

# The Single Plan for Student Achievement

**School:** Paddison Elementary School  
**CDS Code:** 19647176015085  
**District:** Little Lake City School District  
**Principal:** Dr. Lorena Martinez-Vargas  
**Revision Date:** September 22, 2017

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 .**

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## School Vision and Mission

### Paddison Elementary School's Vision and Mission Statements

Paddison's principal, teachers and support staff make it our mission to ensure that all students engage in high levels of learning. Exceptionally well trained staff teach student-centered curriculum in a safe and supportive environment. Paddison staff partner with families and community supporters to equip all of our students with knowledge, skills, and the motivation to grow as learners.

## School Profile

Paddison Elementary School is located at 12100 Crewe Street in the City of Norwalk. Our school had deep roots in the community. We have served many generations of families. Grandparents and great-grandparents often come by to share memories of when their children attended Paddison or when they attended. Paddison is also home to families new to the City of Norwalk and new to the country. Over 430 students comprise classes from Transitional Kindergarten through Fifth grade.

Paddison is a high achieving school. In 2017, Paddison was named an Honor Roll school by the Campaign for Business and Education Excellence. In 2016, Paddison received Gold Ribbon and Title I Academic Achievement Award recognition from the California Department of Education. Our signature practice included closing the achievement gap by way of our Data Reflection Sessions (DRS). DRS are the means by which we monitor each and every students' progress and plan for their ongoing progress. In 2012, Paddison Elementary School was recognized as a California Distinguished School and a Title I Academic Achievement School by the California Department of Education (CDE).

Such achievements are only possible when parents and educators unite to support the best interest of all our children. Paddison's motto embodies our spirit of continuous improvement: "Good, Better, Best. Never let it rest. Until your good is better and your better is best!" Paddison's School Plan provides the blueprint for our progress. Coupled with stakeholder input, student achievement data drives the development of our School Plan. Stakeholders include students, teachers, and parents. Students have the opportunity to provide ongoing feedback via our Student Council and other input opportunities at various grade-levels throughout the year. Parents' feedback is gathered by way of our Parent Surveys gathered from parents 1st graders, 4th graders, and 5th graders. Our School Site Council (SSC), the school's governance team composed of parents and teachers, meets along side our English Language Advisory Council (ELAC) five times a year. Together, the groups give input that shapes the development of our School Plan. Teachers contribute to our school's continuous improvement during DRS and our regular staff meetings. Paddison's achievement depends on stakeholder communication and unity, different people and perspectives coming together for the benefit of all our students.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Paddison's stakeholders provide valuable input by completing annual surveys. Fifth grade students complete our district's Healthy Kids Survey (HKS). The parents of first and fourth grade parents complete a Parent Satisfaction Survey and the parents of fifth grade students complete a Parent Engagement Survey.

Based on data from the HKS, 84% of fifth graders report that they felt connected to school. Ninety-six percent of fifth graders reported that they feel safe at school. Ninety-nine percent of our fifth graders agreed that the teachers and other grown-ups at school care about them.

Parent data corresponds with students data. Parent Satisfaction Survey data indicates that 98% percent of 1st and 4th grader parents agree that Paddison provides a safe environment for students. Ninety-seven percent of parent respondents are satisfied with Paddison as their child's school.

Parents Engagement data, reflecting the responses of 5th grader parents, indicates that parents deem communication regarding their child's learning progress as a high priority, 90% of respondents agree that such communication a high priority.

### **Classroom Observations**

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

Classroom observations take place regularly and frequently during the school year. Both formal and informal observations are conducted on a regular basis. Non-tenured teachers are formally observed at least three times a year. Tenured teachers are formally evaluated every other year. Informal observations or classroom walk-throughs are part of the site administrator's daily schedule. Both formal and informal observations provide insight and data for our continued improvement. The administrator communicates with teachers after formal and informal observations to discuss instruction and provide feedback. Communication after a formal observation takes place in a conference between the teacher and administrator. Informal observations are also followed-up with debriefing between the teacher and administrator. The administrator supports teachers in their professional development.

### **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)**

Data Reflection Sessions (DRS) provide teachers and the administrator dedicated time to analyze assessment data so as to modify instruction for improved student achievement. DRS is the space in which we adjust and refine instruction and target our interventions to improve student outcomes.. Grade level teams meet every other week for 90 minutes to review data include state assessments results, district benchmark assessment results, progress on formative assessments, teacher observations, student work, and other relevant data. The teams discuss students' needs, share effective and research-based strategies, and develop an action plan for upcoming instructional units.

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

Student progress is monitored using various observations and data points. Teachers utilize formative assessments to keenly monitor student progress and modify instruction as necessary to maximize student achievement.

