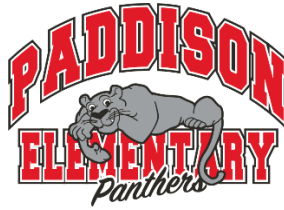


# Paddison Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Paddison Elementary School
<b>Street</b>	12100 Crewe St.
<b>City, State, Zip</b>	Norwalk, CA 90650
<b>Phone Number</b>	(562) 868-7741
<b>Principal</b>	Dr. Lorena Martinez-Vargas
<b>Email Address</b>	lmartinez-vargas@llcsd.net
<b>School Website</b>	https://paddison.llcsd.net/
<b>County-District-School (CDS) Code</b>	19647176015085

## 2023-24 District Contact Information

<b>District Name</b>	Little Lake City School District
<b>Phone Number</b>	(562) 868-8241
<b>Superintendent</b>	Jonathan Vasquez
<b>Email Address</b>	jvasquez@llcsd.net
<b>District Website</b>	www.llcsd.net

## 2023-24 School Description and Mission Statement

### Principal's Message

Paddison Elementary School is located at 12100 Crewe Street in Norwalk. Paddison is a neighborhood school with deep roots in the Norwalk community. We have just over 300 students attending transitional kindergarten through fifth grade. Many of our students have older siblings who attended Paddison and have moved on to Lakeside or Lake Center Middle School. Some of our current students' parents were Paddison Panthers themselves. Families trust that their children will be safe and successful at Paddison.

Partnering with families is integral to strengthening our overall school program. Communicating with families is a key component of fostering the partnership. We use data to understand stakeholder engagement and strategize ways to increase and expand parent involvement. 2022-2023 LCAP survey results indicate that parents are informed educational partners and pleased with Paddison's academic and social-emotional program: 97% of parent respondents indicate that Paddison provides their child with strong academic instruction. 96% of respondents confirm that they are adequately informed about their child's learning progress and 96% of parent respondents agree that Paddison provides a safe environment for students. 92% of respondents agree that Paddison's school-wide PBIS (Positive Behavioral Interventions & Support)/discipline policy is effective. 2022-2023 Health Kids survey results indicate that our students feel connected and safe at school. 95% of student respondents confirmed that they feel connected to school and people at school. 96% of student respondents indicate that they are safe at school. Funds made available by our district and site-based Local Control Accountability Plan (LCAP), make it possible for our school to provide a phenomenal educational program where all members of our school community demonstrate growth as they pursue excellence. Supplemental Concentration LCAP funds give us access to supplemental materials and make it possible for our staff to engage in meaningful professional development. We also use the funds to support student interventions and student incentives. It is a priority to promote student motivation and support parent involvement initiatives relevant to our school community. All of these elements are essential as we aim for the highest academic expectations in a nurturing school community. To support us in that endeavor, we foster a safe space in which our students develop academically and social-emotionally. We promote school-wide positive behaviors that maximize students' opportunities to be safe, responsible, respectful and kind.

## 2023-24 School Description and Mission Statement

Paddison Elementary School has a longstanding tradition of excellence, with a focus on our students' academic growth and social-emotional wellbeing. We were recognized for implementing our PBIS (Positive Behavior Intervention Supports) framework in 2023 with a California PBIS Gold Implementation Award. The California Department of Education recognized Paddison Elementary School as a 2020 California Distinguished School. Also in 2020, Paddison was listed as one of the Top Los Angeles County Public Schools by Innovate Public Schools. The Educational Results Partnership along with the Campaign for Business and Educational Excellence identified Paddison as an Honor Roll School for the 2018-2019 school year. In 2016, we celebrated Gold Ribbon School recognition. The California Department of Education had, in 2012, named Paddison a Distinguished School and, in that year, we also received the Title I Academic Achievement Award. We are very proud of the work that goes into receiving each recognition. Paddison Panthers are a proud family. Our motto embodies our spirit of continuous improvement "Good, Better, Best. Never let it rest. Until your good is better and your better is best!"

