student Achievement Leadership Team (SALT) members facilitate a school-wide analysis of student data. Overall, district and site systems and practices provide us with the opportunity to engage in focused data analysis through which we refine instructional strategies to improve student achievement. While there have been adjustments made due to distance learning, the work that we do maintains the integrity of cohesive, comprehensive and rigorous instruction.

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

Student progress is monitored using various observations and data points. Teachers utilize formative assessments to keenly monitor student progress and modify instruction as necessary to maximize student achievement. Paddison's Student Achievement Leadership Team (SALT), composed of teacher leaders and the administrator, facilitate school-wide student work analysis. Student work is the focus as staff develop their collective understanding of Depth of Knowledge (DOK) along the TK - 5 continuum. Teachers meet by grade level and across grade levels to analyze student work and formative and summative data with the purpose of aligning skill development and calibrating levels of rigor to maximize student achievement for all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Paddison teachers are all highly qualified teachers, meeting all necessary requirements.

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

Being highly qualified teachers, all of Paddison's teachers are prepared for their assignments. Three pupil free days during the school year provide the opportunity for all teachers to participate in district-wide professional development. Developing math strength in teachers was a previous focus of district-wide training and we continue to refine the practices learned in the professional development. District math coaches support our continuous improvement at our school site in the area of math. All teachers have participated in Next Generation Science Standards training and we continue to work with our district science coach and our school site science leads to strengthen our science instruction. Our district science coach and site science leads support to our teachers as they plan and deliver NGSS lessons, providing students with engaging and phenomena based science education. Teachers also engage in site based professional development throughout the year. Our teachers and administrator have received Thinking Maps: A Language for Learning training. We use Thinking Maps as a school-wide learning strategy. The district provides new teachers training in literacy strengthening strategies and math content and strategies.

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

Teachers and administrators district-wide have participated in Next Generation Science Standards (NGSS) training. The training focused on building teachers' capacity. Three Paddison teachers (Kindergarten, 3rd grade and 5th grade) serve as science leads. Our science leads meet with our district science coach (TOSA) and bring back resources and expertise to our school site, building our site capacity. Teachers are increasing their science content knowledge and applying research based strategies to engage learners in phenomena based science learning. With the support of our district English Language Arts/English Language Development coaches (TOSAs), teacher representatives from each grade level have participated in revising our English Language Arts (ELA) assessments and pacing guides. The teacher representatives are key in building our site capacity as we engage ELA instruction with a focus on instruction and promote students achievement for all students. Besides district supported efforts to align staff development with content standards, Innovative Learning Collaborative (ILC) provide an opportunity to identify professional needs for our specific school site.

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

Content experts and instructional coaches support Paddison teachers. District coaches (ELA/ELD, math and Science) participate in Paddison's ILC, model lessons, observe lessons, and support grade level planning. Paddison has a teacher serving as our English Language (EL) Coordinator; our Coordinator communicates and collaborates with district ELA/ELD coaches and then shares valuable information with our school site. Our coordinator supports ELD planning and provides professional development and support to all our teachers. All new teachers participate in district provided training in early literacy strategies, specifically CELL/ExLL. The majority of Paddison teachers are veterans, well trained and versed in early literacy strategies. Our veteran staff members support new teachers in developing expertise in CELL/ExLL strategies. District coaches in math and ELA support our new teachers with targeted coaching. A team of teachers have completed Thinking Maps professional development--Thinking Maps: A Langauge for Learning (Trainer of Trainers-TOT). All of our teachers have received training in Thinking Maps and we use Thinking Maps site wide. Our Thinking Maps leads and our Distsrict ELA/ELD TOSAs support our teachers in implementing Thinking Maps.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher grade-level collaboration takes place each week during the school day and beyond the school day. During a regular school year, each grade level team of teachers, TK -5, participates in biweekly ILC with the principal. When a grade level team is not participating in ILC, grade level teams plan for thirty to forty-five minutes a week while their students engage in a physical education lesson with a certificated teacher. In addition to the dedicated ILC time, and P.E. release time, teacher are provided with planning Wednesdays. Students are dismissed early every Wednesday; two Wednesday of the month are dedicated to teacher planning time. Teachers are released to plan and covered by substitute teachers as needed, at least two times a school year. Due to COVID-19 and school closures, there were some changes to the practices listed above during the 2020-2021 school year. We adapated to the circumstances and continued to the vital work of collaborating. We expect to return to our non-modified collaboration schedule for the 2021-2022 school year.

Paddison teachers know the value of vertical planning. We prioritize time to engage across grade levels. We dedicate time during monthly staff meetings to focus on student work analysis across the grade levels; this process is facilitated by our Student Achievement Leadership Team (SALT) members. In addition to the formal and dedicated collaboration opportunities, Paddison teachers go above and beyond to collaborate after school and outside of school.

Teaching and Learning

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

District supported teacher teams, that include representatives from each school site, have worked to align curriculum, instruction, materials to content and performance standards. Pacing guides support teachers, keeping the teaching and learning cohesive and aligned not only at our school site but district-wide. District coaches in math, ELA/ELD and science collaborate with us and provide us with support and resources throughout the school year. During the 2018-2019 school year, our district's ELA pacing guide, units and assessments were revised. During the 2019-2020 school year, 3rd - 5th grade math pacing guides and assessments were also revised. The work will continue during the 2021-2022 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The principal and teacher develop schedules that ensure there is adherence to recommended instructional minutes in reading, language arts, English language development and mathematics. The principal monitors adherence to the schedules as part of the daily routine.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ILC discussions and teacher planning time include identifying students' intervention needs. Time is spent identifying which students need interventions and the type of interventions that would be most effective. Between ILC sessions, teachers work with interventionists--part time certificated staff who maintain a regular weekly schedule to support students--to design and implement targeted interventions. Our teachers and principal intentionally negotiate the pacing schedules with students' intervention needs. Our students with disabilities, special day class LH, are included in intervention rotations.