## Staffing and Professional Development

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

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

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

Being highly qualified teachers, all of Paddison's teachers are prepared for their assignments. Three pupil free days during the school year provide the opportunity for all teachers to participate in district-wide professional development. Developing math strength in teachers was the focus of district-wide training over the past two years. District math coaches supported the professional development through the year. Teachers also engage in site based professional development throughout the year. The district provides new teachers training in literacy strengthening strategies.

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

District-wide teachers and administrators have participated in math training, provided by Math Solutions, over the past two years. The training focused on equipping educators with math strength including content knowledge and instructional strategies to engage learners in content learning. Our district has also started the process of training all teachers and administrators in the English Language Arts/English Language Development Framework. Student data is analyzed during Data Reflection Sessions (DRS); the analysis and discussions guide us in identifying professional development needs.

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

Paddison teachers are supported by content experts and instructional coaches. District math coaches, teachers on special assignments, participate in Paddison's DRS, model lessons, observe lessons, and support grade level planning. Paddison has two teachers serving as English Language (EL) Coordinators. Our coordinators support ELD planning and provide professional development and support to all our teachers. All new teachers participate in district provided training in early literacy strategies, specifically CELL/ExLL. Several Paddison teachers are veterans, well trained and versed in early literacy strategies. Our veteran staff members support new teachers in developing expertise in CELL/ExLL strategies.

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

Teacher grade-level collaboration takes places each week during the school day and beyond the school day. Each grade level team of teachers, TK -5, participates in biweekly DRS with the principal. When a grade level team is not participating in DRS, grade level teams plan for thirty to forty-five minutes a week while their students engage in a physical education lesson with a certificated teacher. In addition to the dedicated DRS time, and P.E. release time, teacher are provided with planning Wednesdays. Students are dismissed early every Wednesday; two Wednesday of the month are dedicated to teacher planning time. Teachers are released to plan and covered by substitute teachers as needed, at least two times a school year. At Paddison, we planned with grade level teams and with the grade levels above and below, vertical planning. In addition to the formal and dedicated collaboration opportunities, Paddison teachers go above and beyond to collaborate after school.

## Teaching and Learning

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

District supported teacher teams have worked to align curriculum, instruction, materials to content and performance standards. Pacing guides support teachers, keeping the teaching and learning cohesive and aligned not only at our school site but district-wide.

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

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

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

DRS discussions and teacher planning time include identifying students' interventions need--both which students need interventions and the type of interventions needed. Between DRS sessions, teachers working with interventionists--part time certificated staff who maintain a regular weekly schedule to support students--to design and implement targeted interventions. Our teachers and principal intentionally negotiate the pacing schedules with students' intervention needs.

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

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

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)

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

Opportunity and Equal Educational Access

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

Students in need of interventions, including underperforming students, receive the targeted support they need during our Response to Intervention (RtI) time built into our school day.

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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)

Funding

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

## 18. Fiscal support (EPC)

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

State assessment data shows that Paddison was below the Little Lake City School District average in 3rd grade and 5th grade English/Language Arts. Paddison will review and refine our ELA instructional program. We will focus on phonemic awareness, guided reading, and close reading to ensure that all students meet district benchmarks and state standards.

Data shows an achievement gap separating our students with disabilities from our general education students. We will support our special education students by increasing our mainstreaming opportunities to ensure that special education students have exposure to and access to grade level curriculum. We will also increase the collaboration between special education teachers and general education teachers and increase the intervention support for our special education students.

## 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 3	79	76	62	77	74	62	77	74	62	97.5	97.4	100
Grade 4	68	80	73	65	78	71	63	78	71	95.6	97.5	97.3
Grade 5	69	64	77	68	61	77	67	61	77	98.6	95.3	100
All Grades	216	220	212	210	213	210	207	213	210	97.2	96.8	99.1

\* 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 3	2415.8	2443.4	2425.2	19	26	22.58	25	34	27.42	30	26	29.03	26	15	20.97
Grade 4	2477.7	2472.5	2492.2	31	26	33.80	22	29	28.17	20	19	23.94	25	26	14.08
Grade 5	2522.6	2528.4	2499.9	22	31	19.48	40	30	29.87	19	18	25.97	18	21	24.68
All Grades	N/A	N/A	N/A	24	27	25.24	29	31	28.57	23	21	26.19	23	21	20.00

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 3	16	26	17.74	48	48	58.06	36	26	24.19
Grade 4	30	22	29.58	40	47	53.52	30	31	16.90
Grade 5	24	31	20.78	55	49	48.05	21	20	31.17
All Grades	23	26	22.86	48	48	52.86	29	26	24.29

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 3	13	32	30.65	57	55	46.77	30	14	22.58
Grade 4	19	21	28.17	59	60	53.52	22	19	18.31
Grade 5	27	38	32.47	54	43	46.75	19	20	20.78
All Grades	19	29	30.48	57	53	49.05	24	18	20.48



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 3	10	25	20.97	75	64	64.52	14	11	14.52
Grade 4	24	24	28.17	67	65	57.75	10	10	14.08
Grade 5	21	30	23.38	69	61	62.34	10	10	14.29
All Grades	18	26	24.29	71	64	61.43	12	10	14.29

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 3	18	32	22.58	61	52	58.06	21	16	19.35
Grade 4	30	23	36.62	48	56	52.11	22	21	11.27
Grade 5	39	44	25.97	52	48	55.84	9	8	18.18
All Grades	29	32	28.57	54	52	55.24	17	16	16.19

**Conclusions based on this data:**

1. There was an increase in fourth grade for both English Language Arts and math.
2. There was a decrease in third grade English Language Arts and a decrease in fifth grade English Language Arts and math.
3. There will be a focus on areas of decrease and we will vertically articulate third through fifth to align best practices and research based strategies.

