

**PADEN ELEMENTARY
SINGLE PLAN FOR STUDENT
ACHIEVEMENT (SPSA)
2022-23**

CDS Code	01-61119-6090120
Principal Name	Drew Sarratore
Telephone Number	510-748-4014
Address	444 Central Ave. Alameda Ca, 94501
E-mail	dsarratore@alamedaunified.org
Date of SSC Approval	
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Purpose and Description

A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

Purpose

Please select the purpose of this plan by **BOLDING** one or more of the following:

BOLD one or more:
Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

Description

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

[add text here]

Resource Inequities

If the school is not identified for CSI or STASI this section may be deleted. Schools eligible for CSI or ASTI must identify resource inequities which may include a review of LEA and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[add text here]

Districtwide Goals

Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

- 1) Eliminate barriers to student success and maximize learning time
- 2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
- 5) Ensure that all students have access to basic services

District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.

- As an organization, we need to improve outcomes for our African America/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		9.1%	8.5%	8.9%	11.7%	8% (March)	6.6% (March)
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	2.4%	2.4%	1.4%	1.3% (March)	0.7% (March)
Graduation % of four-year cohort completing graduation requirements		93.2%		91.9%		93%	
CHKS: % of students reporting 'agree' or 'strongly'	5th	86%	86%	85%	95%	82%	85%
	7th	62%		64%		60%	

agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	9th	60%		64%		60%	
	11th	63%		64%		62%	



Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

As a Community over the past five years we have made drastic improvements in our relationships with students and families as well as with our PBIS systems, restorative systems and our ability to respond to students mental health and social emotional needs. This is most evident in our consistent scores on the TFI. The reduction in suspensions and pre covid our work to improve chronic absenteeism. This community was also really tested during the covid pandemic and rose to the occasion to support our students and families.

Even with this growth there is still so much growth to be made. We still have suspendable behaviors but, instead of treating them with suspensions we frequently use restorative practices, family learning activities and other practices to keep students at school. These practices however, also take time out of the classroom and affect student performance and feelings of safety. This time being spent out of the classroom is most frequently happening with our African American Students and our students that qualify for free and reduced lunch.

In order to look at this deeper, we will dig into the **time students are spending out of the classroom**, and the **number of suspendable behaviors**.



Identified Need: Using Additional Data to go Deeper

Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.

- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!




Even with all of the PBIS systems, rewards, restorative practices and family relationship work, we still have significant behavior patterns that keep unduplicated students from the classroom more frequently than their peers.

As a team, we believe that many of our systems are effective but are frequently used inconsistently and the clarity across all staff, not just teaching staff needs work. We also believe that our communication with families at times has erred on this and is what happened today and not always having the consistent communication and positive calls.

The restorative practices have become a safe place for students and can potentially take away from the relationship with teachers and make the restorative center or office a safe place.

In order to address this we want to move the feeling of safety back to the classroom, clarify all systems and train staff and build in consistent times to our staff time to make calls and communicate with families.

LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 SMARTIE Site Goal A <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.</i>	<p>Overall: By 2026-2027 we will reduce suspendable behaviors of unduplicated students by 50%. As a team we very rarely suspend but students do still spend a significant amount of time out of class with restorative work.</p> <p>Equitable (AA/EL/IEP/CCEIS):</p> <p>All of the above will be measured in year one as we gather our baseline.</p>			
 Measurable Outcomes <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels</i>	<p>Assertive discipline data.</p> <p>Time out of class</p> <p>Chronic Absenteeism among unduplicated students.</p>			
#		How will you know the strategy is making progress towards your	Student Group Served	Person(s)/ Teams Responsible for Actions and Progress Monitoring

	Research-Based Strategies to Achieve Goal <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	goal throughout the year? <i>What information/data will you monitor? When? With whom?</i>	(All/AA/EL/IEP/C CEIS)	
A1	Support staff in creating a calm down/ reflective space in each classroom. Use Toolbox T1 SEL curriculum to create reflection sheets.	Spaces in use 1 time check in and TFI monitoring	ALL	IL/ PBIS Team
A2	Time Tier 2 and Tier 3 removals from the class, gather baseline data at the start of the year and set reduction goals throughout	Each Month PBIS team will track data, and look at if we are reducing time and set systems	ALL	IL/ PBIS Team
A3	Communication systems in place to support staff in building relationships. Beginning of the year minimum days and embedded time in staff meetings in order to make positive calls.	Two weeks of Minimum days at the beginning of the year for conferences 15 minutes 2x monthly for positive parent preferred communication built into collaboration and staff meetings.	All	Responsible for action: Drew, Renate Responsible for monitoring: Renate Consult/Inform: IL/ AMy
A4	Revisit the school rules/ create a baseline - Solidify Office vs classroom managed behavior systems. Ensure buy in from all staff. By prioritizing Wednesday meetings with Para's and Recess team. PBIS clipboards for all support staff and teachers.	Monthly Meetings with support staff Staff survey and check ins involving clarity on doc and follow through in August, October, December, February, April	Unduplicated/All	Responsible for action: PBIS and IL Responsible for monitoring: Drew Consult/Inform: Betsy
1. A3	Rework Morning ceremony to include mindfulness and other SEL practices to align with toolbox.	Daily	Unduplicated/ All	Responsible for action: Drew Responsible for monitoring: Drew Consult/Inform: Teachers

LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

- Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.
- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	14.3	11.5	14.3	7.6		
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.8	2.3	40.5	3.8		
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of	74.9%		73.2%		75.2%	

3+ 10th & 12th students						
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%		51.9%		52.5%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%		56.8%		60.3%	



Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

As a school we have had a lot of success over the past few years with our focus on Small Group Instruction, Focal scholars, focal skills and literacy growth. This has been most evident in our growth with unduplicated students. However even with this progress in our growth metrics overall, there is still a gap in our overall data and there is still a gap in our growth data for our ELL's. In our winter data only 54% of our ELL students were meeting their growth targets. Our highest performing groups in overall metrics are still our White and Asian Students.

In order to continue our focus on small group instruction and collaboration around data for focal scholars and skills, we will be monitoring our **growth data for all unduplicated students and primarily for our ELLs.**



Identified Need: Using Additional Data to go Deeper

Ask yourself:

- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.

- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid




- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

At Paden we have a detailed schedule for designated ELD as well as push in and pull out support for tier 2 and tier 3 reading supports. This has led to a lot of our growth. However as stated above there are many gaps still in our academic achievement. In order to continue to improve and close these gaps it is hypothesized that we need to focus in a few areas.

