

# The Single Plan for Student Achievement

**School:** Paulding Middle School  
**CDS Code:** 40-68759-6043103  
**District:** Lucia Mar Unified School District  
**Principal:** Edward Arrigoni  
**Revision Date:** October 13, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on December 2017.**

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## School Vision and Mission

### Paulding Middle School's Vision and Mission Statements

Our mission is to engage, challenge and inspire our students by creating dynamic learning experiences that prepare them to be successful citizens.

## School Profile

"The mission of Paulding is to engage, challenge and inspire our students by creating dynamic learning experiences that prepare them to be successful citizens. This mission statement, placed prominently in the student handbook, is the basis for what happens at Paulding and is closely aligned with the middle school philosophy. All students are enrolled in core teams of language, math, science, social studies and advisory. All students receive the same curriculum. The curriculum is integrated at all levels. Since all students received the same instruction, the expectations for all students are the same. The results of the state testing programs as well as site indicators, such as the promotional requirements, set the standards for Paulding students.

Paulding Middle School has been awarded the California Golden Ribbon Award, National Blue Ribbon Award and the California Distinguished School Award three times. The school is divided into two seventh grade teams and two eighth grade teams which handle the current population about 606 students. Teaming, project & problem-based learning (PBL) units, technology, common prep periods and a seminar class are major contributing factors that function to highlight student achievement.

The 27 classroom campus, that includes a Learning Commons/Library, a gymnasium, locker rooms, band room and an administration building, provides for the student population. "Significant Sub-Groups" that exceed 15% of the population include Title I and Hispanic students. We have 18 English Language Learners and 65 Special Education students. 220 or 39% of the students are designated as "Socio-Economically Disadvantaged."

Paulding has a response to intervention (RTI) system with a series of increasing interventions for students who need academic and behavioral assistance. Students designated as English Learners are enrolled in a CELDT Leveled English Development (ELD) class as well as a regular English class to provide them the extra skills needed to be successful. Special education classes provide help for qualified students and are mainstreamed into as many regular education classes as possible. A school nurse, speech therapist and district psychologist are also available to students. All of the resources at Paulding are used to make sure that every student is engaged, challenged and inspired.

## 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).

Paulding, in addition to other schools in Lucia Mar, administered the Bright Bytes survey to our teachers, parents and students to gauge our digital readiness as an institution. The data revealed that Paulding teachers and students are advanced to exemplary in digital access and technological skills. We are emerging to proficient in teachers using the 4Cs, digital citizenship, digital assessment and assistive technology.

### Classroom Observations

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

The school principal conducts informal classroom observations on a daily basis. In addition, teachers are given opportunities to observe colleagues within their departments. Classroom observations reveal that Paulding has a highly effective teaching staff that

have a variety of teaching styles. Teachers, departments and grade-level teams vary in their implementation of common core and capacities with technology and student engagement strategies. Observations also revealed that teachers all in the process of creating and implementing curriculum aligned to the common core that utilize 21st century skills with a focus on the skills of writing and speaking via our campus-wide initiatives.

### **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**

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

Teachers at Paulding use CELDT and NWEA Measure of Academic Progress (MAP) data to modify instruction and improve student achievement for all students including English language learners. MAP data in particular is vital since this formative assessment is given three times a year and shows individual growth over time. This data is also used as part of our campus-wide response to intervention system (RTI). Teachers have two professional development sessions during the year to analyze the MAP data for students. Academic teams/wings meet monthly to evaluate student progress and make intervention plans and referrals as necessary

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

Teaching departments at Paulding review curriculum-embedded assessments to monitor student progress and to determine what re-teaching may be necessary. Teachers have three minimum days during the year to analyze the MAP data for students in their academic teams to plan classroom and team-based interventions in addition to formal RTI referrals. Teachers also track writing progress of their students on the SAT six-point rubric using.

### **Staffing and Professional Development**

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

All staff members at Paulding meet the requirements of "highly qualified staff."

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

The campus has sufficient teachers to meet the current needs of its students. All teachers and students have access to SBE-adopted instructional materials.

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

At the site level the school uses staff development days and 22 one hour Monday sessions to focus on the implementation of the Thinking Maps and Thinking Maps writing programs in addition to specific department-level professional development (common core math transition, NGSS transition). Additional time is set aside for collaboration at the academic team and department level. The campus also has six minimum days where teachers have the opportunity for extended professional development on incorporating research into their classrooms and using digital tools like google classroom.

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

Paulding has four part-time teachers on special assignment (TOSA) to help with peer to peer professional development and to prepare our campus-wide professional development sessions on late start Mondays. For probationary teachers, we also have site based mentoring from veteran staff members via the TIP program.

