



Paddison Elementary School

12100 Crewe St. • Norwalk, CA 90650 • (562) 868-7741 • Grades K-5
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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Little Lake City School District

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School Description

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 over 400 students attending transitional kindergarten through fifth grade. Many of our current 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 succeed at Paddison. According to a parent satisfaction survey, 97% of parents who responded to the survey were satisfied with Paddison as their child's 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 environment where all members of our school community 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 supports. 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. To support us in that endeavor, we foster a safe space in which our students develop socially and emotionally. We promote school-wide positive behaviors that maximize students' opportunities to be safe, responsible, and respectful.

We have a longstanding tradition of excellence. The California Department of Education recognized Paddison Elementary School as a California Distinguished School and awarded Paddison the Title I Academic Achievement Award in 2012. The California Business for Educational Excellence (CBEE) has, for the last seven consecutive years, named Paddison to their Honor Roll. The CBEE recognizes schools that have demonstrated consistent high student academic achievement. In 2016, the Paddison school community celebrated being named a Gold Ribbon School. We are very proud of the signature practices that earned us the distinction and, once again, led to us receiving a Title I Academic Achievement Award.

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 the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	68
Grade 2	63
Grade 3	64
Grade 4	75
Grade 5	78
Total Enrollment	435

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	1.1
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0
White	3.9
Two or More Races	0.2
Socioeconomically Disadvantaged	75.4
English Learners	24.6
Students with Disabilities	11.7
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Paddison Elementary School	15-16	16-17	17-18
With Full Credential	17	18	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Paddison Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted in 2007-2008 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Additions were constructed in 1997 and 2001. In 2008–2009, the new telephone system and public address system were installed. Landscape projects include planting grass in many dry patch areas for aesthetic purposes. Our expansive fields and play structures are maintained in good condition all year long. Outdoor lighting and wireless internet were installed throughout the campus this year.

Our two custodians clean each classroom every other day on an A/B schedule and the restrooms every day. District maintenance picks up litter, removes graffiti, and maintains landscaping on a regular weekly schedule. Projects for 2013-14 include obtaining wireless internet access school-wide.

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 make 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-27-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms have been renovated becoming ADA compliant over the summer.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trees will be trimmed over winter break. A field restoration over the summer was performed. Expanded parking was installed .
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	58	53	55	54	48	48
Math	40	47	36	39	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	65	62	95.4	58.1
Male	28	26	92.9	50.0
Female	37	36	97.3	63.9
Hispanic or Latino	54	52	96.3	63.5
Socioeconomically Disadvantaged	48	46	95.8	56.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	62	58	67	63	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	14.7	25

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	216	214	99.07	53.27
Male	105	104	99.05	50
Female	111	110	99.1	56.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	195	193	98.97	53.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	165	98.8	45.45
English Learners	61	60	98.36	41.67
Students with Disabilities	32	32	100	18.75
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	217	214	98.62	47.2
Male	106	103	97.17	47.57
Female	111	111	100	46.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	194	98.98	46.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	168	165	98.21	40
English Learners	62	60	96.77	35
Students with Disabilities	32	31	96.88	9.68
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Paddison Elementary School, we value the contributions parents make to their children's education. Paddison's Local Control Accountability Plan - Parent Involvement (Supplemental Concentration LCAP #28) funds make it possible for us to support parent involvement efforts. We engage parents using a tiered model. Tier one recognizes all parents as partners. Parent partners provide their children support from home. We honor the contribution that these parents make and we maintain communication via newsletters, notes, emails, and phone calls as needed. Parent Volunteers are our second tier. Volunteers are able to commit time during the school day to help with special events, help as chaperones, and give time with projects on campus. Our third tier engages parents willing and able to commit to leadership and governance. These parents attend and participate in meetings including our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Paddison's Parent Teacher Organization (PTO) meetings. Communicating with parents and linking parents with opportunities to support their children's educational journey is a priority. According to the results of our parent survey, 95% of parents who responded report that there is good school-parent communication. District organized parent education opportunities are offered at Paddison including English as a Second Language classes and other special topic classes of interest. We are pleased that 96% of parents surveyed confirm they feel welcomed by staff when they visit Paddison. For information regarding school organizations, contact Paddison's main office at (562) 868-7741.

Clear and consistent communication between teachers and families is essential to supporting all our students and promoting family engagement at school and at home. Ninety-five percent of parents surveyed report that there is good school-parent communication. Students receive a monthly newsletter from the principal to share with families at home. Teachers also send newsletters home that inform families of homework expectations, projects in which students need family support, and academic goals. Families are encouraged to attend important events scheduled throughout the school year such as Back to School Night, Paddison's Jog-A-Thon, our Winter Program, Open House, and our annual festivals. These events provide families an opportunity to experience aspects of our educational program and celebrate our students' achievements. Parents meet with teachers and discuss their children's academic progress during parent-teacher conferences, which take place in the fall for all students. Conferences also take place in the spring, providing the opportunity for parents and teachers of children who are academically at-risk to meet and discuss important situations and work together on next steps for improving academic achievement. Parents of students who are at-risk also participate in Student Study Team (SST) meetings. Parents of student with disabilities participate in Individual Education Plan (IEP) meetings. Parents of our English Learners who have met criteria for reclassification meet with the teacher and/or the principal to discuss what reclassification means and how parents can continue to support their child's continued progress. When surveyed, 94% of parents confirmed that they are adequately informed about their child's learning progress. The parent/family and school partnership benefits us all, especially our children. Let's keep working together!