1. Including ELLs in our focal scholar plan for collaboration.
2. Focusing school walkthroughs and tier 1 improvement on integrated ELD strategies.
3. Having a more robust after school support system for ELLs and other unduplicated students.

By focusing in these three areas it will also be important to not lose sight of where we have grown in the past, primarily in our growth with African American literacy growth data.

LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

<div>  SMARTIE Site Goal A <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.</i> </div>				
<p>Overall: Staff will set SMART grade level Literacy goals that focus on growth. They will use priority assessments, regular progress monitoring (trimester goals), and focus students to gauge overall progress on these goals. Doing this, 75% of our unduplicated students will grow more than an average of one year on priority assessments by 2026-2027</p> <p>Equitable (AA/EL/IEP/CCEIS):</p> <p>This goal focuses on unduplicated students and will be adapted to reflect current data focus year by year. For 2022-2023 the focus will be on improving our percentage of ELL students reaching their growth metric on F+P and Star by 10% from 54% to 64%.</p>				
<div>  Measurable Outcomes <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels</i> </div>				
<div> <div> F+P STAR Absolute STAR SGP </div> </div>				
#	<div>  Research-Based Strategies to Achieve Goal <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i> </div>	<div> How will you know the strategy is making progress towards your goal throughout the year? <i>What information/data will you monitor? When? With whom?</i> </div>	<div> Student Group Served (All/AA/EL/IEP/CCEIS) </div>	<div> Person(s)/ Teams Responsible for Actions and Progress Monitoring </div>

2. A1	Select ELL focus students, prioritize relationships and small groups, spend time in collaboration discussing these areas as well as how to support them through tier 1.	Designated ELD teachers will send ParentSquare monthly messages home to families of students whom they teach explaining unit objectives and language to practice at home. Lunchtime student affinity clubs?	EL	Responsible for action: teachers Responsible for monitoring: Principal, Coach Consult/Inform:
2. A2	Innovative learning and tier 1 cross curricular connection	Make/bring back reflection sheet for Maker Space/classroom use to integrate writing across the curriculum Sentence frames and scaffolds in place for journaling for Makers Space	All	Responsible for action: Library Teacher, Coach, Maker Space Teacher Responsible for monitoring: Erin Head Consult/Inform: Teaching Staff
2. A3	intentional meetings including these focus students (small groups, individual check ins)	Small group schedule, focal student spreadsheet, binders or notebooks for teachers?	EL	Responsible for action:Leadership Team Responsible for monitoring: Drew and Betsy Consult/Inform: Leadership Team
	1. collaboration engaging staff on 2 guiding questions linked to whole group instruction and independent practice with our focus students at the center of the conversation. a. How do our upcoming lessons relate to our overall goal for this		Unduplicated students	

	<p>trimester?</p> <p>b. How are we scaffolding for and supporting our unduplicated (ELL) students to have success on our lessons, leading to success on our overall goal?</p>			
	<p>Using a schoolwide walkthrough tool built on the above, all staff will have the opportunity to observe the best practices of each other and capture school wide strengths and growth areas primarily around integrated ELD strategies</p>	<p>Rework walkthrough tool to focus on EL/talk strategies?</p> <p>Possible focus on vocabulary? (based on Betsy's observation of student's taking Star in Cohen's room).</p>	<p>Unduplicated Students</p>	<p>Responsible for action: Leadership Team</p> <p>Responsible for monitoring: Drew and Betsy</p> <p>Consult/Inform: Leadership Team</p>
	<p>Using data from the schoolwide walkthrough tool, we will pinpoint tier 1 areas of growth for the school, identify best practices and support staff to grow in these practices.</p>	<p>Quarterly, look at walkthrough data with leadership and bring to staff.</p>	<p>Unduplicated Students</p>	<p>Responsible for action: Leadership Team</p> <p>Responsible for monitoring: Drew and Betsy</p> <p>Consult/Inform: Teachers</p>
	<p>Using data we will determine tier 2 needs in the classroom and pinpoint specific key skills at each grade level that need to be mastered to be able to engage in tier 1 work. Tier 2+ staff will add additional support.</p>	<p>Each Trimester we will meet 3 times.</p>	<p>Unduplicated students</p>	<p>Responsible for action: Leadership Team</p> <p>Responsible for monitoring: Drew and Betsy</p> <p>Consult/Inform: Teachers</p>
	<p>Instructional Leadership will develop grade level power skills that align between grade levels, Tenesh will support with</p>	<p>Multiple meetings throughout the year to identify and adapt.</p>	<p>Unduplicated Students</p>	<p>Responsible for action: Leadership Team</p>

	helping to create at home activities that align.			Responsible for monitoring: Drew and Betsy Consult/Inform: Teachers
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LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.



District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dash board		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
EL Reclassification: % of English Learners who were redesignated as RFEP		12%	4.5%	21%	12%	14%	6.5%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%	75.4%	72.6%	73.7%	84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners	K-5th	8.5%	11.7%	27%	24.1%	11.5%	12.5%

(LTELs)	6th-8th	4.6%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%	100%				
	6th-12th	97%					
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	70%	100%				
	6th-12th	61%		98%		100%	

*to be replaced with growth metric when released spring 2022

LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
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AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.



District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	



Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

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- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid

- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Similar to above a major area of growth in all of our data is with our ELL's. This is very true in our work with families as well. There are currently 0 members of SSC that have an ELL student, we average between 5-10 parents at our ELAC committee and the PTA Board does not have representation from this community either. PTA membership among ELL families is also low. We know there is a connection between family engagement and student success and we need to do a better job in engaging our families of ELL's. If we can engage our families of ELLs and help them feel more a part of our community than with the above push on Integrated ELD and collaboration, we should see higher levels of academic growth using STAR and F+P.

In order to gauge our progress we will look at **parent survey data, family attendance data at events and meetings**, and if we were able to implement the new programs detailed below.



Identified Need: Using Additional Data to go Deeper

Ask yourself:




- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid

- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

Our school and school system has struggled here in the past. Our translation services are weak at best and the programs we have provide translation but it loses a lot of the feeling and emotion. Our events are being planned and implemented by families that speak ENGLISH, that do not have the language barrier in mind. We say "everyone belongs here" however the experience of a family that does not know ENGLISH is very different. We understand we cannot change this overnight, but by focusing on the below strategies and making sure this is a priority with every decision making group on campus, we can start to take the correct steps to improving the feeling of belonging on campus and the ability to access the tools and resources to support student achievement.

LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

 SMARTIE Site Goal A <i>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.</i>		Overall: By 2026-2027 Our unduplicated families will be represented equally in our decision making community including, PTA board, SSC, ELAC they will also have increased involvement at Family Literacy Nights and other school-wide events. Equitable (AA/EL/IEP/CCEIS): For 2022-23 the primary focus of this goal will be improving ELAC attendance and having over 50% of ELL families engage with ELAC as well as more than 1 school event or respond to surveys that they agree or strongly agree that they feel connected to the school.		
 Measurable Outcomes <i>Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels</i>		SSC Roster PTA Roster ELAC Attendance Family Fun Night Attendance list Parent Survey		
#	 Research-Based Strategies to Achieve Goal <i>Consider the school budget, master schedule, collaborative structures, and professional development approach</i>	How will you know the strategy is making progress towards your goal throughout the year? <i>What information/data will you monitor? When? With whom?</i>	Student Group Served (All/AA/EL/IEP/CCEIS)	Person(s)/ Teams Responsible for Actions and Progress Monitoring
4. A1	Use the first two weeks of the school year to do minimum days and have an initial round of conferences.	Post Surveys and cold calls	All	Responsible for action: Teachers Responsible for monitoring: Drew Renate Amy Consult/Inform: Betsy
4. A2	Give an initial letter to ELL Families, translated, that details all of the different dates for ELAC, what it means to be an ELL and more. This will be gone over at the initial round of conferences to start the year.	Attendance at early ELAC	ELL	Responsible for action: Betsy Responsible for monitoring: Drew Consult/Inform: Amy Renate

4. A3	Affinity groups for our 7 most spoken languages	Attendance and frequency	ELLs	Responsible for action: Betsy and Renate Responsible for monitoring: Drew Consult/Inform: Amy District
4. A4	We will form a committee with the family liaison, 2 teachers a parent and coach to focus on this work	Attendance and frequency	ELLS and Unduplicated	Responsible for action: Betsy and Renate Responsible for monitoring: Drew Consult/Inform: Amy Teachers
4. A5	PTA will adjust family fun nights to timing that supports more students and include more translation in activities	Attendance and frequency	ELLs and unduplicated	Responsible for action: Betsy and Renate Responsible for monitoring: Drew Consult/Inform: Amy District
4. A. 6	Parent Liaison leads 4 community learning events over the year.	Attendance	Ells and Unduplicated	Responsible for action: Betsy and Renate Responsible for monitoring: Drew Consult/Inform: Amy District
4/ A. 7	Beginning of the year dinner, to lay out attendance and services for CCEIS and ELL families.	implementation	ELLS and CCEIS students	Responsible for action: Renate Drew Responsible for monitoring: Renate Consult/Inform: Staff and Families

4. A8	Teneh's team supports our leadership team in providing family focused literacy activities that link to Focal skills at each grade level	Track implementation of strategies for ELL families and CCEIS families.	ELLs CCEIS	Responsible for action:Teneh Responsible for monitoring:Leadership Team Consult/Inform:STaff and Families
4A 9	Train families on use of Lexia	Track Lexia minutes for ELL and CCEIS	ELLS CCEIS	Responsible for action:Betsy Responsible for monitoring:Betsy Consult/Inform:Amy and Staff

Annual Review

Analysis

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

[add text here]

Describe any major differences between the implementation of the strategies/activities to implement the strategies/activities to achieve the articulated goal in the previous year. Identify any expenditures to implement the strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe any major differences between the implementation of the strategies/activities to implement the strategies/activities to achieve the articulated goal in the previous year. Identify any expenditures to implement the strategies/activities to achieve the articulated goal in the previous year. Identify where those changes can be found in the SPSA.

[add text here]

N/A due to covid interruption, schools are in their first year of implementing goals.

Expenditures to Achieve Site-Specific Goals

[MAKE A COPY OF THE TEMPLATE FOR YOUR SITE FOLDER.](#) COMPLETE THE TABLE, THEN PASTE TABLE HERE AND SELECT “LINK” IN CASE YOU MAKE ANY UPDATES IT WILL AUTOMATICALLY UPDATE HERE. SEE “EXAMPLE” TAB IN TEMPLATE FOR AN EXAMPLE.

2022-23 SPSA Expenditures Table

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ [Enter amount here]

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title 1 Funding	\$65,000

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$25,944

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 65,000
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 65,000

Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

Names of Members	ROLE*
Drew Sarratore	Principal
Jeannie Slone	Chairperson (Teacher)
Maria Mejia	Secretary (Community member)
Serena Kielty	Vice Chair (Teacher)
Rebecca Berreman	Teacher
Maria D'Orazi	CSEA Member
Helen Bi	Community Member
Vanessa Sifuentes	Community Member
Natalie Bargas	Community Member
Paul Rosenblum	Community Member

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1. The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update. Be sure to include how members of SSC and ELAC were involved:

Paden ELementary has a leadership team consisting of our coach, Intervention Lead, Principal and a teacher at each grade level. The SPSA was initially put together with the leadership team. It was then brought to a staff meeting where the team looked at the goals and thought through important action steps. After this step it was brought to SSC and ELAC for feedback and to ensure alignment to the budget. It was then brought back to the leadership team and staff for a final viewing and feedback round. Then finally brought back to SSC for approval.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

No, unfortunately we do not have representation from our ELL community or our African American community. By pursuing the affinity groups from above and trying strategies from above to bolster our ELAC community, we hope to find engaged leaders from both of these communities in our SSC next year.

Appendix C: Title 1 Schoolwide Program Plan

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

- The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met. This information goes to the staff and to SSC when appropriate.
- School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.
- PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.
- Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math) and state level (Smarter Balanced Assessment (CAASPP) as well as California Standards Test (CST) in science. This data is reviewed by staff and SSC. Data is presented to PTA. Now we have CAASPP baseline data that has informed staff about how well students did towards demonstrating proficiency on Common Core State Standards (CCSS). This data has been helpful in informing practice this year. It is also assessed through the star exam and F+P exam three times yearly. We also use the STAR assessment at least three times a year to gauge students overall performance on math and ELA as well as their growth.
- Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year. This has been broken into three intervention cycles where we look at data 3 times during the cycle and make adjustments based on the data and progress of the intervention.

Physical fitness testing is given in grade 5. Results improved last year so we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also continue to pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness. The PE teacher also posted students' winter scores to motivate them.