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

Academic departments at Paulding meet at least once a month. As needed, departments are given at least one collaboration day per year to have extended time for organization and planning. At Paulding we also have grade-level teams. The teams at Paulding meet regularly to discuss student progress within the team, to review team policies and procedures, and to monitor students in need of intervention via our RTI system.

### Teaching and Learning

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

The curriculum, instruction and materials are aligned to content and performance standards.

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

The site adheres to recommended instructional minutes for ELA and mathematics.

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

Paulding continuously refines the master schedule to allow for a variety of courses, including intervention courses, to occur during the regular school day.

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

Standards-based instructional materials appropriate to all student groups are available.

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

The site utilizes SBE adopted standards-aligned instructional materials.

### Opportunity and Equal Educational Access

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

Paulding has a campus-wide RTI system in place to assist underperforming students to meet standards. Teachers at Paulding review student performance data to plan differentiated instruction for underperforming students in their classes.

14. Research-based educational practices to raise student achievement

Paulding uses research-based educational practices to raise student achievement.

## Parental Involvement

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

In addition to resources provided by the district, Paulding encourages parent involvement for under-achieving students and offers a variety of resources to assist those students including intervention classes and district-provided transportation. We have parent involvement nights and open campus events for parents to offer input on campus instruction and practices. We have significant human and monetary support from both the school district via LCAP and from our parent-teacher-student organization.

### 16. 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)

Paulding seeks the input of both ELAC, school site council, the site leadership team and the Paulding staff..

## Funding

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

Categorical funds at Paulding are linked to district and site initiatives to assist underperforming students.

### 18. Fiscal support (EPC)

The site receives appropriate fiscal support from the district and the community at large via fundraising and personal and corporate donations

## **Description of Barriers and Related School Goals**

Current barriers include transitioning teachers to the skills envisioned by the common core standards. We have specific barriers for achievement in ELA and particularly mathematics for our ELD, Hispanic/Latino and special education subgroups. There is a general struggle in middle school trying to raise students to grade level in mathematics prior to their transition to high school.

For 2017-2018 Paulding seeks to overcome these barriers with the following student achievement goals:

1. RTI(A) Level I (Math Achievement): By the end of the 2017-2018 school year, 50% of Paulding students will meet or exceed standards on the CAASP. (40% for 2017). All students will make one year of math growth.

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a "2" while English language learners scored "0" and Students with disabilities scored "1."

2. RTI(A) Level I (Written Expression): By the end of the 2017-2018 school year, Paulding students will increase their average writing scores by 1 points on a 6 point SAT rubric.

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a "3" while Students with disabilities scored "0."

3. RTI(A) Level I (Reading Comprehension): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP (57% for 2017). All students will make one year of reading growth.

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a "3" while Students with disabilities scored "0."

4. RTI(A) Level I (Oral Communication): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP. (57% for 2017)

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a “3” while Students with disabilities scored “0.”

5. RTI(A) Level 2-3 (English Language Development): By the end of the 2017-2018 school year, Paulding students will reclassify one-third of our ELD students.

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a “2” in mathematics while English language learners scored “0”

6. RTI(B) Level I (Positive School Climate/Antibullying): By the end of the 2017-2018 school year, Paulding students & staff will create a formal Tier I PBIS program and reduce assertive discipline by 10% from 2016-2017.

7. RTI(A) Level 2-3 (Academic Intervention): By the end of the 2017-2018 school year, Paulding students in intervention will make more than 1 year of growth based on MAP and/or CAASPP.

LCAP Gaps to address:

For the 2017 LCAP dashboard Paulding scored a “3/Yellow” for white students but 2/Orange for Hispanic, Students with disabilities and low-income students.

8. RTI(B) Level 2-3 (Behavioral Intervention): By the end of the 2017-2018 school year, Paulding will use an additional layer or PBIS intervention in lieu of traditional assertive discipline to reduce suspension rates by 10% and decrease lost instructional time for students.

LCAP Gaps to address:

For the 2017 LCAP dashboard, Paulding was Orange (2) school-wide except for the white subgroup where it was yellow (3).