As Always, Go Panthers!  
Dr. Lorena Martinez-Vargas, Principal

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	54
Grade 2	44
Grade 3	47
Grade 4	45
Grade 5	65
<b>Total Enrollment</b>	<b>317</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
Asian	2.2%
Black or African American	1.6%
Filipino	2.2%
Hispanic or Latino	90.2%
Two or More Races	0.9%
White	2.5%
English Learners	11.7%
Foster Youth	0.9%
Homeless	9.1%
Socioeconomically Disadvantaged	83%
Students with Disabilities	17.4%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.00	83.33	174.60	90.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.56	4.20	2.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.56	1.10	0.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.60	0.83	12115.80	4.41
<b>Unknown</b>	1.00	5.56	10.70	5.59	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	192.40	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	93.57	173.90	93.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.96	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.92	3.60	1.93	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.58	1.30	0.70	11953.10	4.28
<b>Unknown</b>	0.50	2.92	6.00	3.26	15831.90	5.67
<b>Total Teaching Positions</b>	17.10	100.00	186.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004	No	0

<b>Mathematics</b>	Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year	Yes	0
<b>Science</b>	TWIG Science Adopted in 2023-2024 School Year	Yes	0
<b>History-Social Science</b>	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year	No	0
<b>Foreign Language</b>	N/A	No	0
<b>Health</b>	N/A	No	0
<b>Visual and Performing Arts</b>	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

## School Facility Conditions and Planned Improvements

Paddison Elementary School has 18 regular classrooms, 9 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1957.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs.

The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**Year and month of the most recent FIT report**

12-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	56	55	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	40	48	33	38	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	160	160	100.00	0.00	55.63
<b>Female</b>	72	72	100.00	0.00	69.44
<b>Male</b>	88	88	100.00	0.00	44.32
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	141	141	100.00	0.00	53.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	68.42
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	13	13	100.00	0.00	30.77
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	14	100.00	0.00	35.71
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	128	128	100.00	0.00	54.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	17.65

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	160	160	100.00	0.00	47.50
<b>Female</b>	72	72	100.00	0.00	56.94
<b>Male</b>	88	88	100.00	0.00	39.77
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	141	141	100.00	0.00	44.68
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	19	19	100.00	0.00	68.42
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	14	100.00	0.00	21.43
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	128	128	100.00	0.00	46.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	14.71

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	33.33	35.38	30.68	34.98	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	65	65	100.00	0.00	35.38
<b>Female</b>	29	29	100.00	0.00	41.38
<b>Male</b>	36	36	100.00	0.00	30.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	59	59	100.00	0.00	32.20
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	54	100.00	0.00	31.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100.00	0.00	9.09

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	97%	99%	97%	99%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

At Paddison, we greatly value the family/school partnership because we know it enriches our overall school program. Communication takes place in multiple ways using varied platforms. School-wide information is shared by principal and by teachers. The primary form of communication is electronic messages using platforms such as ParentSquare, Dojo and the social media sites (Facebook, Instagram, Twitter, and Youtube). Newsletters, our school website, notes/letters, emails, and phone calls as also used as communication platforms to maximize shared understanding at the classroom, school site and community levels. We are intentional and diligent in strengthening communication with all of our families. Parent survey data shows that 96% of parents who responded agree that there is good school-parent communication.

A primary function of school to home communication is to keep families informed of students' academic progress. Parent survey data shows that 93% percent of respondents confirm that they are adequately informed about their child's learning progress. 94% of parent respondents are pleased with the progress their child is making toward meeting state standards. 97% of respondents say that Paddison provides their child with a strong academic program. Parent and Teacher Conferences take place in October for all students. Parents of our English Learners are made aware of their child's language fluency progress during October conferences. When students meet the criteria for English language proficiency and are eligible for reclassification, parent meet with the teacher and/or the principal to discuss what reclassification means and how parents can continue to support their child's academic achievement. Parents of students who are at-risk have an additional Parent and Teacher Conference in January. When At-Risk concerns persist, families are invited to a Student Study Team (SST) meeting to more specifically address the needs of that particular student. IEP meetings are scheduled based on their respective timelines. In addition to the academic, it is essential to communicate with families about students' social-emotional well-being. Paddison is a PBIS school (Positive Behavioral Interventions and Supports) and we are intentional in communicating with our families about PBIS and how we promote our communities' social-emotional well-being. 96% of respondents agree that Paddison provides a safe environment for their child and 92% of respondents agree that Paddisons school-wide PBIS/discipline policy is effective.

School committees provide another opportunity to engage families. Parents and guardians are invited to be a part of our School Site Council (SSC), English Language Advisory Committee (ELAC) and our Parent-Teacher Organization (PTO). Online meeting platforms have made meetings accessible to parents who are not able to be on campus but want to join meetings and