Needs Assessment Results:

- STAR and CAASPP results show an achievement gap evident in English language arts and math between White students Asian Students and all other groups in overall proficiency. The gap between English Learners and English only students is prevalent with only 54% of ELL's making their growth goals while their EO counterparts are at 78%. We believe the resources we put into training all teachers to teach Systematic ELD and the coaching provided by the Tier 1 coach to support Integrated ELD has definitely paid off but still has a ways to go to be fully successful. This is also evident in our attendance at ELAC meetings and the attendance of ELLs and Families at school wide events, representation on decision making councils, PTA and more. This

past year our Students that are socio-economically disadvantaged are growing at a higher rate than their more affluent peers. However the data around our English language learners and our overall proficiency data shows that there is still a wide learning gap. Currently 79% of our African American students are reaching their growth goals this is just behind our Asian students at 80% and just ahead of our white students at 76%. Our Tagalog, Mongolian and Spanish speaking students have our lowest proficiency as well as growth data. There is still an overall proficiency gap of 18% in ELA between our SED students and non SED.

We need to continue our push on small group instruction and improve our push on integrated and designated ELD as well as look for more opportunities to engage our Families of students learning English.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

We use a variety of research-based strategies to increase student performance in core academic areas.

Language Arts: Over the past 5 years we have focused our literacy instruction on small groups and comprehension discussions. We use guided reading, small group phonics with OG, whole group phonics with OG, SIPP, CCC small groups, the STAR and F+P assessments, Heinemann small group library and culturally relevant texts to support this work. All students receive small group instruction and students with a higher need are seen more frequently. Specific skills that students have not mastered are assessed with the three intervention cycles and push in/ pull out interventions are done using support staff to increase the groups we can provide. Our Tier one Curriculum is CCC and this is used throughout our classrooms. Our data shows that we have many students performing above grade level and many below but very few directly at grade level so we have chosen to put a lot of our efforts towards small group instruction.

During the 21-22 school year grade levels swapped students for designated ELD instruction. Currently all grade levels participate in a school wide tiered intervention that is our Small group instruction. Historically we've provided a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections and Guided Reading. This year we also provided Designated ELD during a separate time, now that all staff are trained we've been able to separate the literacy support and ELD times so that all students receive what they need, and we don't have to choose whether a child receives ELD or literacy support. Every English Learner at Padua is receiving 30 minutes of designated ELD four times a week. In addition we continue to provide SGI in 1st-3rd grades and several intervention groups. All grades participate in intervention cycles and have external support during the day as well as before and after school. This was provided using our ELOG funds which may or may not be available in the future.

Math: AUSD professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Padua students scored well in math on previous high stakes tests which is why we have always focused our school resources in ELA. Although we also equaled the district average in math on CAASPP we will need support in this new adoption to address the achievement gap evident in the scores.

In the 22-23 school year we will adopt Eureka Math 2.0 as a school wide math program. Staff continue to implement this program that supports students' math fluency and long term retention of concepts.

In order to continue to improve in math, we need to identify key lessons and standards and support our teachers in creating a pacing plan that works for continued formative assessment, small group reteach and a better implementation of the overall curriculum.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

Teachers, administration, and support staff participate in a variety of professional development activities throughout the school year supported by the district.

- Implementation of our Small group instruction has been a primary focus of our collaboration on Wednesdays and teachers and staff have worked to identify gaps in the data, focal skills and focal scholars to support using our SGI and to focus on key skills during direct instruction. As we continue to grow in this work we plan to have specific Paden focus skills that we will work on across the grade levels and prioritize to ensure students have what they need as they advance grade levels. This data also guides our tier 2 supports.
- Teachers worked with math coaches when available.
- We are in our 6th year of Positive Behavior and Intervention Systems (PBIS) training last year. This year the Intervention Team met 2x monthly to support implementation. We continue to improve school climate and lower the suspension rates as a result of this implementation. This year we have full time PBIS staff person to support this work including more frequent meetings of the Intervention or COST Team with an overview of all interventions academic and behavioral.
- The entire staff has been trained in toolbox
- The focus of our professional development in 22-23 will continue to support our SGI. We will also move our focus from designated ELD to integrated ELD. We will spend our staff meeting time focused on 3 areas, improving our PBIS systems, improving our relationships with our families and working on our innovative plan.
- In addition, all new staff will get Toolbox, and all staff will get equitable Tier 1 strategies training.
- We continue to seek outside partners to provide teachers support focused on infusing innovative and creative education in the classroom. PTA and our families support this initiative.
- All teachers participate in Grade Level Study Teams to support student learning through data discussions and intervention planning.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

- The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT INVOLVEMENT

The Paden School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all parent voices are heard and supported through the following activities.

- Families attend Morning Ceremony each day at 8:20 (Covid permitting) . Paden Pelican Awards for students following the 3 school rules are distributed. We will work to make this a more regular happening with the support of the additional PBIS staff. We also acknowledge birthdays, kindergarten students who've learned their sight words and third graders who master basic facts. We give out perfect attendance awards each trimester and acknowledge grade levels who have maintained 98% attendance throughout the month or improved their attendance by 1 percentage point from the previous month. We also give out parent acknowledgements. The pledge and a song or dance is done to build school community each day as well as a focus on our toolbox tool.
- PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.
- ELAC meets 5 times a year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.
- Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies. This coming year we are working to partner this program with the new After School Care program we are implementing because we know if parents are engaged students are more successful.
- We send 'Wednesday Notes' home every other week, including a letter from the principal, announcements from the district, upcoming calendar of events, and general information. Flyers from a variety of sources go home each week. PTA also sends this information home on email along with frequent "blasts" throughout the month about upcoming events.
- This coming year we will return to each grade level organizing a monthly Family Fun Nights. In the fall we have Multicultural Night and in May we have Sweets at Sunset. These special events are attended by hundreds of participants. Next year we will also have 2 literacy around the world events designed to support our ELL's and their families.

- Teachers and parents work together to support Back to School Night, Open House, Multicultural Night, and music/performance nights.
- Student Study Team meetings are held as needed to engage family members as part of the team creating the most effective support systems for their children, academically and socially.
- Each of the past two years we have started our school year with two weeks of minimum days to allow for an additional round of conferences in order for our teachers and parents to get to know each other and start relationship building. In the 22-23 year there will be a component of this specific to our ELL families and CCEIS families.