## 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 3	79	76	63	78	74	62	77	74	62	98.7	97.4	98.4
Grade 4	68	80	73	65	78	71	64	77	71	95.6	97.5	97.3
Grade 5	69	64	77	67	61	77	67	61	77	97.1	95.3	100
All Grades	216	220	213	210	213	210	208	212	210	97.2	96.8	98.6

\* 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 3	2411.6	2429.6	2439.9	10	12	14.52	29	36	41.94	33	32	29.03	26	19	14.52
Grade 4	2457.7	2465.2	2498.1	11	16	39.44	22	23	23.94	40	35	21.13	26	26	15.49
Grade 5	2487.9	2495.8	2480.4	15	18	14.29	7	15	12.99	48	36	36.36	30	31	36.36
All Grades	N/A	N/A	N/A	12	15	22.86	20	25	25.24	40	34	29.05	27	25	22.86

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 3	16	28	20.97	52	43	58.06	32	28	20.97	
Grade 4	22	19	52.11	33	43	26.76	45	38	21.13	
Grade 5	16	26	18.42	36	36	32.89	48	38	48.68	
All Grades	18	25	30.62	41	41	38.28	41	34	31.10	

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 3	16	23	24.19	45	53	58.06	39	24	17.74
Grade 4	8	19	30.99	48	43	46.48	44	38	22.54
Grade 5	13	16	18.18	46	39	50.65	40	44	31.17
All Grades	13	20	24.29	47	45	51.43	41	35	24.29

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 3	17	31	30.65	62	53	53.23	21	16	16.13
Grade 4	19	17	41.43	53	48	38.57	28	35	20.00
Grade 5	13	12	10.53	52	57	50.00	34	32	39.47
All Grades	16	20	26.92	56	52	47.12	27	27	25.96

**Conclusions based on this data:**

1. The percentage of students in the "standard exceeded" and "standard met" categories increased from 2014 - 2015 through 2016-2017.
2. The percentage of students "above standard" has increase from 2014 -2015 through 2016-2017 in each math claim area (Concepts and Procedures, Problem Solving/Data Analysis, and Communicating Reasoning).
3. Data shows that we need to continue to focus on developing math competencies third through fifth grade.

## 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
K							***	***	***						
1	19	5	14	31	58	21	38	21	50	6	16	14	6		
2	14	7	10	7	36	33	50	50	38	14		14	14	7	5
3	7		11	44	42	22	33	33	22	11	25	22	4		22
4	20	8		40	58	46	40	33	38						15
5	21	44	35	71	33	43	7	11	17		11				4
<b>Total</b>	14	10	16	39	47	35	35	33	33	7	9	9	5	1	7

#### Conclusions based on this data:

1. The majority of English Learners are in the Early Advanced (35%) and Intermediate (33%) CELDT levels.
2. The percentage of English Learners increased from 15-16 to 16-17 by 6 percentage points in the Advanced level.
3. Although all English Learners will be monitored closely, the students at level 4 and 5 will be considered for redesignation.

## 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>K</b>				27	21	4	38	42	25	23	26	54	12	11	18
<b>1</b>	19	5	13	31	58	25	38	21	44	6	16	13	6		6
<b>2</b>	13	7	9	7	33	32	47	47	36	13		14	20	13	9
<b>3</b>	7		11	43	42	22	30	33	22	10	25	22	10		22
<b>4</b>	25	12		33	56	46	33	32	38				8		15
<b>5</b>	21	44	35	71	33	43	7	11	17		11				4
<b>Total</b>	12	9	12	35	42	27	33	32	30	11	12	20	10	4	12

#### Conclusions based on this data:

1. There are a substantial numbers of English Learners at the Intermediate and Early Advanced Levels.
2. The number of English Learners in the Early Intermediate category increased from 2014-2015 to 2015-2016.
3. We have a range of students in various levels requiring us to differentiate instruction to their their academic needs.