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

Differentiated instruction is necessarily embedded in our core instruction across all subject areas. Teachers utilize district adopted materials and supplemental materials that are both standards-based and rigorous. The materials are used as needed to meet the needs of all students.

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

District adopted textbooks and supplemental materials are used on a daily basis.

Opportunity and Equal Educational Access

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

Students in need of interventions, including underperforming students, receive the targeted support they need during our Response to Intervention (RtI) time built into our school day. All students receive Tier II leveled interventions and students in need of more support receive Tier III interventions. Practices that shifted due to COVID-19 and school closure, will reshift back to non-closure practices during the 2021-2022 school year.

Evidence-based educational practices to raise student achievement

Teachers and interventionists are trained in research-based practices and they are called on to utilize the practices to raise student achievement. Specifically, all of our teachers and interventionists have received math training and early literacy strategies training.

Parental Engagement

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

Family outreach and communication is an essential practice at Paddison. Our teachers send out regular communication regarding students' academic progress and upcoming events. In the case of under-achieving students, teachers reach out providing parents with information regarding the students' status, concerns, our plan to help the student, and ways in which parents can help. In the case of an under-achieving student who has not made progress in spite of targeted and intentional efforts, we convene our Student Success Team (SST). Our team meeting includes the parent and we develop an action plan that will be monitored for progress. Our school counselor is an integral resource person for families, particularly families whose student is under-achieving. When economic hardship including homelessness is a factor, our district's community liaison is a fundamental resource for our parents/families.

Teachers communicate with families using classroom newsletters and programs such as Remind and Class Dojo. School-wide, the district Messaging System is used to send out recorded phone messages, emails and texts to parents regarding important dates and/or events. Paddison's internet page is updated and in sync with our school calendar, providing families with another way to stay informed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholder input contributes to the planning, implementation and evaluation of categorically funded programs. Teachers provide feedback during Innovative Learning Collaborative Sessions and staff meetings. Parents, community representatives and school personnel have the opportunity to provide feedback during School Site Council/English Language Advisory Committee meetings. All parents are provided the opportunity to provide feedback via parent surveys. Feedback is essential for our continued improvement.

Funding

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

Target students, particularly those under-performing academically, are provided intervention instruction. Title I funds are used to hire interventionists. Interventionists push into the classrooms to support and also pull students out as needed to provide strategic and targeted interventions. Interventionists collaborate with teachers to ensure that the support they provided is efficient and effective. Teachers and interventionists also provide tutoring to support under-performing students.

Fiscal support (EPC)

See budget report.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Paddison's School Plan for Student Achievement (SPSA) is developed collaboratively by invested stakeholders: parents, teachers, staff members and the principal. An annual update of the plan takes place during the first meeting in September. Stakeholder engagement remains an ongoing process that takes place throughout the school year during regularly scheduled School Site Council meetings.

The initial plan review for the 2021-2022 school year took place September 28, 2021. SPSA review was an item on the agenda. The principal presented the plan and reviewed the various sections of the plan. The principal facilitated a discussion involving all stakeholders. The discussion was thorough and detailed to ensure that parents and teachers were provided the opportunity to provide meaningful input. Feedback from parents, teachers and staff was recorded and contributed to plan and budget revisions. The group's valuable input guided the plan's update.

Paddison's SSC is made of 10 members; there is staff/parent parity: 5 staff and 5 parents. SSC candidates are nominated by their peers. Officers are elected by their peers during an open vote meeting. Paddison's SSC meets five times a year: September, November, March, February and in May. Stakeholders have recommended that Paddison's English Language Advisory Committee (ELAC) combine with the SSC.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.46%	0.5%	1.1%	6	2	4
Asian	0.97%	1.25%	2.5%	4	5	9
Filipino	1.46%	1.75%	1.6%	6	7	6
Hispanic/Latino	91.73%	92.27%	91.0%	377	370	335
Pacific Islander	%	0%	%		0	
White	2.92%	2.49%	3.0%	12	10	11
Multiple/No Response	0.49%	0.5%	0.8%	2	2	3
			Total Enrollment	411	401	368

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	79	85	66
Grade 1	65	53	59
Grade 2	67	64	50
Grade3	72	69	64
Grade 4	59	66	67
Grade 5	69	64	62
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	411	401	368

Conclusions based on this data:

1. Hispanic/Latino students are a majority of Paddison students.

2. Although Hispanic/Latino students are a majority, there are diverse cultures represented in our student population.

3. Our student enrollment has decreased over the years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	92	80	56	22.4%	20.0%	15.2%
Fluent English Proficient (FEP)	45	43	39	10.9%	10.7%	10.6%
Reclassified Fluent English Proficient (RFEP)	8	16	16	8.1%	17.4%	20.0%

Conclusions based on this data:

1. Although the actual number of English Learners has decreased over the year, Paddison's percentage of English Learners has consistently remained above 20%.

2. Our percent of FEP students has slightly decreased.

3. The percentage of RFEP students has consistetly decreased, meaning that we need to increase the number of students who reclassify.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62	61	71	62	61	71	62	61	71	100	100	100
Grade 4	73	64	59	71	64	59	71	64	59	97.3	100	100
Grade 5	77	75	68	77	75	67	77	75	67	100	100	98.5
All Grades	212	200	198	210	200	197	210	200	197	99.1	100	99.5

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2442.	2454.	22.58	31.15	36.62	27.42	27.87	22.54	29.03	24.59	25.35	20.97	16.39	15.49
Grade 4	2492.	2463.	2464.	33.80	29.69	22.03	28.17	25.00	25.42	23.94	10.94	23.73	14.08	34.38	28.81
Grade 5	2499.	2534.	2492.	19.48	33.33	13.43	29.87	36.00	37.31	25.97	16.00	22.39	24.68	14.67	26.87
All Grades	N/A	N/A	N/A	25.24	31.50	24.37	28.57	30.00	28.43	26.19	17.00	23.86	20.00	21.50	23.35