## 2023-24 Opportunities for Parental Involvement

committees. We know that building a strong partnership requires an investment of time and money. Paddison's Local Control Accountability Plan - Parent Involvement (Supplemental Concentration LCAP #28) funds make it possible to financially support parent involvement efforts. With the funds, we purchase incentives to promote parent meeting attendance for those who are able to attend and materials that support extended learning at home. 96% of parent respondents indicate that they are aware of school events and meetings, 52% participate in parent education and parent leadership meetings/workshops. While we are pleased to report that 97% of parent respondents are satisfied with Paddison as their child's school, we continue to work toward increasing that satisfaction rate.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	342	328	99	30.2
Female	155	148	46	31.1
Male	187	180	53	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	2	25.0
Black or African American	7	7	1	14.3
Filipino	7	7	1	14.3
Hispanic or Latino	307	295	91	30.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	2	66.7
White	9	8	2	25.0
English Learners	47	46	12	26.1
Foster Youth	4	3	2	66.7
Homeless	37	34	16	47.1
Socioeconomically Disadvantaged	280	271	82	30.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	82	37	45.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

At Paddison, we know that students are prepared to engage academically when they feel safe and if their social and emotional needs are met. Accordingly, safety is a primary goal at Paddison Elementary School. Paddison's Comprehensive School Safety Plan (CSSP) is a document that provides guidance and guidelines to keep us safe in our school community. The plan documents the practices and procedures we have in place to keep students and staff safe--physically, socially, and emotionally. The CSSP provides guidance and guidelines for daily practices including students arrival, dismissal and on campus procedures. Our CSSP includes an overall plan for promoting a positive school climate and support students' social and emotional health, our PBIS (Positive Behavior Intervention Supports) framework. Our staff members are PBIS trained and several staff members serve on our PBIS Tier 1, Tier 2 and Tier 3 Teams. Our PBIS framework supports our system of practices for engaging all members of the school community. We have school-wide behavior expectation: Be Safe, Be Responsible, Be Respectful and Be Kind. Students earn Pawsome Cards when they demonstrate expected behavior. Paddison's Local Control Accountability Plan - Student Motivation (Supplemental Concentration LCAP #33) are used to secure PBIS/Pawsome Card student incentives. In addition to PBIS, we implement a social emotional curriculum school-wide; we use

## 2023-24 School Safety Plan

Second Step. All the adults on campus take responsibility in maintaining a safe and kind school campus. In the event that there are conflicts, adults including teachers or the principal facilitate conflict resolution sessions. Paddison adults serve as model for students, showing them that communication and kindness are essential elements in resolving conflict. When surveyed, 92% of parents agree that Paddison's school-wide discipline policy is effective.

Paddison's CSSP also provides guidelines for emergency procedures related to a variety of disasters including earthquakes, lock-downs, and other potential emergencies. The document identifies exit route locations, response plans, and protocols to maximize safety for students, staff, and school visitors. Paddison's CSSP is reviewed with staff each school year and with parent during our School Site Council (SSC) meeting. Paddison's School Site Council reviewed and updated the Plan during Paddison's December 12, 2023 SSC meeting. CSSP guidelines are put to practice when we engage in fire drills, earthquake drills, and train staff on emergency preparedness. After drills, we debrief so as to maximize our learning from the experience. Our school district has taken the lead on providing us with information and training on the most difficult situations including intruder on campus training. The Plan was instrumental in guiding our campus re-opening after the COVID-19 pandemic. Paddison's practices and procedures are communicated to parents as needed and when it is appropriate. The majority of our parents agree that Paddison provides a safe environment for students, 93% according to our parent survey. Our annual Healthy Kids Survey asks fifth grade students if they feel safe at school. Survey results for the 2022-2023 school year indicate that 99% of students report that they are safe at school. Ninety-two percent of students reported that there is an adult at school who cares about them and 97% of students reported that there is a teacher, or other adult, at school who always wants them to do their best. We have a referral process to ensure all students in need of academic, social-emotional or any type of other help are linked to appropriate services. Our Innovative Learning Collaborative (ILC) is scheduled and dedicated time during the school day when the principal meets with grade-level teams to discuss students' overall progress, both academic and social emotionally. Academic and socio-emotional interventions are planned and arrangements are made as needed for groups of students and individual students. In addition, we have a Student Study Team (SST) that takes referrals for students in need of academic support and/or social-emotional support. The SST members monitor student progress. When emotional support is needed, we link the student and their family to, when possible, school-based services. We facilitate the connection between students and the resource that best meets their needs. We work with Turning Point interns, our school-based counselor and, when necessary, we will refer families to service providers in the community. Overall, our CSSP is a vital document that guides our school safety practices.