## 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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP GOAL:</b>
Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by: 1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8 2. District assessments in ELA and Math in grades K-2 3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8 4. District assessments in history/social science in grades 6-8 5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2) 6. Redesignation rates for ELs 7. Academic Performance Index-API (as developed by the CDE) 8. Physical Fitness Tests in grades 5 and 7

**SCHOOL GOAL #1:**

## Student Achievement

All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:

1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

**Data Used to Form this Goal:**

Various assessments are used to inform the goal:

Smarter Balanced Assessments in English Language Arts and mathematics for grades 3 - 5  
California Science Test for grade 5  
District Assessments in English Language Arts and mathematics for grades Kindergarten - 2  
California English Language Development Test dat:  
AMAO 1 - Percentage of English Learners making progress in learning English based on CELDT  
AMAO 2 - Percentage of English Learners attaining English Proficiency Level on CELDT  
Redesignation rates for English Learners  
Annual Performance Report Measures: Student Performance Indicators  
Physical Fitness Tests for grade 5

**Findings from the Analysis of this Data:**

Data tells us that, at Paddison, we need to continue to work on increasing our student achievement. Smarter Balanced (SBAC) data shows we need to increase all students' proficiency both English Language Arts (ELA) and mathematics. Specifically, our data shows a decline in 3rd and 5th grades ELA and 5th grade math scores. We will focus on strengthening our ELA across the grade levels. Fifth grade science data is not available to us this year.

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

Our core instructional program will be the primary means of addressing our focus areas. Site administrator and teachers will monitor and evaluate progress during data reflections sessions (DRS), staff meetings, and planning time. Parents and other stakeholders will have the opportunity to provide feedback during School Site Council/English Language Advisory Committee meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Pacing Guides and Collaboration:</p> <p>All teachers will adhere to district pacing guides that reflect the California Standards. Teachers will plan collaboratively across the curriculum, including ELA, Math, Science and History. Teachers will plan modify instructional units based on data.</p>	August 2017-June 2018	Principal Teachers Interventionists District Coaches/TOSAs	Teachers and principal will plan and collaborate during Data Reflection Sessions (DRS), reviewing strategies, student outcomes, and designing appropriate interventions to support all students. District coaches will support the process.	1000-1999: Certificated Personnel Salaries	District Funded	
			Arts for All provides students will music, arts, and physical education instruction while teachers participate in DRS.	1000-1999: Certificated Personnel Salaries	District Funded	
			The Library Media Specialist will support student achievement by providing access to books and supporting instruction.	None Specified	District Funded	
			Supplemental materials and supplies will be purchased to support implementation of state standards. Such materials include: Reading A-Z RazzKids Spelling City Scholastic News and other materials.	4000-4999: Books And Supplies	LCFF - Supplemental	7,500



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.2 Research Based Strategies and Professional Development:</p> <p>All teachers will use researched based strategies in English/Language Arts, English Language Development, mathematics, and science to increase student achievement. Teachers will use CELL/ExLL and Close Reading strategies. Teachers will development students' academic language by teaching language functions during ELA and ELD. Teachers will implement Math Talk and Numbers Talks in mathematics. Teachers, as they are trained, will implement research based strategies that support the Next Generation Science Standards.</p>	August 2017-June 2018	Principal Teachers Interventionists District Coaches and TOSAs	<p>Resources and Literature will be purchased for teachers to use as resources.</p> <p>Math Coaches and Site Math Leads will collaborate and support teachers in building their capacities around math talk and numbers talks.</p> <p>IT TOSAs will support teachers as they integrate technology in their instruction.</p> <p>Teachers will attend professional development conferences.</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>LCFF - Supplemental</p> <p>LCFF - Supplemental</p> <p>District Funded</p> <p>LCFF - Supplemental</p>	<p>3,182.18</p> <p>8,000</p>
<p>1.3 Interventions:</p> <p>School-wide, Paddison will focus on developing interventions tailored to students' needs. We will identify students' intervention needs in ELA and Math. The academic progress of all students will be monitored regularly during DRS and during planning time. Various metrics will be used to determine students' progress in meeting grade-level standards. Measures include SBAC results, district assessment results, teacher observations, and Student Study Team referrals. Interventions will be designed and implemented to address students' needs.</p>	August 2017-June 2018	Principal Teachers Interventionists Student Study Team	<p>Rtl/After School Tutoring</p> <p>Tier 3</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I Part A: Allocation</p>	<p>78,696.00</p> <p>58,023.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.4 English Language Development: August 2017-June 2018</p> <p>Teachers will implement daily systematic integrated and designated English Language Development. Teachers will use research based strategies embedded in instruction across the curriculum to support English Learners throughout the instructional day.</p>		Principal Teachers, EL Site Coordinators Interventionists	Purchase materials and resources English Language Development instruction - integrated and designated.	4000-4999: Books And Supplies	LCFF - Supplemental	3,239
			Professional Development: All teachers will be trained in the alignment of the ELD/ELA standards.	1000-1999: Certificated Personnel Salaries	District Funded	
			Site Coordinators will attend district meetings and share the information at the school site.	1000-1999: Certificated Personnel Salaries	District Funded	
			Teachers will utilize ELD planning time to systemically implement research based strategies across grade levels.		LCFF - Supplemental	4,000
<p>1.5 Technology Integration will be instrumental in supporting student engagement and student achievement.</p>	August 2017-June 2018	Principal Teachers Itinerant Technology Teachers District TOSA	TOSAs will support teachers as they integrate technology into instruction.	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Students' Physical Education will continue to be prioritized.	August 2017-June 2018	Principal Teachers Itinerant P.E. Teachers	Students will participate in regularly P.E. instruction for a minimum of 200 minutes every ten instructional days. P.E. affidavits will document instructional time. Teacher will submit lesson plans and schedules. Principal will monitor.	1000-1999: Certificated Personnel Salaries	District Funded	
			Itinerant P.E. teachers will provide increased access to physical education instruction, providing teachers collaboration time.	None Specified	District Funded	