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.74	24.59	29.58	58.06	50.82	45.07	24.19	24.59	25.35
Grade 4	29.58	20.31	23.73	53.52	48.44	52.54	16.90	31.25	23.73
Grade 5	20.78	28.00	14.93	48.05	53.33	52.24	31.17	18.67	32.84
All Grades	22.86	24.50	22.84	52.86	51.00	49.75	24.29	24.50	27.41

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.65	26.23	30.99	46.77	50.82	52.11	22.58	22.95	16.90
Grade 4	28.17	25.00	16.95	53.52	43.75	57.63	18.31	31.25	25.42
Grade 5	32.47	41.33	22.39	46.75	42.67	49.25	20.78	16.00	28.36
All Grades	30.48	31.50	23.86	49.05	45.50	52.79	20.48	23.00	23.35

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.97	26.23	26.76	64.52	63.93	60.56	14.52	9.84	12.68
Grade 4	28.17	21.88	20.34	57.75	62.50	61.02	14.08	15.63	18.64
Grade 5	23.38	32.00	14.93	62.34	54.67	68.66	14.29	13.33	16.42
All Grades	24.29	27.00	20.81	61.43	60.00	63.45	14.29	13.00	15.74

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.58	31.15	39.44	58.06	55.74	45.07	19.35	13.11	15.49
Grade 4	36.62	23.44	18.64	52.11	48.44	54.24	11.27	28.13	27.12
Grade 5	25.97	42.67	22.39	55.84	46.67	52.24	18.18	10.67	25.37
All Grades	28.57	33.00	27.41	55.24	50.00	50.25	16.19	17.00	22.34

Conclusions based on this data:

1. Fifth grade student scores decreased in ELA. Fifth grade ELA is an area of need and will be an area of focus.

2. Data shows an increase among third grade students who met and exceeded the English Language Arts grade level standard; third grade is moving in the right direction.

3. Increasing the collaboation among 3rd through 5th grade teachers, vertical articulatiion, will support our efforts to minmize grade level gaps.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63	61	71	62	61	71	62	61	71	98.4	100	100
Grade 4	73	64	59	71	64	59	71	64	59	97.3	100	100
Grade 5	77	75	68	77	75	68	77	75	68	100	100	100
All Grades	213	200	198	210	200	198	210	200	198	98.6	100	100

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2439.	2437.	2456.	14.52	22.95	19.72	41.94	27.87	47.89	29.03	32.79	21.13	14.52	16.39	11.27
Grade 4	2498.	2478.	2492.	39.44	18.75	32.20	23.94	31.25	22.03	21.13	28.13	25.42	15.49	21.88	20.34
Grade 5	2480.	2516.	2478.	14.29	26.67	7.35	12.99	20.00	19.12	36.36	30.67	38.24	36.36	22.67	35.29
All Grades	N/A	N/A	N/A	22.86	23.00	19.19	25.24	26.00	30.30	29.05	30.50	28.28	22.86	20.50	22.22

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.97	27.87	38.03	58.06	44.26	45.07	20.97	27.87	16.90
Grade 4	52.11	37.50	45.76	26.76	29.69	27.12	21.13	32.81	27.12
Grade 5	18.42	29.33	8.82	32.89	36.00	51.47	48.68	34.67	39.71
All Grades	30.62	31.50	30.30	38.28	36.50	41.92	31.10	32.00	27.78

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.19	22.95	28.17	58.06	45.90	56.34	17.74	31.15	15.49
Grade 4	30.99	9.38	23.73	46.48	56.25	50.85	22.54	34.38	25.42
Grade 5	18.18	33.33	10.29	50.65	42.67	54.41	31.17	24.00	35.29
All Grades	24.29	22.50	20.71	51.43	48.00	54.04	24.29	29.50	25.25

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.65	32.79	33.80	53.23	49.18	54.93	16.13	18.03	11.27
Grade 4	41.43	28.13	33.90	38.57	46.88	44.07	20.00	25.00	22.03
Grade 5	10.53	25.33	11.76	50.00	53.33	45.59	39.47	21.33	42.65
All Grades	26.92	28.50	26.26	47.12	50.00	48.48	25.96	21.50	25.25

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Conclusions based on this data:

1. Data shows a overall decrease in fifth grade achievement; fifth grade math is an area of need and will be an area of targeted focus.

2. Data shows a decrease in the overall achievement of fourth grade students in math. Fourth grade math is an area of need and will be an area of focus.

3. Data shows an increase in the percentage of third grade students who exceeded the grade level standard and a decrease in the percentage of third graders who did not meet the grade level standard for third grade. Third graders are moving in the right direction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1448.4	1437.1	1450.8	1435.2	1442.4	1441.4	18	20
Grade 1	1463.9	*	1468.0	*	1459.3	*	23	9
Grade 2	1514.3	1509.4	1535.5	1510.9	1492.7	1507.4	13	22
Grade 3	1493.8	*	1497.4	*	1489.7	*	16	6
Grade 4	1526.3	*	1538.3	*	1513.8	*	12	9
Grade 5	1565.8	1509.8	1564.9	1502.8	1566.1	1516.4	12	12
All Grades							94	78

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	30.00	*	40.00	*	25.00	*	5.00	18	20
1	60.87	*	*	*		*	*	*	23	*
2	*	27.27	*	45.45		22.73	*	4.55	13	22
3	*	*	*	*	*	*	*	*	16	*
4	*	*	*	*	*	*	*	*	12	*
5	*	16.67	*	33.33	*	25.00		25.00	12	12
All Grades	46.81	25.64	30.85	41.03	11.70	24.36	*	8.97	94	78