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	282	278	312	281	270	310	281	270	310	99.6	97.1	99.4
Grade 8	323	291	278	311	284	267	310	284	267	96.3	97.3	96
All Grades	605	569	590	592	554	577	591	554	577	97.9	97.2	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2547.1	2563.6	2567.7	15	17	19.68	33	37	39.03	26	29	24.52	26	17	16.77
Grade 8	2554.7	2556.2	2574.9	10	14	16.10	31	28	38.58	36	35	30.34	23	23	14.98
All Grades	N/A	N/A	N/A	13	15	18.02	32	32	38.82	31	32	27.21	24	20	15.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	19	20	24.84	47	48	49.35	35	32	25.81	
Grade 8	15	19	26.22	49	43	46.82	36	38	26.97	
All Grades	17	19	25.48	48	45	48.18	35	35	26.34	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	28	44	36.57	52	45	48.87	20	11	14.56
Grade 8	24	27	29.21	56	54	56.93	20	19	13.86
All Grades	26	35	33.16	54	49	52.60	20	16	14.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	12	20	19.68	69	66	62.58	18	14	17.74
Grade 8	11	17	16.48	68	68	71.54	21	15	11.99
All Grades	12	19	18.20	69	67	66.72	20	15	15.08



Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	25	30.00	54	57	51.61	22	19	18.39
Grade 8	21	19	22.10	60	55	56.55	19	25	21.35
All Grades	23	22	26.34	57	56	53.90	20	22	19.76

**Conclusions based on this data:**

1. Monitor our student's writing to determine if we need to make a correction to continue to improve.
2. Paulding needs to work on demonstrating understanding of literary and non-fiction texts (reading comprehension).
3. Paulding students overall achievement increased over the last three years

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	282	278	312	281	270	309	281	269	308	99.6	97.1	99
Grade 8	323	291	278	308	284	263	308	284	263	95.4	97.3	94.6
All Grades	605	569	590	589	554	572	589	553	571	97.4	97.2	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2535.4	2541.1	2545.5	20	17	18.83	21	24	20.78	30	34	33.77	30	25	26.62
Grade 8	2517.7	2552.1	2559.7	8	19	17.87	14	23	23.95	35	23	27.00	43	35	31.18
All Grades	N/A	N/A	N/A	14	18	18.39	17	23	22.24	32	29	30.65	37	30	28.72

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 7	26	25	23.45	38	37	41.04	36	38	35.50	
Grade 8	10	26	20.15	35	34	41.44	55	40	38.40	
All Grades	17	25	21.93	37	36	41.23	46	39	36.84	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	20	23	25.97	47	54	47.08	33	23	26.95
Grade 8	12	19	21.29	57	50	47.53	31	31	31.18
All Grades	16	21	23.82	52	52	47.29	32	27	28.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	20	22	17.59	66	53	58.31	14	25	24.10
Grade 8	10	18	17.87	58	58	58.56	32	23	23.57
All Grades	15	20	17.72	62	56	58.42	23	24	23.86

**Conclusions based on this data:**

1. Student overall achievement increased in both grades over the last three years
2. Paulding needs to work on mathematical concepts and procedures
3. Paulding needs to work on demonstrating the ability to support mathematical conclusions.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	24	17	18	59	50	27	12	25	45	6				8	9
<b>8</b>	45	19	14	45	63	71	10	19	14						
<b>Total</b>	35	18	17	51	57	44	11	21	33	3				4	6

#### Conclusions based on this data:

1. Most of our ELL students enter at the early-advanced level or better.
2. Our number ELL students at Paulding is decreasing over the three year span.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	22	17	20	61	50	33	11	25	40	6				8	7
<b>8</b>	43	19	25	48	63	63	10	19	13						
<b>Total</b>	33	18	22	54	57	43	10	21	30	3				4	4

#### Conclusions based on this data:

1. Most of our students are at the advanced or early advanced CELDT level.

## District Assessments

### NWEA MAP

#### Reading

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed Growth	Projected Growth	Percent Met Projected Growth
7	218.5	73	221.9	73	3.4	3.3	54
8		71	220.1	50	-1.2	2.7	39

#### Math

Grade	Achievement Status				Growth Level		
	Fall		Spring		Growth		
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Percent Met
7	223.9	56	229	56	5	5.2	49
8	222.6	34	229.8	48	7.2	3.9	68

**District Writing Assessment (DWA)**

<b>Grade</b>	<b>Average Score</b>
<b>7</b>	6.4
<b>8</b>	7.12

**ReadiStep College and Career Readiness**

<b>Grade</b>	<b>2016</b>		<b>2015</b>		<b>2014</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Eighth			309	46.6%	342	35.4%

**PSAT College and Career Readiness**

<b>Grade</b>	<b>2016</b>		<b>2015</b>		<b>2014</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Sophomores						

## School District Goals

### Lucia Mar Unified School District Goals

**Student Success:** LMUSD will ensure that all students are prepared for college and career choices by meeting the Common Core State Standards with an emphasis on 21st Century Skills while ensuring a safe, nurturing and positive learning environment.