## 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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

#### **SUBJECT: Conditions for Learning**

#### **LEA/LCAP GOAL:**

##### Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

#### **SCHOOL GOAL #2:**

##### Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

#### **Data Used to Form this Goal:**

Various sources provide data for this goal:

Office of School Construction Facilities Tool (FIT)  
SARC and Personnel Data - Highly Qualified Teachers  
Williams Compliance Document  
Transportation Agreements (Special Education)  
Site Budget

**Findings from the Analysis of this Data:**

Data evidences that the conditions for learning are appropriate at Paddison Elementary School. As per the FIT, facilities are in good condition. SARC and personnel data says that our teachers are highly qualified. William Compliance Document notes that our students have access to adopted materials and we have not had any Williams Complaints. Our Special Education students have access to transportation. Students and staff have access to basic supplies and materials.

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

The goal will be monitored by stakeholders such as our School Site Council members and appropriate district personnel including the principal Director of Facilities and Maintenance, Director of Curriculum and Instruction, Assistant Superintendent of Curriculum and Instruction, and the Assistant Superintendent of Personnel Services.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Facilities: Paddison is a safe and well maintained facility.	August 2017-June 2018	Principal Site Staff Director of Maintenance and Facilities	School Facilities	None Specified	District Funded	
2.2 Highly Qualified Teachers are hired and provide instruction to our students.	August 2017-June 2018	Principal Personnel Department	Highly qualified teachers are hired and retained as staff.	1000-1999: Certificated Personnel Salaries	District Funded	
2.3 Williams Compliance: Paddison is Williams Compliant. All students have access to adopted materials.	August 2017 - June 2018	Principal, Library Media Specialist, Director of Curriculum and Instruction, Superintendent of Educational Services	Purchase instructional materials including adopted and supplemental materials	4000-4999: Books And Supplies	District Funded	
2.4 Special Education Transportation: Students with an IEP have access to transportation	August 2017 - June 2018	Principal, Director of Special Education and Pupil Services	Coordinate transportation for students on an IEP		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.5 Basic Supplies and Services: All students will have access to basic supplies and services.	August 2017 - June 2018	Principal Business Services	Basic supplies, materials, and services essential for daily operations will be purchased	0000: Unrestricted	General Fund	17,086

## 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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Stakeholder Engagement</b>
<b>LEA/LCAP GOAL:</b>
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none"><li>1. Parent Survey Response Rate</li><li>2. Parent Satisfaction Survey Rate</li><li>3. Parent Engagement Rate (District and Site SMART Goals)</li><li>4. Student School Connectedness Rate (Grades 5 and 7)</li><li>5. Attendance Rate</li><li>6. Chronic Absenteeism Rate</li><li>7. Middle School Dropout Rate</li></ol>
<b>SCHOOL GOAL #3:</b>
Stakeholder Engagement Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics): <ol style="list-style-type: none"><li>1. Parent Survey Response Rate</li><li>2. Parent Satisfaction Survey Rate</li><li>3. Parent Engagement Rate (District and Site SMART Goals)</li><li>4. Student School Connectedness Rate (Grades 5 and 7)</li><li>5. Attendance Rate</li><li>6. Chronic Absenteeism Rate</li><li>7. Middle School Dropout Rate</li></ol>

**Data Used to Form this Goal:**

Data for this goal is collected from various surveys and sources:

Parent Satisfaction Survey

Results Parent Engagement Survey

Healthy Kids Survey

Attendance Rate

School Counselor Data

**Findings from the Analysis of this Data:**

Data shows that stakeholders are invested in the Paddison School Community. Survey results indicate areas in stakeholder engagement in which can improve. Ninety-four percent of first and fourth grade parents provided their feedback to our annual survey. Ninety-five percent of parents indicated that there is good school-parent communication. We will work on improving the rate of parents who agree that there is good school-parent communication. Another area of focus will be increasing student connectedness. Health Kids Survey results indicate that 84% of students feel connected to someone at school. An area of focus will be to increase the degree to which all students are connected to someone at school. We will work on improving our attendance rate until we reach 97%.