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

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	7		
1	15	2	2	
2	13	3	1	
3	16	2	2	
4	22	1	2	
5	21	1	2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	15	2	1	
2	17	1	2	
3	15	2	1	
4	20	1	2	
5	21	1	2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	317

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	15,646	1,674	13,972	80,040
<b>District</b>	N/A	N/A	13,387	\$83,600
<b>Percent Difference - School Site and District</b>	N/A	N/A	4.3	0.2
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	59.0	-10.3

## Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,855	\$54,046
<b>Mid-Range Teacher Salary</b>	\$77,155	\$84,515
<b>Highest Teacher Salary</b>	\$104,469	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$114,144	\$136,841
<b>Average Principal Salary (Middle)</b>	\$118,260	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$202,452	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	33.02%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.13%	5.62%

## Professional Development

Ongoing Professional Development keeps Paddison educators actively pursuing continuous improvement. All teachers, staff and the principal participate in professional development throughout the school year. Guided by Little Lake's District Beliefs, we put students first as we do all that we can to close achievement gaps and promote academic growth and social emotional well-being for all students. All new teachers participate in new teacher training and are supported throughout the year by district coaches, participating in math and English Language Arts coaching cycles. Through the training, they develop their expertise with evidence-based strategies in all subject areas. Starting in the 2021-2022 and through the 2022-2023 school year, all teachers received updated Guided Reading training, a foundational element of building literacy. The training has been pivotal in strengthening our literacy instruction and interventions. All of our teachers have participated in Thinking Maps training, since the 2021-2022 school year. Several teachers participated in a Thinking Maps training designed to address the specific learning needs of English Learners. Another group of teachers participating in a Thinking Maps training that focused on supporting students' in their writing process. Several of our teachers served as site science representatives, participating in UCLA's Science Project. Their participation has helped keep Next Generation Science Standards' training relevant and dynamic at Paddison. During the 2022-2023 school year every teacher participated in Integrated English Language Development (ELD) training to ensure that developing the language fluency of our English Learners is prioritized as part of our overall instructional program. State and district assessment data indicates that math is an area of need for all of our students. Accordingly, all teacher participated in grade level specific math professional development with our District Math Coaches and training provided by the District's partnership with the UCLA Math Curtis Center. All continues continue to strengthen their math skills and build their capacity as math instructors with the support of the targeted training. In addition, we continue to learn how to more effectively use online learning platforms available to us including Lexia and ST Math.

Our District supports our professional learning community work by investing in and protecting our Innovative Learning Collaborative (ILC) time. Grade level teams, our Teacher on a Special Assignment (TOSA), and the principal meet regularly to engage in a cycle of inquiry. Various forms of student data are analyzed to inform our instruction, our use of strategies and our response to interventions. Each grade level uses data to identify a problem of practice (POP). Grade level POPs provide opportunities for powerful vertical articulation. Learning Rounds, school-wide classroom observations, are a significant driver of our ILC process and a valuable form of ongoing professional development. Learning Rounds elevate our professional development by strengthening our school-wide efforts to build literacy and comprehension skills across subject areas and across grade levels. The professional development focus of the 2023-2024 school year is to maintain the direction established by our school leadership team, as documents in our school improvement plan, and to continue to reimagine and re-culture our overall school program to ensure that we are deliberate, focused and proactive in responding to the needs all our students and promoting growth in all students' learning. Effectively pursuing our school-wide focus requires that we have an accurate understanding of our students' levels and unify around accelerating student learning. LCAP #7 (Professional Development) funds make it possible to pay teachers for strategizing and planning outside of their work day. With the support of our site based Teacher on Special Assignment (TOSA), we have improved our progress monitoring and refined the implementation of our Response to Interventions (RtI). All students receive rigorous core instruction in their classrooms and all students receive

## Professional Development

targeted interventions based on need. Led by our School Achievement Leadership Team (SALT), we hone in on specific evidence-based strategies to consistently implement across focus areas. We focus our attention and instruction on increasing academic rigor across every grade level. A fundamental strategy driving our work for the 2023-2024 school year is to address unfinished learning and accelerate all students' learning. Our SALT members have been critical in guiding our learning in Depths of Knowledge (DOK) and Thinking Maps. All of our teachers received integrated English Language Development training and are applying their learning across subject areas. Each grade level received math professional development lead by our district TOSAs. The expansion of Transitional Kindergarten included TK planning. Our mild/moderate special day class teachers are fully invested in the training to ensure that our special education program is rigorous and meets the needs of our students.

Site professional development, funded by LCAP #7, includes our general education teachers and our special education teachers collaborating to bridge the achievement gap between general education students and students with disabilities. LCAP #7 funds are also used to support Learning Rounds, Vertical Articulation days and SALT meetings. Dedicated collaboration time makes it possible for teachers to synthesize information from professional developments and identify the ways in which to effectively apply what we have learned to improve our practices and increase student learning.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8