**Goal #1:** **Student Achievement** - All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the Four C's of 21st Century Learning: Communication; Creativity, Critical Thinking and Collaboration. Learning targets may be defined in Individualized Education Plans for District set learning targets for all students or groups of students as appropriate.

**Goal #2:** **School Climate** - Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.

**Goal #3:** **Future Ready** - Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.

**Goal # 4:** **Organizational Excellence** - Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student & staff safety.

How the Single Plan for Student Achievement is aligned to the District Goals:

District Goal 1: Student Achievement

RTI(A) Level I (Math Achievement): By the end of the 2017-2018 school year, 45% of Paulding students will meet or exceed standards on the CAASP. (40% for 2017). All students will make one year of math growth.

RTI(A) Level I (Written Expression): By the end of the 2017-2018 school year, Paulding students will increase their average writing scores by 1 points on a 6 point SAT rubric.

RTI(A) Level I (Reading Comprehension): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP (57% for 2017). All students will make one year of reading growth.

RTI(A) Level I (Oral Communication): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP. (57% for 2017)

RTI(A) Level 2-3 (English Language Development): By the end of the 2017-2018 school year, Paulding students will reclassify one-third of our ELD students.

RTI(A) Level 2-3 (Academic Intervention): By the end of the 2017-2018 school year, Paulding students in intervention will



make more than 1 year of growth based on MAP and/or CAASPP.

#### District Goal 2: School Climate

RTI(B) Level I (Positive School Climate/Antibullying): By the end of the 2017-2018 school year, Paulding students & staff will create a formal Tier I PBIS program and reduce assertive discipline by 10% from 2016-2017.

RTI(B) Level 2-3 (Behavioral Intervention): By the end of the 2017-2018 school year, Paulding will use an additional layer or PBIS intervention in lieu of traditional assertive discipline to reduce suspension rates by 10% and decrease lost instructional time for students.

#### District Goal 3: Future Ready Education

Teachers at Paulding during the 2017-2018 school year will utilize digital and physical technology in the following ways:

Teachers will utilize at least two furniture designs that they will use on a regular basis to foster weekly collaborative/group work time on a weekly basis and talk/discussion time on a daily basis (Principal's Expectations for Paulding Staff 2017-2018).

~Teachers with permanent sets of chromebooks (1:1 classrooms) will utilize their classroom technology least 2-3 times weekly.

~Teachers without 1:1 classrooms will utilize the loaner computer carts in the library at least once per quarter as part of a lesson or unit designed to utilize the technology beyond the substitution level (i.e. replacing a physical worksheet with a digital worksheet)

~All teacher will utilize the Paulding Learning Commons as part of a lesson or unit at least one time during the school year

#### District Goal 4: Organizational Excellence

During the 2017-2018 school year teachers will focus on the implementation of Tier I strategies for the academic and behavioral sides of the RTI pyramid:

Tier 1 RTI (B)--Teachers will utilize the revised Paulding Discipline Chart and create behavioral interventions using the Referrals to Intervention Tab individually and as teams

Tier 1 RTI (A)--By the end of 2017-2018 all teachers with grade-level partners will have one semester of aligned curriculum (same mastery standards per unit & common assessments linked to agreed-upon mastery standards).

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Achievement</b>
<b>Lucia Mar Unified School District Goal:</b>
All Lucia Mar students will meet or exceed their individualized learning targets while utilizing the 4C's of 21 <sup>st</sup> Century Learning: Communication, Creativity, Critical Thinking, and Collaboration. Learning targets may be defined in Individualized Education Plans or District set learning targets for all students or groups of students as appropriate.
<b>SCHOOL GOAL #1:</b>
RTI(A) Level I (Math Achievement): By the end of the 2017-2018 school year, 45% of Paulding students will meet or exceed standards on the CAASP. (40% for 2017). All students will make one year of math growth.
RTI(A) Level I (Written Expression): By the end of the 2017-2018 school year, Paulding students will increase their average writing scores by 1 points on a 6 point SAT rubric.
RTI(A) Level I (Reading Comprehension): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP (57% for 2017). All students will make one year of reading growth.
RTI(A) Level I (Oral Communication): By the end of the 2017-2018 school year, 62% of Paulding students will meet or exceed standard on the CAASP. (57% for 2017)
RTI(A) Level 2-3 (English Language Development): By the end of the 2017-2018 school year, Paulding students will reclassify one-third of our ELD students.
RTI(A) Level 2-3 (Academic Intervention): By the end of the 2017-2018 school year, Paulding students in intervention will make more than 1 year of growth based on MAP and/or CAASPP.
<b>Data Used to Form this Goal:</b>
District writing assessment data (DWA) Measures of Academic Progress (MAP) data CAASP data LCAP Dashboard
<b>Findings from the Analysis of this Data:</b>
Subgroups at Paulding (ELL, SPED, Title I, Hispanic/Latino) achieve below the level of their peers. Students achieve below the level of similar schools in mathematics.