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

Stakeholder engagement will be monitored throughout the school year by the principal, the PBIS team, by members of our parent committees, and our students. Discipline data will be collected, reviewed, and analyzed. Attendance will be monitored monthly by the site administrator.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Stakeholder Engagement: To foster student connectedness, we will increase opportunities for students to make meaningful connections with others.	August 2017-June 2018	Principal PBIS Team	Student Connectedness will be increased as we develop school-wide friendship building practices. Materials will be purchased to support this effort.	4000-4999: Books And Supplies	LCFF - Supplemental	2,000
			Purchases will be made for student incentives and school-wide banners, posters, and other visual reminders that support PBIS	4000-4999: Books And Supplies	LCFF - Supplemental	1,317.82
			PBIS team members will provide professional development and support on campus.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,107
			Student Engagement Assemblies--Meet the Masters will be contracted for assemblies that engage students in the arts.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,000
3.2 Attendance: Attendance improvement program will be implemented.	August 2017-June 2018	Principal PBIS Team Teachers District	Attendance Incentives will be purchased and distributed.  We will participate in the ACT and SART programs.	4000-4999: Books And Supplies	LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.4 Stakeholder Feedback: Parents and students will provide feedback regarding connectedness and overall school satisfaction via annual surveys.	February 2018 April 2018	Principal Teachers Educational Services	The following surveys will be administered to obtain parent and student feedback: Parent Involvement Survey--1st and 4th grade parents Parent Engagement Survey---5th grade parents Health Kids Survey--5th grade students	None Specified	None Specified	
3.5 School Counselor	August 2017 - June 2018	Counselor	Counselor will provide social-emotional support to students	1000-1999: Certificated Personnel Salaries	District Funded	
3.6 Parent Engagement Incentives	August 2017 - June 2018	Parent Incentives	Incentives will be purchased to support parent engagement.	4000-4999: Books And Supplies	LCFF - Supplemental	1,898
				4000-4999: Books And Supplies	Title I Part A: Allocation	600

## 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 program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: School Climate</b>
<b>LEA/LCAP GOAL:</b>
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
<b>SCHOOL GOAL #4:</b>
School Climate School Climate will be conducive to effective teaching and learning, as measured by (metrics): 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety Survey Rates (Grades 5 and 7) 4. Parent Safety Survey Rate
<b>Data Used to Form this Goal:</b>
The data used for this goal include:  Parent Satisfaction Survey Healthy Kids Survey Suspension and Expulsion Rates

**Findings from the Analysis of this Data:**

Paddison has zero suspensions and zero expulsions.

According to survey data, parents and students indicate that they feel safe at Paddison. Our area of improvement will be in student connectedness. Eighty-four percent of 5th grade students who responded to the Healthy Kids Survey indicated that they feel connected to someone at school. We will focus on promoting healthy friendships and student connectedness to increase the number of students who feel connected to someone at school.