COMPONENT 7: TRANSITIONS

- Paden School actively works with the K team, the office staff and student services to make a smooth transition to kindergarten. The entire team attends the K Information Night. Teachers do a K interview to help place incoming students into appropriate groupings. (Covid Permitting)
- The school supports students beyond the school day with an after school intervention program, using Lexia and other OLPs. Next year we plan to change this to be math support because we have so much other literacy support throughout the day.
- 5th grade teachers work closely with Alameda Middle Schools to provide academic and social data on incoming students. Staff works hard to place students in appropriate classes for 6th grade.
- We make every effort to recruit and enroll students in appropriate summer school classes.

COMPONENT 8: TEACHER DECISION-MAKING

- Paden School is designed with grade level teams for on-going collaboration. Collaboration is organized by grade level and each team meets with the Title 1 teacher, IL or Principal to focus on SGI, PBIS and other needs.
- Every teacher assumes various leadership roles at the school in 'Share the Wealth'. Each year teachers sign up for various committees and are elected to some positions. Last year we learned the importance of having one or two teams focused on the most important work. Our Intervention and Instructional Leadership Teams have organized the work and professional development this year and will continue to do so next year.
- Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET

Paden School has a proactive set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:

- Incoming K students are screened in May in a K interview to assess academic and developmental readiness.
- All students (grades 1-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year, this is done using STAR and F+P.
- New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly basis. Staff provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.
- Our COST team is used to support the needs of any student that needs academic or social support. Much of this is done internally however we also partner with AFS, ALameda Arts, Girls inc and more to provide these supports. Teachers recommend students for Cost and then interventions are assigned and data is tracked to see if interventions are successful. This is also the star of the SST process.
- Interventions are intensive, flexible, and research based instructional programs. These programs include Literacy Learning Intervention, SIPPS, Making Connections, Language! and Math Triumphs.
- Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.
- Positive study skills are taught in a variety of ways, including note taking skills, long term projects, school assignment calendars and goal setting/behavior contracts with students. There is also a focus on the toolbox tools across all grades.

English Learners: English Learners comprise over 30% of our total school population. We will continue with the following:

Daily Designated ELD instruction

- ELD para push-in and pull-out support
- ELAC parent meetings held regularly throughout the school year.

- Affinity groups for our 7 most commonly spoken languages
- Integrated ELD training and support for teachers.

Social: After a Comprehensive Needs Assessment, we made changes in the work we are doing on school climate so that students would feel safe and respected by their fellow students. We will:

- Implement Toolbox curriculum that supports anti-bullying techniques and strategies.
- Continue to implement Positive Behavior Intervention Systems including schoolwide behavioral expectations, specific rules and a reward system.
- Utilize class meetings as prescribed in the Toolbox curriculum.
- Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence will be offered services from our PBIS staff person, student support provider or outside partnerships. Referrals are based on teacher and administrative input and are done through the COST system.
- When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
- Responsible older students assist with student jobs. These include student council, conflict manager, equipment manager, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor.

COMPONENT 10: COORDINATION AND INTEGRATION

- We realized this year that monthly meetings of the Intervention Team were not sufficient. We are looking forward to working with our new PBIS Staff to determine how to more effectively coordinate all the moving parts of interventions we supply students. We will continue to hold Student Study Team meetings as needed to discuss students' academic and social needs, develop academic and social interventions and monitor student progress.
- ELD currently occurs 4 days a week for grades K-5 coordinated by the instructional coach and implemented by teachers.
- Learning Center implementation has been extremely effective this year, resulting in social/emotional and academic gains for students with IEPs and additional support for general education students who need more than their classroom teacher can supply. All students with IEPs have seats on general education teachers' rosters as appropriate. Resource and full inclusion paraprofessionals provide in class support to students. We strive to do as many services as we can with a push in model.
- Staff provides before and/or after school support to targeted students.

- Programs and materials are purchased to support Tier 2 and Tier 3 interventions. Teachers are encouraged to attend trainings and to collaborate for various intervention/curriculum programs.
- The principal and teachers attended PBIS training. Training is brought back to staff through monthly staff meetings designated for professional development.
- The principal and teachers meet regularly in Grade Level Study teams to review student progress towards IEP goals and state standards.

Appendix D: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement. Comment on the allocation and usage of resources based on data analysis.

2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
3. What effective strategies are used to evaluate student learning and engagement?
4. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5. How are teachers provided feedback on instructional practices to improve instruction?
6. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

EXECUTIVE SUMMARY

William G. Paden School

Alameda Unified School District

Innovative Programs/Magnet Schools Request for Proposals

Phase II: Program Implementation

The Master Plan (adopted by the Board of Education on February 23, 2010) provided for the establishment of "attractive school options to provide desirable choices and deepen student, family and community engagement in the youth's lives and education." To meet this goal, any group of teachers and administrators may form a program leadership team in an effort to create an innovative or magnet program.

William G. Paden School Innovative Plan **Learn and Plan by the Bay**

Instructional Theory of Action

If we:

- Provide standards aligned science instruction and curricular materials that actively engage students in higher order problem solving and critical thinking building environmental literacy
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Implementing the Lawrence Hall of Science, MARE Curriculum

- Implementing service projects related to San Francisco Bay
- Providing students academic experiences outside the classroom that build understanding of environmental literacy
- Providing students opportunities for imaginative play, problem solving, experimentation, and discovery
- Providing staff the appropriate training and ongoing support to implement effective science instruction using Kids for the Bay and MARE curriculum

We will achieve the following:

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status
- Students will be engaged in hands-on science labs more regularly with more out-of-classroom experiences to solidify classroom knowledge.
- Students will be able to verbalize the impact they have on their neighborhood.
- Students will be better able to problem solve on the yard and in the classroom
- Literacy rates, as measured with appropriate assessments, will improve.
- Science competencies, as measured with appropriate assessments, will improve.
- Student daily attendance will improve.
- Attendance at parent-teacher meetings will increase. Besides the already established PTA, Back To School Night, Open House, SSC, ELAC, and Multicultural Potluck Night, other possible parent-teacher meetings may be added to help build home-school academic connections.

Process Background

At their regularly scheduled board meeting in May 2016, the AUSD School Board made a determination that Paden School's Phase I: Initial Planning and Program Development could move forward. This document is a description of this Planning and Development phase and our request to move to Phase II: Program Implementation in the 2017-2018 school year.

We, the faculty, staff, families and students at Paden, see the Innovative Program as an important opportunity to come together to implement a specialized program to benefit children and families at our site.