**How the School will Evaluate the Progress of this Goal:**

Evidence to show completion of this plan will include:  
 Rubric scores from seven to nine writing performance tasks (2-3 in SS, 2-3 in SCI and 3 in ELA)  
 Completed pre-writing thinking maps from all core, elective and PE classes  
 DWA results  
 MAP scores  
 CAAASP Scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Professional Development and academic achievement	June 2018	Principal ILT TOSA	14 Mondays are dedicated to Thinking Maps and Thinking Maps writing programs, common core math transition & performance tasks, and NGSS science transition and critical reading	None Specified	District Funded	0
			Staff development days utilized to train teachers on Thinking Maps	None Specified	District Funded	0
			.4 teacher on special assignment to develop and implement peer to peer professional development and to lead and develop professional development.	None Specified	District Funded	0
			9 team meetings focused on identifying and monitoring underperforming students	None Specified	None Specified	0
			District leadership and instructional team Meetings through June, 2018.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			6 minimum days linked to student data analysis and extended professional development.	None Specified	District Funded	0
			Funds to support engaging learning activities in math, language, Science and technology	4000-4999: Books And Supplies	LCFF - Supplemental	2300
			District sponsored trainings for Thinking Maps trainings for new teachers, TOSAs and administrators	None Specified	District Funded	0
			Co-taught math classes in 8th grade and co-taught ELD classes	None Specified	District Funded	0
			Research database subscription	4000-4999: Books And Supplies	LCFF - Supplemental	3000
Teacher Professional Development (AVID conference on close reading)	June 2018	Principal ILT	Travel and conference	5000-5999: Services And Other Operating Expenditures	Title III	933
			Teacher substitutes for teachers to attend training/conference and student shadowing opportunities	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1400
			Benefits	3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	221
Parent Involvement	June 2018	Principal ELA Department Math Department	Materials for involvement career fair/math fair.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	454

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Campus Wide RTI System	June 2018	Principal ILT RTI Team	.2 ELA Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			.2 Math Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			.2 Study Skills Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			Homework Club and late bus supervision	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1500
			Extended library and computer lab for needy students	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	6000
			Classified Benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	1946
			Materials for Math 180, math intervention course	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1000
			Supplies for low income students	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1000
Campus wide RTI Program (cont.)			Extra social-emotional counseling	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
			Balance payment for intervention program (math 180 course 2)	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	10000
			Math 180 licensing fees	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000
			Snacks for after school intervention programs	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Ink for student stations	4000-4999: Books	LCFF - Supplemental	1500
			And Supplies			
			Binder reminder	4000-4999: Books	LCFF - Supplemental	3000
			And Supplies			
			High interest and leveled reading materials for the library	4000-4999: Books	District Funded	3718
			And Supplies			

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: School Climate</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar schools will support the growth of the whole child and their families by providing social-emotional support and parent education.
<b>SCHOOL GOAL #2:</b>
RTI(B) Level I (Positive School Climate/Antibullying): By the end of the 2017-2018 school year, Paulding students & staff will create a formal Tier I PBIS program and reduce assertive discipline by 10% from 2016-2017.
RTI(B) Level 2-3 (Behavioral Intervention): By the end of the 2017-2018 school year, Paulding will use an additional layer or PBIS intervention in lieu of traditional assertive discipline to reduce suspension rates by 10% and decrease lost instructional time for students.
<b>Data Used to Form this Goal:</b>
AERIES discipline data LCAP Dashboard
<b>Findings from the Analysis of this Data:</b>
Paulding is over-suspending students and losing instructional time due to students being referred to the office. We are disciplining students in our subgroups slightly more than the white majority group.
<b>How the School will Evaluate the Progress of this Goal:</b>
AERIES discipline entries and tracking of students attending corrective education classes. Counseling logs Intervention tab entries