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

Paddison's PBIS team, school counselor, and principal will monitor and evaluate school climate throughout the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.1 School Climate</p> <p>We will promote a safe and positive school climate. We will continue to communicate school-wide behavior expectations that support safe, responsible, and respectful behavior by all members of the Paddison community.</p>	August 2017-June 2018	Principal Site Staff	Student Safety is our primary concern and we will implement our PBIS framework to ensure that our school climate encourages safe behavior by all.	None Specified	None Specified	
			PBIS training and implementation will continue school-wide.	1000-1999: Certificated Personnel Salaries	District Funded	
			Alternative to Suspension will be utilized as needed.	None Specified	None Specified	
			Counselors will provide individual and group counseling as needed.	1000-1999: Certificated Personnel Salaries	District Funded	
			Staff will continue to implement No Bully Program, utilizing conflict resolution strategies. Substitute teachers will be provided if it is necessary for teachers to work with students to resolve conflict.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Parent Satisfaction Survey results will be used to determine how parent perceive school climate.	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #5:</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 for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts, Mathematics, Science, HSS, ELD SBAC CELDT, ELPAC</b>
<b>SCHOOL GOAL #1:</b>
<p>Student Achievement</p> <p>All K-8 students will demonstrate growth toward proficiency in core content areas (e.g., California State Standards, ELD), as measured by:</p> <ol style="list-style-type: none"> <li>1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8</li> <li>2. District assessments in ELA and Math in grades K-2</li> <li>3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8</li> <li>4. District assessments in history/social science in grades 6-8</li> <li>5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)</li> <li>6. Resignation rates for ELs</li> <li>7. Academic Performance Index-API (as developed by the CDE)</li> <li>8. Physical Fitness Tests in grades 5 and 7</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 The district will provide Arts for All instructors to provide music, art, and PE for students while teachers participate in DRS collaboration in order to plan differentiated instruction for students.	Sep. 2017- May 2018	Educational Services Dep.	a team of Arts for All instructors will provide music, art and PE instruction to students at all elementary sites. Each school will have a team at their site one day per week.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	184,516.
				2000-2999: Classified Personnel Salaries		7,936.
				3000-3999: Employee Benefits		36,048.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 The district will support Data Reflection Sessions at the middle schools in order to review student work and most current assessments. Interventionist will place students in either support or enrichment courses for the following six weeks based based on their specific needs.	August 2017-June 2018	Middle School Interventionist 40% FTE at Lakeside 60% FTE at Lake Center Middle School	Interventionist will review ELA and Math assessment data every six weeks. Based on most current information, students will be place on a Targeted ELA or Mathematics course for six weeks. Students that do not need the additional support will be placed in a Science or HSS Enrichment course for the following six weeks. This process is completed five times per year. Interventionist will also meet with students individually to set goals and monitor progress.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	116,009.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.3 Common Planning time	Sep. 2017 - February 2018	Educational services	The district will provide three days of training for all teachers. Elementary teachers will focus NGSS, Middle school teachers will focus on Writing Across the Disciplines, Special Education teachers will focus on writing across all content areas. all Music and PE teachers will receive PD in their specific content. Dates will be September 1, 2017, October 13, 2017 and February 9, 2018.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	238,670.77	
				1000-1999: Certificated Personnel Salaries		86,329.23	
1.4 Instructional Technology	Sep. 2017- June 2018	Ed. Services / Business and Technology Departments	The district will coordinate instructional technology instruction as well as coordination of purchases of technology devises to support instruction.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	83,653.	
				3000-3999: Employee Benefits		LCFF - Supplemental	35,509.
				4000-4999: Books And Supplies		LCFF - Supplemental	55,838.
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,193.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Grade Level Collaboration	Sep. 2017-June 2018	Educational Services Dep.	The district will provide Itinerant PE teachers to provide PE instruction to students while teachers are given time to collaborate with their grade level peers. Each site will be assigned a PE teacher to work with students all day. Principals will create a schedule for them to follow.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,019.
				1000-1999: Certificated Personnel Salaries		63,805.
1.6 Summer School	Feb. 2018-July 2018	Educational Services Dep.	Educational Serv. Department staff will plan and implement summer school program for targeted students in grades 2nd-7th grade	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	69,020.
				2000-2999: Classified Personnel Salaries		4,010.
				3000-3999: Employee Benefits		18,036.
				4000-4999: Books And Supplies		8,325.
				5000-5999: Services And Other Operating Expenditures		25,609.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
1.7 Instructional Coaches	Aug. 2017-June 2018	Educational Services Dep.	Mathematics Instructional Coaches will provide support to teachers and principals and provide training for teachers, administrators, Interventionist, THINK Together staff and parents	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	261,005.	
				3000-3999: Employee Benefits		LCFF - Supplemental	108,375.
1.8 Technology Specialist	August 2017-June 2018	Educational Services Dep.	Technologist Specialist will provide technology instruction to elementary students and teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	214,115.	
				3000-3999: Employee Benefits		LCFF - Supplemental	81,158.
1.9 AVID EL	July 2017- June 2018	Middle School Principals	AVID Excel teachers will provide specially designed instruction to Long Term English Learners in 7th and 8th grade students at Lake Center and Lakeside	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,111.	
				3000-3999: Employee Benefits		LCFF - Supplemental	3,889.
				5000-5999: Services And Other Operating Expenditures		Title III Part A: Language Instruction for LEP Students	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.10 ELD Specialist / ELD Support Plan	August 2017-June 2018	Educational Services Dep.	ELD Training and support will be given to all teachers as they implement integrated and designated ELD	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	59,292
			EL Monitoring Doc. Preparation	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,500
				5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	40,158
			ELD Training - Ivannia Soto	5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	15,000
1.11 Science Specialist	August 2017-June 2018	Educational Services Dep.	Teachers will receive training and support as from the district Science Specialist as they implement the NGSS standards	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	85,437.
				3000-3999: Employee Benefits	LCFF - Supplemental	34,563.
1.12 RSP Teachers	August 2017-June 2018	Director of Special Education Principals	RSP teachers will provide additional support for targeted students in all core content area	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	201,661.
				3000-3999: Employee Benefits	LCFF - Supplemental	90,620.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.13 Interventionist and Support for Elementary Sites	Sep. 2017-June 2018	Educational Services Dep. Personnel Department Principals	Certificated interventionist will provide support in ELA and Math to targeted students in all elementary students Budgets for interventionist reflected in each site school plan			
Library Access for Students	August 2017-June 2018	Principals	Students will have access to check out books from their school library	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,584.
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,396.