- Currently, AUSD has funded 7 Innovative/Magnet Schools: Earhart, Bay Farm, Haight, Franklin Maya Lin, Wood Middle and Encinal 6-12. .
- This year there are 2 proposals for Innovative Plans, one from Ruby Bridges and one from Paden.

Leadership Team/ Contacts

Team Contact- Erin Head, Teacher Librarian

Phone: 510-918-2332

District Email Address: ehhead@alameda.k12.ca.us

Innovative School Program Subcommittee Team

Erin Head, Media Center Teacher and Team Lead

Katherine Barr, Principal

Kitrena Swanson, 1st grade teacher

Serena Kielty, 3rd grade teacher



Second graders explore and learn about sandy beaches at the Alameda shoreline.



Fifth graders have been going to Science camp in the Marin Headlands for the last three years.



Students play and build with recycled materials at recess and learn through making.

William G Paden School Innovative Plan

Who We Are

Paden is a small, Title 1, neighborhood school serving an economically and culturally diverse population. Nearly half of our approximately 320 grade PreK-5 students receive free or reduced lunch. About one third of Paden students are Caucasian, while African American, Hispanic, Asian, and Filipino students make up the remaining two thirds in fairly even numbers. Approximately one third of students are English Language Learners. Paden has two preschool classes of special needs students on campus, as well as K-2 and 3-5 learning centers for students with special needs, including mild to moderate autism. Our school community is dedicated to one goal: meeting the needs of the whole child. We have worked diligently to create a school where all students are welcomed and moving towards meeting Common Core Standards.

Paden students scored at the district average in both English language arts and math last year. Considering that we were a Program Improvement school three years ago this is great progress!

Staff use Reader's and Writer's Workshop as a core curriculum meeting students where they are and challenging them to grow as readers and writers. Literacy interventions are in place for students who are behind with each grade level having time during the day for students to receive support. We have implemented Systematic English Language Development so all English Learners receive designated instruction with small groups of students at their instructional level. Now we can maintain this work and incorporate more science. The Innovative Plan described below moves us further towards meeting our goal by enhancing our work in science and play.

Why the Innovative Plan is Important

The innovative plan of "Learn and Play by the Bay" is important as it is a unifying expression of the values of our staff and community. It builds on the successes we have had academically in math and English language arts, scientifically building environmental literacy, and socially developing caring citizens.

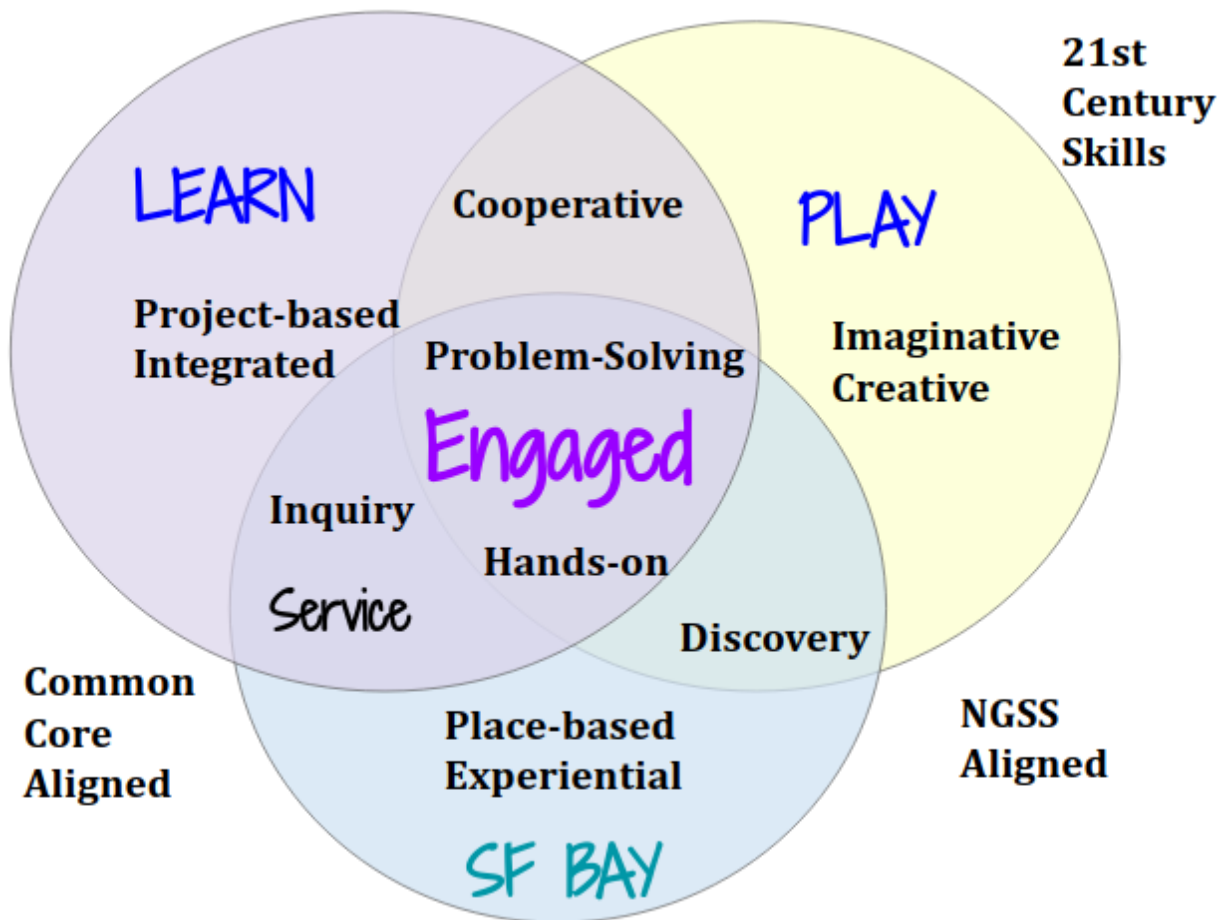
As a Go Green school, Paden students already actively participate in recycling and composting. Third grade students help with composting every day at lunch time and collect recyclables from the classrooms on a weekly basis. Fourth and fifth grade parents also collect recycling from families on a weekly basis to fundraise for science camp. Fifth grade Paden students spend three days and two nights at an outdoor education program and learn how to become better stewards of our environment. Each Earth Day, Paden students celebrate by building recycled robots from waste materials. Third grade staff have worked with Kids for the Bay for many years. The Innovative Plan will support each grade level to plan lessons with Kids for the Bay staff as well as support for a school wide action learning project to build environmental literacy. Furthermore the Innovative Plan provides for additional, more extensive field trips and off campus experiences within the Alameda community.