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.00	*	60.00	*	20.00	*	5.00	18	20
1	56.52	*	*	*	*	*	*	*	23	*
2	84.62	50.00		40.91	*	4.55	*	4.55	13	22
3	*	*	*	*	*	*	*	*	16	*
4	*	*	*	*	*	*		*	12	*
5	*	25.00	*	50.00		8.33		16.67	12	12
All Grades	59.57	30.77	27.66	52.56	*	8.97	*	7.69	94	78

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	83.33	30.00	*	65.00		5.00	18	20
1	73.91	*	*	*	*	*	23	*
2	*	40.91	*	54.55	*	4.55	13	22
3	*	*	*	*	*	*	16	*
4	*	*	*	*		*	12	*
5	*	16.67	*	58.33		25.00	12	12
All Grades	57.45	35.90	36.17	55.13	*	8.97	94	78

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	30.00	*	55.00	*	15.00	18	20
1	*	*	52.17	*	*	*	23	*
2	84.62	54.55	*	40.91	*	4.55	13	22
3	*	*	*	*	*	*	16	*
4	*	*	*	*		*	12	*
5	100.00	66.67		25.00		8.33	12	12
All Grades	62.77	44.87	30.85	47.44	*	7.69	94	78

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.00	66.67	80.00		5.00	18	20
1	73.91	*	*	*	*	*	23	*
2	*	22.73	*	54.55	*	22.73	13	22
3	*	*	*	*	*	*	16	*
4	*	*	*	*	*	*	12	*
5	*	16.67	*	50.00	*	33.33	12	12
All Grades	43.62	17.95	38.30	62.82	18.09	19.23	94	78

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.11	45.00	*	30.00	*	25.00	18	20
1	*	*	60.87	*	*	*	23	*
2	*	18.18	*	63.64	*	18.18	13	22
3	*	*	*	*	*	*	16	*
4	*	*	*	*	*	*	12	*
5	*	8.33	*	75.00		16.67	12	12
All Grades	42.55	29.49	44.68	52.56	12.77	17.95	94	78

Conclusions based on this data:

1. There was a decrease in the number of students who were assessed from 17-18 (94 students) to 18-19 (78 students).

2. While fewer students were assessed, data shows an increase in the number of students who demonstrated overall language development at levels 2 and 3.

3. With more students at levels 2 and 3, it will be essential to focus time and resources in our English Langauge Development instruction so that we can meet the language needs of our English Learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
401	**74.1**	**20.0**	**1.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	80	20.0
Foster Youth	6	1.5
Homeless	33	8.2
Socioeconomically Disadvantaged	297	74.1
Students with Disabilities	66	16.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
Asian	5	1.2
Filipino	7	1.7
Hispanic	370	92.3
Two or More Races	2	0.5
White	10	2.5

Conclusions based on this data:

1. Hispanic students continue to make up the majority of our student population, 91.7%.

2. We have a high percentage of socioeconomically disadvantaged students, 74%, and a high percentage of studetns with disabilities, 16%.

3. As we review data, it is vital that we disaggregate data and carefully monitor the specific progress of specfic student groups and individual students.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	Chronic Absenteeism Orange	Suspension Rate Yellow
Mathematics Yellow		

Conclusions based on this data:

1. Our achievement level in both math and ELA dropped to yellow in both areas.

2. Suspensnion rate and chronic absenteeism both increased.

3. Our Students Achievement Leadership Team (SALT) members and the principal are analyzing data and strategizing to improve achievement in all areas.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
5.5 points above standard	21 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.8 points	Declined -11.3 points	
192	54	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	1.3 points below standard	78 points below standard
	Maintained -2 points	Declined -6.9 points
10	153	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
4			3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
4.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.8 points			
178	1		6

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.8 points below standard	33.1 points above standard	11.3 points above standard
Declined Significantly -35.5 points	Declined Significantly -23.2 points	Declined -14.1 points
25	29	121

Conclusions based on this data:

1. With all students in ELA, data shows a decline but we remain above standard.

2. Both English learners and students with disabilities' data shows a decline and achievement is below standard.

3. We need to disaggregate the ELA data so as to identify specific needs and target those needs strategically.
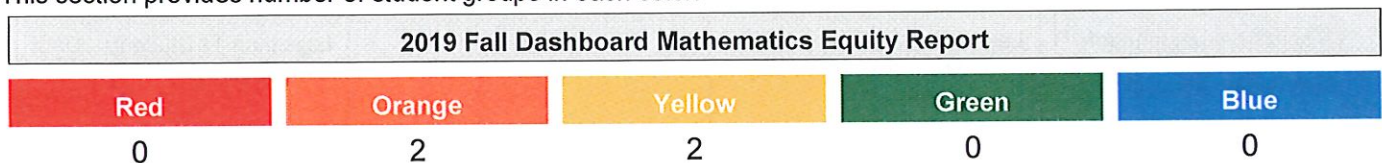
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
5.7 points below standard	27.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3 points	Declined -3.9 points	2
192	54	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6 points below standard	80.6 points below standard
10	Maintained 0 points	Declined -8.3 points
	153	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color			No Performance Color
Less than 11 Students - Data Not Displayed for Privacy			Less than 11 Students - Data Not Displayed for Privacy
4			3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
6.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	1		6
178			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.8 points below standard	21.8 points above standard	2.9 points above standard
Declined Significantly -28.5 points	Declined -10.4 points	Maintained -0.8 points
25	29	121

Conclusions based on this data:

1. All students, incuding Hispanic and socioeconomically disadvantaged, maintained their progress but remain below standard.

2. English only students maintained their achievement and are above standard while students with disabilities declined and are below standard.