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Program	June 2018	ASB Teachers Principal Engagement TOSA	.1 Engagement./PBIS Tosa	1000-1999: Certificated Personnel Salaries	District Funded	
			Citizenship tickets and rewards	None Specified	School Safety and Violence Prevention Act	
			Advisory Program	1000-1999: Certificated Personnel Salaries	District Funded	
			Lunch Intramurals	1000-1999: Certificated Personnel Salaries	General Fund	
			Jump Start summer school and teacher mentoring	1000-1999: Certificated Personnel Salaries	District Funded	
			Team days, team building events and entry events	None Specified	None Specified	
			PBIS materials	None Specified	School Safety and Violence Prevention Act	2000
			.1 Student Shadow TOSA	None Specified	District Funded	
			PBIS Check in, check out advisory class	None Specified	District Funded	
			Social emotional support	June 2018	Principal Counselor	2 days of social emotional counseling



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Future Ready Education</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar students and staff will utilize technology as a tool in the learning/work environment to allow students and staff to learn and work using personalized, research-based digital learning strategies in order to equip all students with skills to problem solve, work collaboratively and utilize technology and 21st Century facilities in order to achieve their full potential.
<b>SCHOOL GOAL #3:</b>
Teachers at Paulding during the 2017-2018 school year will utilize digital and physical technology in the following ways:  Teachers will utilize at least two furniture designs that they will use on a regular basis to foster weekly collaborative/group work time on a weekly basis and talk/discussion time on a daily basis (Principal's Expectations for Paulding Staff 2017-2018). ~Teachers with permanent sets of chromebooks (1:1 classrooms) will utilize their classroom technology least 2-3 times weekly. ~Teachers without 1:1 classrooms will utilize the loaner computer carts in the library at least once per quarter as part of a lesson or unit designed to utilized the technology beyond the substitution level (i.e. replacing a physical worksheet with a digital worksheet) ~All teacher will utilize the Paulding Learning Commons as part of a lesson or unit at least one time during the school year
<b>Data Used to Form this Goal:</b>
Teachers utilizing technology and flexible furniture in conjunction with project based learning showed increase achievement as demonstrated in 7th grade scores.
<b>Findings from the Analysis of this Data:</b>
Student achievement was higher in classes effectively blending technology, furniture and teaching techniques
<b>How the School will Evaluate the Progress of this Goal:</b>
AERIES Grades CAASP achievement data NWEA MAP Data Classroom observations by administration Computer check out logs from the learning commons

Facility use logs from the learning commons

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Technology, furniture and professional development	June 2018	Principal	Chromebooks	4000-4999: Books And Supplies	LCFF - Supplemental	17357
			Mobile hotspots for needy students to check out	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2913
			Movable classroom furniture	None Specified	District Funded	
			Furniture and shelving for learning commons	None Specified	District Funded	
			Sound system upgrades for learning commons	None Specified	District Funded	

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT: Organizational Excellence</b>
<b>Lucia Mar Unified School District Goal:</b>
Lucia Mar staff will work together to upgrade District policies and procedures to support increased efficiencies, student learning, as well as student and staff safety.
<b>SCHOOL GOAL #4:</b>
District Goal 4: Organizational Excellence  During the 2017-2018 school year teachers will focus on the implementation of Tier I strategies for the academic and behavioral sides of the RTI pyramid: Tier 1 RTI (B)--Teachers will utilize the revised Paulding Discipline Chart and create behavioral interventions using the Referrals to Intervention Tab individually and as teams Tier 1 RTI (A)--By the end of 2017-2018 all teachers with grade-level partners will have one semester of aligned curriculum (same mastery standards per unit & common assessments linked to agreed-upon mastery standards).
<b>Data Used to Form this Goal:</b>
CAASP MAP LCAP Dashboard AERIES Discipline data
<b>Findings from the Analysis of this Data:</b>
Paulding needs to continue working on the RTI program to include TIER I supports on the behavioral side and continued work on curriculum alignment.
<b>How the School will Evaluate the Progress of this Goal:</b>
AERIES intervention tab entries Team meeting agendas 1 semester of aligned curriculum for each teacher

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tier I RTI programs	June 2018	Teachers Administration	PBIS Workshop	None Specified	District Funded	
			AERIES interventions tab	None Specified	District Funded	
			Monthly core team meetings for academic and behavioral RTI referrals, plans and follow-ups	None Specified	None Specified	
			One staff development day and 2 minimum days for curriculum alignment	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT:</b>
Lucia Mar Unified School District Goal:
<b>SCHOOL GOAL:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal: Non-Academic

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional programs at our school. Academic performance is measured through state, district, and site assessments as well as other multiple measures that are used to identify the growth our students make during the year. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting their state and local growth targets.