As important as it is to have an academically rigorous program, Paden staff and community are committed to ensuring our students have opportunities to participate in imaginative play, problem solving, experimentation, and discovery. The theory of loose parts states, "In any environment, both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it" (Nicholson, 1970).

Like most school playgrounds, Paden's playground is very static with an expansive blacktop, a small garden, and a fixed playground structure without moving parts like swings. Students have a selection of sports equipment, but each piece typically has a specific purpose and rules (tetherball, wall ball, foursquare, etc). The desire for loose parts can be seen in the ways that students have found alternative ways to play with the hula hoops and balance boards by turning them into obstacle courses, sleds, and more. Paden's Play Sheds are unique in our area. The Innovative Plan provides resources to support more frequent access to these materials, more varied play equipment on the play yard, as well as maker's materials for teachers to use within their classrooms.

Vision

Paden students engage in work and play to positively impact their well-being and that of their environment.



Learn and Play by the Bay at Paden School

There are two areas of focus which Paden is pursuing to achieve this vision: place-based science to develop environmental literacy and play.

Place-Based Science and Environmental Literacy

Paden school is located right on the San Francisco Bay and students have the opportunity to observe wildlife and the tides on a daily basis. The Next Generation Science Standards call for students to “use their understanding to investigate the natural world through the practices of science inquiry, or solve meaningful problems through the practices of engineering design.” Our work directly relates to this standard. We’ve adopted the MARE curriculum from Lawrence Hall of Science which provides resources for engaging the whole school simultaneously in the study of different aquatic habitats. As students progress through the years, they build upon concepts and processes learned in previous years. We want to build on this knowledge and connection to the world around them to build students’ environmental literacy.

The term “environmental literacy” has become increasingly prevalent, but how exactly is environmental literacy defined? The current most broadly accepted definition encompasses experiences, understanding and action. It states that knowledge and understanding are important components of being an environmentally literate citizen, yet the key is the connection between what people *know* and what people *do*. According to the North American Association for Environmental Education’s (NAAEE) *Developing a Framework for the Assessment of*

Environmental Literacy:

An environmentally literate person, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life. Those who are environmentally literate possess, to varying degrees:

- Knowledge and understanding of a wide range of environmental concepts, problems, and issues;
- A set of cognitive and affective dispositions;
- A set of cognitive skills and abilities;
- The appropriate behavioral strategies to apply such knowledge and understanding in order to make sound and effective decisions in a range of environmental contexts.

Students will demonstrate and continue to grow their environmental literacy through service learning. Third graders, our models for this idea, have worked with Kids for the Bay each year learning about watersheds and the impact humans have on the San Francisco Bay. After instruction, students decide on a service learning project they can complete within our neighborhood, anything from picking up plastic trash to focusing on cigarette butts and their impact on the bay. With the Innovative Plan resources every grade level will work with Kids for the Bay to plan additional instruction related specifically to the aquatic habitat they are studying. Kids for the Bay will also support a whole school service learning project, demonstrating students can apply their knowledge and understanding to make sound decisions within their environment.

We realize that in order for “Learn and Play by the Bay” to be sustainable, we need to do our part in fundraising and applying for grants. The third grade team applied for and was awarded a NOAA Ocean Guardian grant. The grant pays for additional materials to help expand students’ service learning and reduce waste on campus. We plan on applying for the grant each year over the next four years as we grow the program. The third grade teachers also received a \$1000 Ventures Foundation grant that allowed them to pay for transportation to the Bay Model in Sausalito, a day-long field trip directly related to their study of the SF Bay watershed. The fourth grade teacher received the same \$1000 grant to help towards the cost of the fourth grade trip on the Marine Science Institute research vessel on the bay.

Play

Along with the emphasis on science, the Innovative Plan resources will allow us to expand the work we’ve done to increase play opportunities during school hours. The studies conducted of the ‘Play Pods’ and other play initiatives in England have confirmed that providing this basic right, the opportunity for unstructured play, at school has many positive outcomes. Students interact more with each other, learn to cooperate and manage conflict better with less adult intervention, become more physically engaged and active in their environment, and return to class more focused and ready to learn. We’ve already begun to see some of these outcomes this year after having expanded morning recess for TK-3rd graders to thirty minutes, drastically simplifying the rules throughout the play yard, and opening the Play Sheds twice a week.

The Play Sheds provide Paden another way to fulfill its mission of providing “students with the opportunities to learn in ways that support their individual learning styles, helping them realize their strengths, work with their challenges, and fulfill their potential.” It also brings the school community even closer together and increases school pride, because the systems changes related to time allotted to recess and the rules used throughout the play yard, along with this type of play could serve as a model for other schools in the district and Bay Area who do not currently provide play opportunities such as this for their students. Alameda Arts, our after care provider, and Paden staff would work together to share our experiences developing our philosophy and implementation so that the program could be replicated and more students could benefit.

In addition to expanding play opportunities during recess, the Innovative Plan provides for Maker’s materials. The Paden Media Center teacher created a small makerspace within the library media center this year. It provided students introductory opportunities for making, tinkering, and engineering with recycled materials. If space can be allotted next year, we will supply it with more extensive materials and have a dedicated space for hands-on science and maker projects. If our school grows so that we do not have space, we will create carts that teachers can take to their classrooms, complete with enough materials for the class to use. The indoor makerspace addresses the need for students to be able to participate in meaningful hands-on projects to construct their understanding of the world around them.

We need a facilitator to help develop and establish the makers programs. A facilitator would be instrumental in helping to acquire, organize, and replenish recycled materials and in establishing procedures and guidelines. Most importantly, a facilitator would be able to offer organized lunch hour and after school activities to give more students the opportunity to take advantage of both the outdoor recycled play and the indoor makerspace. Once these programs have been successfully established with the help of a facilitator, it will be easier to solicit volunteers and/or raise funds to continue funding the position in future years.

The Play Sheds and Makerspace would expand our lessons on how to reduce waste by teaching creative reuse. By providing students opportunities to play and create with scrap materials, they learn about another way to reduce waste while practicing creativity, innovation, and hands-on learning. As in the science work we are doing, we realize we need to write grants, fundraise and use volunteers for this work to be sustainable. We used a Lowe’s grant to purchase the storage sheds and Dad’s Club assembled them. PTA contributed funding for makerspace tools and materials in the Media Center.