3. The data shows achievements gaps and this indicates that we need to disaggregate our data and target our instruction and interventions to more accurately meet the needs of all students.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

56.6 making progress towards English language proficiency

Number of EL Students: 53

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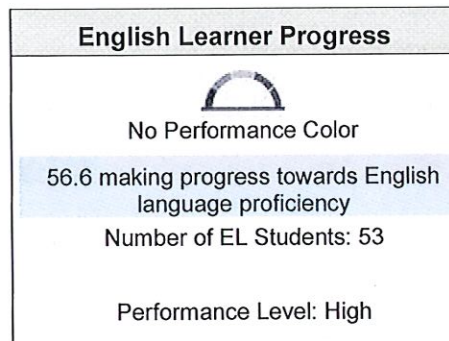
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.5	35.8	5.6	50.9

Conclusions based on this data:

1. Half of our English learners, 27 of 53 students, progressed one English Langauge Acquisition level.

2. Twenty two English learners maintained their English Language Acquistion level.

3. 56.6% of English learners are making progress, indicating that we need to continue to monitor the progress of all our English learners.

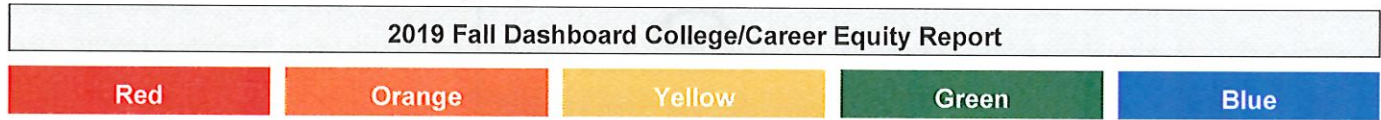# School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
8.7	7.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +3	Increased +3.5	9
436	101	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
17.1	7.4	19.2
Increased +3.3	Increased +0.7	Increased +7.2
35	325	78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	0	5	6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
9.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased Significantly +3.5	6	0	Maintained 0
401			12

Conclusions based on this data:

1. Chronic absenteeism increased for all students.

2. Chronic absenteeism increased significantly among Hispanic students.

3. With chronic absenteeism on the rise, our school leadership and PBIS (Positive Behavior Interventions and Supports) teams will need to explore ways to address chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
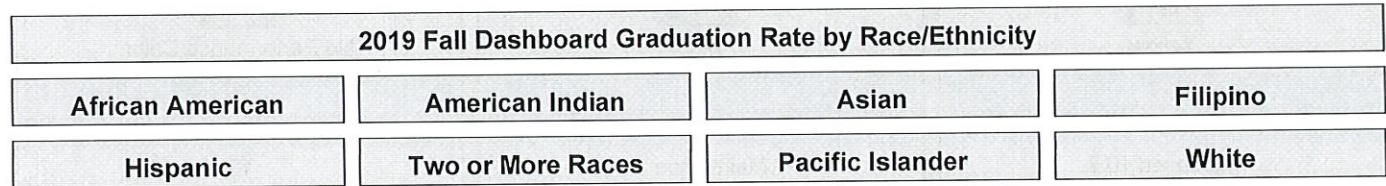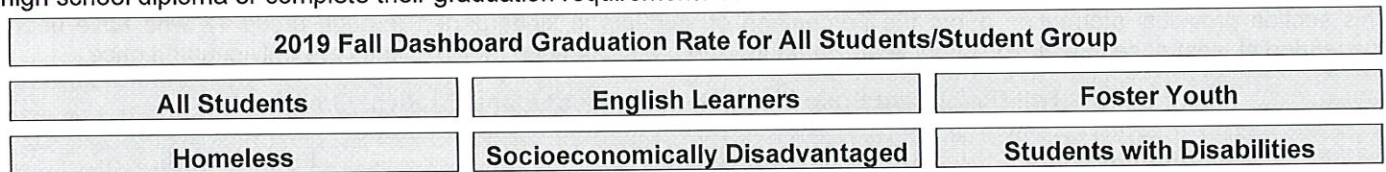
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
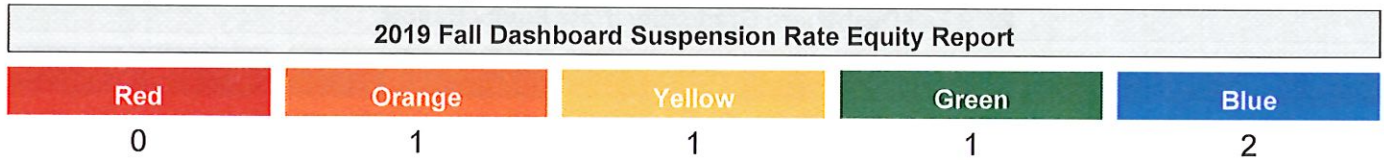
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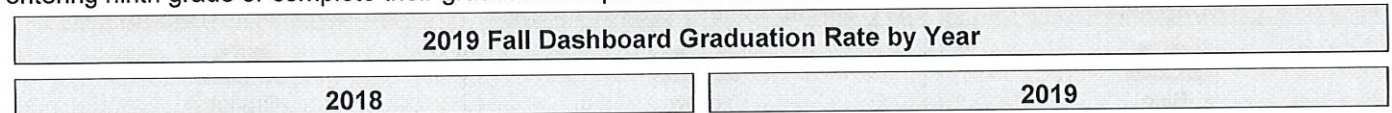
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.7	0	0
Increased +0.7	Maintained 0	13
447	105	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Yellow	Orange
0	0.9	1.3
Maintained 0	Increased +0.9	Increased +1.3
36	333	80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		Less than 11 Students - Data	Less than 11 Students - Data
7		5	6

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		No Performance Color
0.5	Less than 11 Students - Data		0
	6		
Increased +0.5			Maintained 0
410			13

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.7

Conclusions based on this data:

1. The suspension rate increased for all students, including socioeconomically disadvantaged students, students with disabilities and Hispanic students.