<b>SUBJECT:</b>
Lucia Mar Unified School District Goal:
<b>SCHOOL GOAL:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services: Preliminary Budget – District**

Centralized Services	2016-2017 Projected Preliminary Categorical Budget								5/25/16
	Carryover (distributed in October)	\$95,295.00	\$ 14,542.00		\$56,404.00	\$31,490.00			\$297,731.00
	Preliminary 2016-2017	\$200,000.00	\$219,629.00	\$79,437.00	\$192,559.00	\$54,693.00		\$42,376.00	\$788,694.00
	Hold Harmless 15%								
	Available Resources for Planning	\$ 295,295.00	\$334,171.00	\$79,437.00	\$248,963.00	\$ 86,183.00		\$42,376.00	\$1,086,425.00
	Site Budgets:	Program 3010	Program 3010-1202	Program 3010-1202-0300	Program 4035	Program 4203		Program 3060	\$
	Description								
	Resource Codes	Title I	Title I Program Improvement	Title I PD	Title II	Title III	Immigrant	Migrant	
<b>Object Codes</b>									
1110	Teachers Full Time				39,077	19,539			\$58,616.00
1130	Teachers Hourly (LST/CSR)		150,000						\$150,000.00
1150	Teacher Extra Duty		68,500	25,000	30,000				\$123,500.00
1160	Teacher Substitutes	61,000		20,000	22,500				\$103,500.00
2700	Administrators	60,104			64781				\$124,885.00
2100	Inst. Assistant Salary								
2130	Inst. Assistant Hourly								
2150	Inst. Assistant Extra Duty								
2160	Inst. Assistant Sub								
2400	Clerical Salaries	21,742				21,742		22827	\$66,311.00
2420	Clerical Part-Time								
2460	Clerical Substitute								
2470	Clerical Overtime								
2930	Other Classified Hourly Extra Duty								

2960	Other Classified Hourly Sub	2,500							<b>\$2,500.00</b>
3000	Certificated Benefits 16.70%	20,224	36,490	7,515	15,293	3,263			<b>\$82,785.24</b>
3000	Cert H&W (\$10,000) (add for each employee if applicable)	5,000			10,000	5,000			<b>\$20,000.00</b>
3000	Classified Benefits 25.32%	6,138				5,505		5,780	<b>\$17,422.95</b>
3000	Class H&W (District cost of H&W package) (add for each employee if applicable)	5,000				5,000		10000	<b>\$20,000.00</b>
3000	<b>Total Benefits</b>	<b>36,362</b>	<b>36,490</b>	<b>7,515</b>	<b>25,293</b>	<b>18,768</b>	<b>-</b>	<b>15,780</b>	<b>\$140,208.19</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>181,708</b>	<b>254,990</b>	<b>52,515</b>	<b>181,651</b>	<b>60,049</b>	<b>-</b>	<b>38,607</b>	<b>\$769,520.19</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>\$113,587</b>	<b>\$79,182</b>	<b>\$26,922</b>	<b>\$67,312</b>	<b>\$26,134</b>	<b>\$0</b>	<b>\$3,769</b>	<b>\$316,904.81</b>
<b>2017-2018 Projected Preliminary Categorical Budget</b>									
<b>Remaining \$</b>	<b>For 4000 - 6000</b>	<b>113,587</b>	<b>79,182</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>			<b>\$313,135.61</b>
	<b>Site Budgets:</b>	<b>Program 3010</b>	<b>Program 3010-1202</b>	<b>Program 3010-1202-0300</b>	<b>Program 4035</b>	<b>Program 4203</b>		<b>Program 3060</b>	<b>5/25/17</b>
	<b>Description</b>								
	<b>Resource Codes</b>	<b>Title I</b>	<b>Title I Program Improvement</b>	<b>Title I PD</b>	<b>Title II</b>	<b>Title III</b>	<b>Immigrant</b>	<b>Migrant</b>	
<b>Object Code</b>									
4200	Books and Reference Materials	5000		5000					<b>\$10,000.00</b>
4220	Library Books								
4300- 1000	Instructional/Classroom Materials	10,000	816	5,000				2769	<b>\$18,585.00</b>
4300 - 2700	Program Supplies								
4323	Technology under \$500								
4423	Technology over \$500								
4400	Non Capital (equipment/technology over \$500)								
5200	Travel and Conference			16,000	10,908				<b>\$26,908.00</b>
5230	Mileage	1,000						1000	<b>\$2,000.00</b>
5300	Dues and Professional Memberships								