Five Year Plan
PADEN's Learn and Play by the Bay Innovative Plan and Budget

	YEAR
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Staffing	1	2	3	4	5
Innovative Program Coordinator (.3) and Playpod/Makerspace Paraprofessional (4hr/day 9:15-1:15, 3x/ wk)	\$38,370.00	\$38,370.00	\$38,370.00	\$38,370.00	\$38,370.00
Professional Development					
Lawrence Hall of Science- MARE Curriculum, Kids for the Bay, CA Science Educ Conference	\$8,400.00	\$6,400.00	\$5,400.00	\$1,400.00	\$1,400.00
Field Trips					
Kinder-4th Grade Field Trips	\$8,000.00	\$8,000.00	\$8,000.00	\$7,500.00	\$7,500.00
Grade 5: Science Camp (Parent Fundraising- \$12,500)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Assemblies, Guest Teachers and Service Learning					
Kids for the Bay	\$4,700.00	\$4,700.00	\$4,700.00	\$2,100.00	\$2,100.00
NOAA Ocean Guardian Grant - Marine Debris project	-\$4,000.00	-\$4,000.00	-\$2,500.00	-\$2,500.00	

Materials					
	\$14,286.00	\$8,224.00	\$5,494.00	\$2,974.00	\$2,974.00
Technology					
Digital Cameras, Tripods, Maker's Space Projector, iPad Apps	\$2,734.00	\$330.00	\$80.00	\$80.00	\$80.00
Facilities (MOF)					
Sink, Electrical Outlets for Maker Space					
TOTAL	\$74,050.05	\$65,026.45	\$59,643.75	\$48,423.75	\$50,923.75

Student Outcomes

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status
- Students will be engaged in hands-on science labs more regularly with more out-of-classroom experiences to solidify classroom knowledge.
- Students will be able to verbalize the impact they have on their neighborhood.
- Students will be better able to problem solve on the yard and in the classroom
- Literacy rates, as measured with appropriate assessments, will improve.
- Science competencies, as measured with appropriate assessments, will improve.
- Student daily attendance will improve.
- Attendance at parent-teacher meetings will increase. Besides the already established PTA, Back To School Night, Open House, SSC, ELAC, and Multicultural Potluck Night, other possible parent-teacher meetings may be added to help build home-school academic connections.

Program Evaluation

We will look at both qualitative and quantitative measures to evaluate the effectiveness of the program.

Qualitative Review

- Surveys of all stakeholder groups (students, parents, teachers, staff) to measure engagement and satisfaction with the entire program
- Analysis of student work created in the makerspace
- Observations of student outdoor play with recycled materials

Quantitative Review

- Evaluation of sign in logs to monitor use of the makerspace/ makers carts and attendance at parent events
- Analysis of the quantity and type of recyclables and repurposed material collected and used for play and in makerspace activities
- Evaluation of office health clerk logs to measure impact of outdoor recycled play opportunities on student behavior
- Analysis of student assessment data, including looking at subgroups and number of years students attend Paden
- Comparison of daily attendance rates across years
- Analysis of sign in sheets from all events

We look forward to documenting and sharing our experiences so that the program can be replicated and more students can benefit.

Sustainability

One of the strengths of our plan is that it will build Paden's internal capacity to continue the work. We know the curriculum and basic learning from the outset. Staff will be trained in the first three years in order to be able to provide training from within in the years following. Strong grade level team collaboration support initial implementation for new staff and the coordinator and facilitator provide additional support. As shown in the 5 Year Plan, we will continue to write grants, fundraise and use volunteers when possible. Our PTA supports the Innovative Plan and looks forward to providing additional support in the future.

ADDENDUM: 5 Year Plan/Budget with additional 5 Classes, K-4th Grade

	YEAR				
Staffing	1	2	3	4	5
Innovative Program Coordinator (.3) and Playpod/Makerspace Paraprofessional (4hr/day 9:15-1:15, 5x/wk)	\$47,170.00	\$47,170.00	\$47,170.00	\$47,170.00	\$47,170.00
Professional Development					
Lawrence Hall of Science- MARE Curriculum, Kids for the Bay, CA Science Educ Conference	\$10,900.00	\$8,400.00	\$7,400.00	\$1,800.00	\$1,800.00
Field Trips					
Kinder-4th Grade Field Trips	\$13,200.00	\$13,200.00	\$13,200.00	\$9,700.00	\$9,700.00
Grade 5: Science Camp (Parent Fundraising- \$16,625)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Assemblies, Guest Teachers and Service Learning					
Kids for the Bay	\$7,800.00	\$7,800.00	\$7,800.00	\$3,200.00	\$3,200.00
NOAA Ocean Guardian Grant - Marine Debris project	-\$4,000.00	-\$4,000.00	-\$2,500.00	-\$2,500.00	

Materials/Technology					
	\$13,467.00	\$6,177.00	\$5,614.00	\$2,704.00	\$2,704.00
Facilities (MOF)					
Sink, Electrical Outlets for Maker Space					
TOTAL	\$92,537.00.	\$82,747.00	\$81,184.00	\$64,574.00	\$64,574.00

2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSPA should reference all goals and strategies/activities where the expenditure first appears in the SPSPA.

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative							
		\$25,944.00			\$65,000.00	\$61,000.00							
Summary of Expenditures to Achieve Site-specific Goals													
Strategy/ Activity Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type	Description				
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	PTA/ Donation/Af ter School Program grant						
1A1-1A4	Unduplicated		\$25,944.00				\$22,869.00	Classified Salary	Student Support Provider role,	KEY	FOR TABLE	HINTS	
2A1, 2A3	Unduplicated				\$40,000.00			Classified Salary	Instructional Para to support small group instruction push			Object Code Hints	
4A1-4A9	Unduplicated				\$25,000.00		\$25,700.00	Classified Salary	Family Liason to support Unduplicated relationships with families	Expenditure Types	Certificated Salary	(1000s)	
2A2	All					25,518	\$6,000.00	Classified Salary	Support Makers Space Programming and learn and play by the bay				
2A2	All					\$35,101.00		Certificated Salary	Support Makers Space Programming and learn and play by the bay				
TOTAL			\$25,944.00		\$65,000.00	\$60,619.00	\$54,569.00						

2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ Other (list) *Staff, Leadership Team*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: .

Attested:

Drew Sarratore

Typed name of school principal



Signature of school principal

5-31-22

Date

Jeannie Slone

Typed name of SSC Chairperson



Signature of SSC Chairperson

5-31-22

Date