2. English learners and our homeless population maintained their blue status.

3. Our school leadership and PBIS (Positive Behavior Interventions Supports) teams will review behavior incidents data and intervention options to address this concern and minimize school suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6, 7, and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the ELPAC and Percentage of ELs Attaining the English Proficiency Level on the ELPAC
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Goal 1

Student Achievement
All K-5 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-5
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5.
4. Percentage of ELs Making Progress in Learning English Based on the ELPAC and Percentage of ELs Attaining the English Proficiency Level on the ELPAC
5. Redesignation rates for ELs
6. Academic Performance Index-API (as developed by the CDE)
7. Physical Fitness Tests in grade 5

Identified Need

CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 SBAC Data - ELA grades 3-5	Percent Met or Exceeded Grade 3 - 60% Grade 4 - 47% Grade 5 - 50%	Increase or maintain
2021-2022 DRA grades K-2	Percent Proficient K - 50%	Increase or maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1 - 50% 2 - 51%	
2018-2019 SBAC Data - Math grades 3-5	Percent Met or Exceeded Grade 3 - 68% Grade 4 - 54% Grade 5 - 26%	Increase or maintain
2021-2022 District Assessments Math grades K-2	Percent Proficient K- 65% 1 - 46% 2 - 39%	Increase or maintain
2018-2019 EL Proficiency on SBAC	Percent Met or Exceeded: ELA/Math Grade 3 - 18%/24% Grade 4 - 17%/17% Grade 5 - 13%/9%	Increase or maintain
2018-2019 CAST grade 5	Percent Met or Exceeded Grade 5 - 30.88%	Increase or maintain
2018-2019 Physical Fitness Test grade 5	Percent of students in HFZ Grade 5 - 14.5%	Increase or maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
1.1 Pacing Guides and Collaboration:
All teachers will adhere to district pacing guides that reflect the California Standards. Teachers will plan collaboratively across the curriculum, including ELA, Math, Science and History. We will use staff meetings, grade level planning time and Innovative Learning Collaborative (ILC) sessions to analyze student learning. This process of inquiry will guide our use of targeted strategies to promote academic growth in all students. Our Student Achievement Leadership Team (SALT) will continue to facilitate school-wide analysis of student work to minimize various across classroom and to increase our school's collective efficacy. Together we will ensure that we are meeting the specific needs of all our students and increasing every child's achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Teachers and principal will plan and collaborate during Innovative Learning Collaborative time (ILC), reviewing strategies, student outcomes, and designing appropriate interventions to support all students. Guided by our district's revised ILC protocol, we will focus on analyzing student work and increasing the specificity with which we address learning targets. District coaches will support the process.
10,924	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Vertical articulation provides teacher across grade levels the opportunity to meet, plan, analyze student data and more closely align our overall instructional program. This is vital professional development that increases our collective efficacy. Vertical articulation sessions are planned beyond the work day or during the work day with substitutes.
16,843	District Funded 2000-2999: Classified Personnel Salaries The Library Media Specialist will support student achievement by providing access to books and supporting instruction.
6,656	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental materials and supplies will be purchased to support implementation of state standards. Materials include Scholastic News, Studies Weekly and other such instructional materials.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
1.2 Research Based Strategies and Professional Development:

Paddison's School Achievement Leadership Team (SALT) plan will continue to faciliate school-wide data analysis, leading us to build our capacity as a school site and improve our instructional cohesion school-wide. All teachers use researched based strategies in English/Language Arts, English Language Development, mathematics, and science to increase student achievement. Teachers use CELL/ExLL and Close Reading strategies. Teachers incorporate Thinking Maps in their instruction. Teachers build students' academic language by teaching language functions during ELA and designated ELD time. Language functions are embedded during ELA instruction and in math and science as appropriate. Teachers continue to use Math Talk and Numbers Talks in mathematics. Teachers implement research based strategies that support the Next Generation Science Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Resources and literature will be purchased for teachers to use as supplemental materials that support improving our students' reading achievement.
	District Funded 1000-1999: Certificated Personnel Salaries TOSAs (Math, ELA, and Science) and lead teachers will collaborate and support teachers in building their capacities around English-Language Arts, mathematics and science.
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA will support teachers as they integrate technology in their instruction.
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teachers will attend professional development conferences as appropriate that support our instructional program, specifically math, science and professional learning communities.
	District Funded 1000-1999: Certificated Personnel Salaries SALT Members will facilitate student work analysis and inquire during DRS and staff meetings.
8,924	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

| | Certificated staff provide before and after school tutoring to students beyond the school day. |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

1.3 Interventions:
Title I funds are used to fund interventionists. Interventionists make it possible to minimize groups sizes so that all students receive targeted, leveled intervention. During the 2021-2022 school year, under the leadership of our Teacher on Special Assignment, our interventionists will receive training, guidance and support to maximize their effectiveness and align their work with the work of our classroom teachers. School-wide, interventions will be tailored to students' specific needs. Reading and promoting literacy across subject areas will be the focus. The academic progress of all students will be monitored regularly during ILC and during grade level planning time. Various metrics will be used to determine students' progress in meeting grade-level standards. Muliples measures include student work, teacher observations, district assessment result, SBAC results, and Student Study Team referrals. Interventions will be designed and implemented to address students' needs. Tiered interventions are designed to respond to specific student needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,242	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Interventionist provide small group instruction
	District Funded 1000-1999: Certificated Personnel Salaries General education summer school will be offered to provide academic support and enrichment to targeted students.
	None Specified None Specified Student Study Team will monitor student progress and provide recommendations for interventions and supports.
4,500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Gifted and Talented Education: Enrichment opportunities will be provided to our GATE students.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English Learners

Strategy/Activity
1.4 English Language Development:
Teachers implement systematic integrated and designated English Language Development (ELD). Teachers use research based strategies embedded in instruction across the curriculum to support English Learners throughout the instructional day. ELD teachers participate in ELD training and use district provided materials for designated ELD.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase materials and resources English Language Development instruction - integrated and designated.
	None Specified None Specified Professional Development: All teachers will continue to receive training in EL best practices and strategies
3,500	Title III 1000-1999: Certificated Personnel Salaries Site Coordinator will attend district meetings and provide additional support for English Learners.
	None Specified None Specified Teachers will utilize ELD planning time to systemically implement research based strategies across grade levels.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Student with Disabilities