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>
<p>Conditions for Learning</p> <p>Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:</p> <ol style="list-style-type: none"> <li>100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)</li> <li>Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.</li> <li>Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)</li> <li>Student transportation, as required by IEPs and safety criteria (allocated funds)</li> <li>Basic Supplies and Services</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Maintenance of Facilities	July 2017- June 2018	Director of Maintenance	Facilities will be maintained and monitored using the FIT tool	1000-1999: Certificated Personnel Salaries	General Fund	338,658.
				3000-3999: Employee Benefits	General Fund	173,000.
				4000-4999: Books And Supplies	General Fund	148,000.
				5000-5999: Services And Other Operating Expenditures	General Fund	138,000.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Qualified Staff	July 2017-June 2018	Assistant Superintendent of Personnel Principals	Appropriately qualified staff will be hired for all positions necessary throughout the school year	1000-1999: Certificated Personnel Salaries	LCFF - Base	17,236,491.
				2000-2999: Classified Personnel Salaries	LCFF - Base	4,426,994.
				3000-3999: Employee Benefits	LCFF - Base	8,448,844.
				5000-5999: Services And Other Operating Expenditures	LCFF - Base	
2.3 Basic Supplies and Services	July 2017-June 2018	Assistant Superintendent of Business Principals	Students will have access to school supplies as needed throughout the year	4000-4999: Books And Supplies	General Fund	396,551.
				5000-5999: Services And Other Operating Expenditures	General Fund	3,514,966.
2.4 School Transportation	July 2017-June 2018	Director of Special Education Educational Services Dept.	Selected students will receive home to school transportation	5000-5999: Services And Other Operating Expenditures	General Fund	922,368.
2.5 Standards Aligned Materials	July 2017-June 2018	Assistant Superintendent, Educational Services	All students will have access to all core content adopted textbooks, and supplemental materials	4000-4999: Books And Supplies	General Fund	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>
<p>Stakeholder Engagement            Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):</p> <ol style="list-style-type: none"> <li>1. Parent Survey Response Rate</li> <li>2. Parent Satisfaction Survey Rate</li> <li>3. Parent Engagement Rate (District and Site SMART Goals)</li> <li>4. Student School Connectedness Rate (Grades 5 and 7)</li> <li>5. Attendance Rate</li> <li>6. Chronic Absenteeism Rate</li> <li>7. Middle School Dropout Rate</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Parent Involvement	August 2017-June 2018	Educational Service Department	Parents will be provided multiple opportunities for participation in: Courses through Cerritos College, such as ESL, GED and Technology. as well as many parent training workshops throughout the year	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,400
				4000-4999: Books And Supplies	Title I	4,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Parent Surveys	February 2017-May 2018	Educational Service Department	Parent Surveys will measure parent satisfaction as well as parent engagement. Surveys will be collected from parents throughout the district			

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>
<p>School Climate            School Climate will be conducive to effective teaching and learning, as measured by (metrics):</p> <ol style="list-style-type: none"> <li>1. Suspension Rate</li> <li>2. Expulsion Rate</li> <li>3. Student School Safety Survey Rates (Grades 5 and 7)</li> <li>4. Parent Safety Survey Rate</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
4.1 Elementary/Middle School Counselors	August 2017-June 2018	Director of Special Education	Counseling services will be provided for targeted students at all schools	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	362,373.	
				3000-3999: Employee Benefits		LCFF - Supplemental	132,782.
4.2 Alternatives to Suspension	August 2017-June 2018	Director of special Education and Pupil /services	all schools will participate in Positive Behavior Interventions and Supports training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,009	
				3000-3999: Employee Benefits		LCFF - Supplemental	4,791
				5000-5999: Services And Other Operating Expenditures		LCFF - Supplemental	29,200

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Unrestricted	17,086	17,086.00
LCFF - Supplemental	112,940	-3,000.00
Donations	500	500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	17,086.00
LCFF - Supplemental	115,940.00
Title I Part A: Allocation	58,623.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
0000: Unrestricted	17,086.00
1000-1999: Certificated Personnel Salaries	136,719.00
4000-4999: Books And Supplies	21,737.00
5000-5999: Services And Other Operating Expenditures	1,107.00
5800: Professional/Consulting Services And Operating	11,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	17,086.00
	LCFF - Supplemental	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	78,696.00
4000-4999: Books And Supplies	LCFF - Supplemental	21,137.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,107.00
5800: Professional/Consulting Services And	LCFF - Supplemental	11,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	58,023.00
4000-4999: Books And Supplies	Title I Part A: Allocation	600.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	162,640.18
<b>Goal 2</b>	17,086.00
<b>Goal 3</b>	11,922.82

## 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
Lorena Martinez-Vargas	X				
Maryann Rocha		X			
Araceli Avalos		X			
Sergio Espinoza		X			
Yvette Bermudez			X		
Monique Brewer				X	
Christina Gallegos				X	
Raquel Puente				X	
Irieri Hernandez				X	
Norma Gonzalez				X	
Vanessa Velasco - Alternate					
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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

X 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 .

Attested:

Dr. Lorena Martinez-Vargas

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date