5621	Rentals/Copier Leases/Monthly Charges								
5640	Repairs/Maintenance Equipment								
5670	Software Support Contracts (ongoing yearly)								
5713	Field Trips (district bus)								
5716	Duplicating ( Repro Dept)	1,000		922					\$ 1,922.00
5760	Food Service (order from Food Servces)								
5800	Consultants (need consulting agreements)								
5840	Fingerprinting	1,292							\$1,292.00
5855	Outside Printing								
5861	Car rental/Outside Vendor Bus								
5912	Communication/ IPAD Data Plans								
5921	Communication/Cell Phones								
5930	Postage/Meter								
5899	Holdback	95,295	78,365		56,404	26,134			\$256,198.00
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>113,587</b>	<b>79,181</b>	<b>26,922</b>	<b>67,312</b>	<b>26,134</b>	<b>-</b>	<b>3,769</b>	<b>\$316,905.00</b>
<b>Must match</b>	<b>Total</b>								

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	25359	0.00
Title I Part A: Parent Involvement	454	0.00
Title II Part A: Improving Teacher	1621	0.00
Title III	933	0.00
LCFF - Supplemental	28157	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	3,718.00
LCFF - Supplemental	28,157.00
None Specified	0.00
School Safety and Violence Prevention Act	2,000.00
Title I Part A: Basic Grants Low-Income and Neglected	25,359.00
Title I Part A: Parent Involvement	454.00
Title II Part A: Improving Teacher Quality	1,621.00
Title III	933.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	2,900.00
2000-2999: Classified Personnel Salaries	7,946.00
3000-3999: Employee Benefits	221.00
4000-4999: Books And Supplies	47,242.00
5000-5999: Services And Other Operating Expenditures	1,933.00
None Specified	2,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	3,718.00
None Specified	District Funded	0.00
4000-4999: Books And Supplies	LCFF - Supplemental	28,157.00
None Specified	None Specified	0.00
None Specified	School Safety and Violence Prevention Act	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	7,946.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	14,913.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	454.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,400.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	221.00
5000-5999: Services And Other Operating	Title III	933.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	39,972.00
<b>Goal 2</b>	2,000.00
<b>Goal 3</b>	20,270.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Edward Arrigoni	X				
Justin Greco		X			
Will Headley		X			
Matt Dodge		X			
Charmel Pavlich			X		
Socorro Orozco				X	
Michelle Pelech				X	
Kirsten Atkison				X	
Joeli Martin				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on December 2017.

Attested:

Edward Arrigoni

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Joeli Martin (vice chair)

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on December 2017.

Attested:

Edward Arrigoni

Typed Name of School Principal

Signature of School Principal

10/26/2017

Date

~~\_\_\_\_\_~~ Socorro Orozco

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10-26-17

Date



**Paulding Middle School  
School Site Council  
Meeting Agenda  
October 26, 2017 at 2:30 & 4:30 in Paulding Learning Commons**

Members in attendance

<b>Administration</b>	<b>P/NP</b>	<b>Staff</b>	<b>P/NP</b>	<b>Parents</b>	<b>P/NP</b>	<b>Students</b>	<b>P/NP</b>
Edward Arrigoni (Ex Officio) (Chair)	P	Will Headley (year 1) (secretary)	P	Kirsten Atkison (year 2)	A		
		Matt Dodge (Year 1)	P	Michele P	A		
		Justin Greco (Year 1)	P	Socorro Orozco (year 2)	P		
		Charmel Pavlich	P	Joeli Martin (Year 2) (vice chair)	A		

Quorum (50%) required to conduct business

- I. Call to order
- II. Vote to approve Paulding [School Safety Plan](#)
- III. Vote to approve Paulding [Single Plan for Student Achievement](#)

Next meeting October 19 to approve Safety Plan and SPSA

Meeting Minutes:

2:30 PM: Dodge, Greco, Pavlich, and Headley present from Paulding staff

Two new members (JG, MD) were introduced to SSC principles and objectives; introduced to categorical funds

Overview of Site Budget 2017-18

Overview and review of of School Safety Plan

Headley motioned to approve School Safety Plan; all in favour

Overview and review of Single Plan for Student Achievement

Headley motioned to approve Single Plan for Student Achievement; all in favour

Idea to share School Budget with staff proposed.

4:30 parents present are

Joeli Martin and Kirsten Atkison voted by email.

**Paulding Middle School  
School Site Council  
Meeting Agenda  
October 26, 2017 at 2:30 & 4:30 in Paulding Learning Commons**

**Record of Voting**

Vote to approve Paulding Safety Plan

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<b>For</b>	abs	4	3	
<b>Against</b>				

Vote to approve Single Plan for Student Achievement

<b>Vote Count</b>	<b>Administration</b>	<b>Staff</b>	<b>Parents</b>	<b>Students</b>
<b>For</b>	abs	4	3	
<b>Against</b>				