Strategy/Activity
1.5 Mainstreaming
Students with disabilities, specifically our students in special day classes (SDC) mainstream in general education classes for designated Social-Emotional Learning (SEL) time. The general

education teachers and our school counselor collaborate for biweekly SEL sessions focusing on character development, kindness, friendships, school connectedness and social skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor dedicated to school site
1,730	LCFF - Supplemental 4000-4999: Books And Supplies Camfel Productions - Character Starts Here Module Program

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

1.6 Students' Physical Education will continue to be prioritized.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Students will participate in regularly P.E. instruction for a minimum of 200 minutes every ten instructional days. Teacher will submit lesson plans and schedules. Principal will monitor.
	District Funded 1000-1999: Certificated Personnel Salaries Itinerant P.E. teachers will provide increased access to physical education instruction.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 1: Student Achievement

The strategies/activities that were planned for Goal I were implemented. Teachers planned collaboratively across curricular subject areas and they taught standards based lessons. Staff meetings, gradel level planning time and Data Reflection Session (DRS) -- newly transformed into Innovative Learning Collaborative Sessions (ILC) starting the 2021-2022 school year-- provided opportunities for us to refine our instruction and target our interventions. Title I funds were used to hire interventionists who supported Response to Intervention (RtI) activities at Paddison Elementary School. Interventionist support made it possible to provide small group and targeted support in core insructional areas. Interventionists were also included in our Academic Language Development/English Language schedules to ensure that English Learners received designated English Language Development (ELD). California School Dashboard data reports that in 2018, English Learners were yellow in English Language Arts (ELA) and green in mathematics. Socioeconomically disadvantaged students were green in both ELA and math. Dashboard 5/x5 reports in ELA and math show that English Learners had a low level increase in ELA while all other students showed a high level increase. In math, all students including English Learners showed a medium level of increase. The data shows that the implementation of the strategies/activities was effective in sustaining growth of all students in ELA and math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

There will be no fundamental changes to the goal. Title I funds will continue to be used for Interventionist to reduce student group sizes, making it possible for small group intervention and targeted instruction. Given that California School Dashboard data shows that English Learners were yellow in ELA, we will take a closer look at expanding the interventions and supports for English Learners. We will provide more targeted and small groups for our English Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions for Learning

LEA/LCAP Goal

Conditions for Learning
Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

Goal 2

Conditions for Learning
Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
2.1 Facilities: Paddison is a safe and well maintained facility.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	None Specified
	Monitoring of School Facilities

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
2.2 Highly Qualified Teachers are hired and provide instruction to our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	1000-1999: Certificated Personnel Salaries
	Highly qualified teachers are hired and retained as staff.

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

2.3 Williams Compliance: Paddison is Williams Compliant. All students have access to adopted materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

District Funded
4000-4999: Books And Supplies
Purchase instructional materials including adopted and supplemental materials

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students with Disabilities

Strategy/Activity

2.4 Special Education Transportation: Students with an IEP have access to transportation

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

District Funded
4000-4999: Books And Supplies
Coordinate transportation for students on an IEP

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

2.5 Basic Supplies and Services: All students will have access to basic supplies and services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,063	General Fund 0000: Unrestricted Basic supplies, materials, and services essential for daily operations will be purchased

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 2: Conditions for Learning
Facilities remained in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT). Staff members were appropriately qualified and there was a sufficiency of standards-aligned textbooks. Student transportation needs were met as per IEPs and funds were used for basic supplies and services.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implentation and/or the budgeted expenditures to implement the strategies/activities of Goal 2.

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

There will be no changes made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Stakeholder Engagement

LEA/LCAP Goal

Stakeholder Engagement
Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Goal 3

Stakeholder Engagement
Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grade 5)
5. Attendance Rate
6. Chronic Absenteeism Rate

Identified Need

Healthy Kids Survey data from 2020-2021 indicates that 90% of 5th graders feeled connected to school. While there is a high rate of students who have a positive connection to school, there is a continued need to strengthen all students' connection to school. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication consistent and effective.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Parent Satisfaction Survey Response Rate	97%	Maintain at or above 80%
2021-2022 Parent Satisfaction Survey Results	93%	Maintain at or above 95%
2018-2019 Revised Parent Engagement Results	93%	Maintain or increase
2021-2022 Student School Connectedness Results	91%	+1 until 90% or greater
2018-2019 Attendance Rates	96.08%	Maintain at 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Chronic Absenteeism Rate	5.7%	Decrease by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Stakeholder Engagement: To foster student connectedness, we will increase opportunities for students to make meaningful connections with others.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Our School Counselor, in collaboration with our classroom teachers will provide biweekly SEL sessions to all students in every classroom. SEL sessions focus on character development, building friendships and social skills.
3,902	LCFF - Supplemental 4000-4999: Books And Supplies Purchases will be made for student incentives and school-wide banners, posters, and other observable reminders that support PBIS and student motivation.
	LCFF None Specified Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.
	District Funded 1000-1999: Certificated Personnel Salaries Spirit Weeks and Themed Activities

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity
3.2 Bully Prevention

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor and PBIS Coach - assemblies and activities related to bully prevention and spreading kindness
2,098	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Bully Prevention and Friendship Assemblies
	District Funded 1000-1999: Certificated Personnel Salaries The PBIS team will plan and facilitate school-wide expectations, events, and training to support positive adult and student relationships and foster student connectedness and safety.
	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Fifth grade students and Parents

Strategy/Activity
3.3 Stakeholder Feedback: Parents and students will provide feedback regarding connectedness and overall school satisfaction via annual surveys.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