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.

School Safety Plan

Safety is a primary goal at Paddison Elementary School. Paddison has a Comprehensive School Safety Plan (CSSP) that is updated for the 2017-2018 school year. Paddison's Comprehensive School Safety Plan documents the practices and procedures we have in place to keep students and staff safe-- physically, socially, and emotionally. Our 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, 98% according to our parent survey.

The CSSP includes emergency procedures for 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. The document is reviewed with staff each school year and it is available in the school office. We practice fire drills once a month, earthquake drills three times a year, and annually train staff on emergency preparedness. Our training and planning is put to practice every year when our entire school community participates in a district-wide disaster drill. The exercise provides us the opportunity to discuss emergency preparedness with all our students and their families.

Our school plan outlines daily practices that help keep our students and staff safe. Paddison is a closed campus. There is one point of entry for students at the beginning of the school day. The point of entry is open from 7:45am, when students enter the cafeteria for breakfast, until 8:15am, when the door closes. Students arriving after 8:15am enter through the main office where their late entry is logged. Adults are not allowed on campus during morning drop-off or after-school pick-up. Families are able to say good-bye to their children in the morning from outside the school gates and families wait for their children to be dismissed outside of the school gates. Visitors sign-in at the main office. Students who participate in after-school programs are closely monitored by program supervisors and picked-up by their parents at designated times and via designated spaces. The campus supervisors and principal monitor the campus facilities on a daily basis.

Besides physical safety, our CSSP includes an overall plan for promoting positive a school climate and support students' social and emotional health. Paddison's staff implement Positive Behaviors Interventions and Supports (PBIS), a system of practices for engaging all members of the school community in abiding by clearly stated behavior expectations. Paddison's Local Control Accountability Plan - Student Motivation (Supplemental Concentration LCAP #33) funds make it possible for us to secure PBIS student incentives. In addition to PBIS, all of our teachers and classified employees have been trained in the "No Bully" district supported program. All the adults on campus take responsibility in maintaining a safe school campus. In the event that there are conflicts, our "No Bully" Solution Coaches facilitate conflict toward resolution. The adults on campus teach children that communication and kindness are essential elements in resolving conflict. When surveyed, 95% of parents agree that Paddison's school-wide discipline policy is effective.

At Paddison, we know that students are positioned to engage academically when they feel safe and if their social and emotional needs are met. We have a referral process to ensure all students in need of help are linked to appropriate support services. We have a Student Study Team (SST) that takes referrals for students in need of academic support and or social/emotional support. The SST monitors 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 cases to service provider in the community.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	.43
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	27	26	23				3	3	4			
1	27	24	24				2	2	2			
2	29	22	23				2	3	3			
3	23	26	24	1			3	2	2			
4	30	30	29				2	2	1		1	1
5	22	22	28	1	1	1		2	1	2		2
Other	7	6	10	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All teachers and the principal engage in ongoing professional learning. Data Reflection Sessions (DRS) are our professional learning community platform. DRS takes place once a week at Paddison Elementary School. Sessions are organized by grade level with grades TK-2 and 3-5 meeting alternating weeks. Student work and other formative assessment data are analyzed. What we learn from DRS informs our instruction and helps identify areas of need both for student interventions and professional development.

Paddison educators pursue continuous improvement. Our focus areas during the 2017-2018 school year include mathematics and English Language Arts (ELA)/English Language Development (ELD). All our teachers and principal engage in on-going mathematics professional development led by our district math coaches. The training extends the learning started by several years of district supported Math Solution training.

Teachers have had the opportunity to participate in district supported professional development focusing on the English Language Arts (ELA) and English Language Development (ELD) framework. To extend the learning from the ELA/ELD training, Paddison's English Learner (EL) Coordinators facilitate ELA/ELD professional development during DRS. We are also investing (Supplemental Concentration) LCAP #7 funds in attending professional development opportunities offered by LACOE that strengthen our ELD practices. Paddison's Local Control Accountability - Professional Development (Supplemental Concentration LCAP #7) funds make it possible for teachers to plan and collaborate in the areas of math and ELA/ELD. Dedicated collaboration time makes it possible for teachers to synthesize information from professional developments and negotiate the ways in which to effectively apply what we have learned to improve our practices and increase students' learning.

New teachers receive Best Practices in Literacy Training. Through the course of the training, they learn to use evidence-based strategies. New teacher learn Comprehensive Early Literacy Learning (CELL) and Extended Literacy Learning (ExLL) strategies.

Starting in the 2017-2018 school year, Paddison's leadership team is participating in district supported Innovate Ed training. Our School Achievement Leadership Team (SALT) has reviewed school data as part of the training and developed a plan to increasing academic achievement by leveraging our teaching strategies. Our SALT Plan helps us establish cohesion as we align the various professional learning efforts in which we engage.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10,319	2,610	7,709	76,372
District	◆	◆	7,740	\$76,172
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District			-0.4	0.3
Percent Difference: School Site/ State			17.3	2.9

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. Title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.