The following surveys will be administered to obtain parent and student feedback:
Parent Involvement Survey
Parent Engagement Survey---5th grade parents
Health Kids Survey--5th grade students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.4 School Counselor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	1000-1999: Certificated Personnel Salaries
	Counselor will provide social-emotional support to students.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.5 Parent Engagement Incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,785	LCFF - Supplemental
	4000-4999: Books And Supplies
	Incentives will be purchased to support family engagement including meeting participation.
600	Title I Part A: Parent Involvement
	4000-4999: Books And Supplies
	Materials will be purchased to promote parents' involvement in their children's education.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 3: Stakeholder Engagement
Stakeholder engagement is a multifaceted task. It involves fostering student connectedness and communication with parents. We adapted to promoting engagement with various restriction due to the pandemic. Student incentives were purchased to support our PBIS efforts. Parent incentives were purchased to promote meeting attendance. Healthy Kids Survey data showed that 99% of our 5th grade students feel safe at school. Ninety-four percent of 5th grade respondents report that they feel like they are part of the school and 86% report that they are happy at school. The parent data was consistently positive. One hundred percent of parents asked to rate their level of engagement reported that they communicate with the teacher or school personnel regarding their child's progress. Ninety-seven percent of parent respondents indicated that there is good school-parent communication. Overall, the data suggests that the strategies to develop relationships and maintain communication between school and home are effective.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet goal 3.

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

We will incorporate more student input in planning activities to promote connectedness and strengthen the implementation of our social-emotional learning program. With the addition of a dedicated school counselor, we will implement biweekly SEL session to add to the weeky Second Step sessions already in place.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject
School Climate

LEA/LCAP Goal
School Climate
School Climate will be conducive to effective teaching and learning, as measured by (metrics):
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

Goal 4
School Climate
School Climate will be conducive to effective teaching and learning, as measured by (metrics):
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5)
4. Parent Safety Survey Rate

Identified Need
Student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior, Interventions, and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 Suspension Rate	0%	Maintain or decrease
2019-2020 Expulsion Rate	0%	Maintain or decrease
2019-2020 Student School Safety Survey Results	99%	Maintain at or above 90%
2018-2019 Parent Safety Survey Results	94%	Maintain at of above 95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

4.1 School Climate

We will promote a safe and positive school climate. We will continue to communicate school-wide behavior expectations that support safe, responsible, and respectful behavior by all members of the Paddison community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Student Safety is our primary concern and we will implement our PBIS framework to ensure that our school climate encourages safe behavior by all.
	District Funded 5000-5999: Services And Other Operating Expenditures PBIS training and implementation will continue school-wide.
500	Donations 4000-4999: Books And Supplies Student incentives will be purchased.
	District Funded 1000-1999: Certificated Personnel Salaries Counselors will provide individual and group counseling as needed.
	None Specified None Specified Parent Satisfaction Survey results will be used to determine how parent perceive school climate.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4.2 Parent/Family Meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
PBIS parent presentations will engage parents in learning about and using PBIS strategies that align with school beliefs and practices.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Goal 4: School Climate
We promoted school safety by reinforcing our PBIS framework. Alternatives to suspension and conflict resolution were fundamental strategies used to build relationships on campus and minimize conflict. Healthy Kids Survey data, with 5th grade respondents, reports that 95% of our students feel safe at school. Ninety-seven percent of student respondents agree that they feel like they are a part of the school. With regards to parents, 94% of parent respondents agree that school provides a safe environment for students. Ninety-seven percent of parent respondents agree that they are satisfied with Paddison as their child's school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures. Funds were used as planned to provides student incentives, student motivation and parent incentives.

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

There will be no major changes to goals. We will continue to support our PBIS framework and use funds to engage students and parents. We will schedule meetings/events to engage parents in our school community. During the COVID-19 conditions, such convenings will be conducted virtually. When it is possible, we will expand the role of our Kindness Club so that their impact is evident school-wide.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$125,267.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$42,242.00
Title I Part A: Parent Involvement	$600.00
Title III	$3,500.00

Subtotal of additional federal funds included for this school: $46,342.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$16,843.00
Donations	$500.00
General Fund	$16,063.00
LCFF - Supplemental	$45,519.00

Subtotal of state or local funds included for this school: $78,925.00

Total of federal, state, and/or local funds for this school: $125,267.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Unrestricted	13,275	13,275.00
LCFF - Supplemental	112,940	67,421.00
Donations	500	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	16,843.00
Donations	500.00
General Fund	16,063.00
LCFF - Supplemental	45,519.00
Title I Part A: Allocation	42,242.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	16,063.00
1000-1999: Certificated Personnel Salaries	65,590.00
2000-2999: Classified Personnel Salaries	16,843.00
4000-4999: Books And Supplies	20,173.00
5000-5999: Services And Other Operating Expenditures	6,598.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

2000-2999: Classified Personnel Salaries	District Funded	16,843.00
4000-4999: Books And Supplies	Donations	500.00
0000: Unrestricted	General Fund	16,063.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	19,848.00
4000-4999: Books And Supplies	LCFF - Supplemental	19,073.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,598.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	42,242.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,319.00
Goal 2	16,063.00
Goal 3	8,385.00
Goal 4	500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lorena Martinez-Vargas	Principal
Stephanie Guerrero	Classroom Teacher
Dulce Ramos	Classroom Teacher
Hector Ramirez	Classroom Teacher
Gina Salcido	Other School Staff
Mai Sudarshanam	Parent or Community Member
Erica Andrade	Parent or Community Member
Irma Pacheco	Parent or Community Member
Christina Gallegos	Parent or Community Member
Melinda Gonzalez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 29, 2020.

Attested:

	Principal, Dr. Lorena Martinez-Vargas on September 28, 2021
	SSC Chairperson, Erica Andrade on September 28, 2021

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	42.78	23.44	39.41	23.55	41.38	42.73
3	40.92					
4	42.84					
5	44.75					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	40.49	20.88	36.54	22.45	39.27	32
3	46.89					
4	35.08					
5	39.41					