

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Paden School

CDS Code: 6090120

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Date of Last Revision	April 1, 2017
Date of BOE Approval	May 23, 2017

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.

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SCHOOL PROFILE

Executive Summary

Paden staff and community have worked diligently to create a school where all students are welcomed and moving towards meeting Common Core Standards. Our current mission/vision includes inviting families to “Learn and Play by the Bay,” the innovative program we are creating. As we work to establish the new we will continue to refine the strong work of our Learning Center, Tier 2 literacy interventions and English Language Development (ELD) based on the assessed needs of students. Teachers have worked hard to implement a new math adoption this year and we are seeing students who are more flexible in their thinking and able to share their work. Additionally School Climate, specifically Positive Behavioral Intervention Systems (PBIS), continues to be an area of focus. We’ve made great strides in reducing suspensions and increasing students’ feelings of safety. With the support of AUSD, funding a Lead Interventionist, we’ve identified the parts of the system that need strengthening for next year.

Full day kindergarten and establishment of an AUSD subsidized After School program are strong supports to many in our community. Many of our students have not attended pre-school and come to school not knowing how to be a student. We can teach the students and support families but this additional time will make it that much more effective. Because so many of our families have both adults working, after school programming is crucial. Families are much more comfortable with students staying on campus with adults they know and with a program that’s supportive, interesting and exciting. We have seen the challenges with both of the expansion of this program but believe the benefits far outweigh the difficulties.

As always, limited funds necessitate prioritizing. We believe we’ve made the choices that will best support our families. Our greatest areas of progress are ELD and math. CAASPP scores showed Paden students above the district average. The new math adoption supports this success and next year we’ll be able to refine our implementation now that everyone has used it for one year. Our greatest areas of need are staying connected with families and providing for the social/emotional needs of our students. With AUSD support we have hired a family liaison who is working with other parents to establish a team to do the outreach that will help families feel included and connect them with needed resources. Paden is a very diverse community and we’ve seen that anyone in this role needs to be connected culturally to the families. We believe a team of ethnically diverse family members will be able to work effectively. We were planning on the Lead Interventionist providing group counseling to students. Although she has done some of this, we need someone dedicated to counseling. AUSD is hiring psych interns to provide Tier II counseling. We look forward to accessing some of those services.

Performance gaps still exist between socio-economically disadvantaged students and other Paden students.

School Website: <http://paden.alamedaasd.ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://alameda.schoolwisepress.com>.

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum, instructional strategies and creative play opportunities
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention, including Kids for the Bay, Lawrence Hall of Science and CA Science Educator's Conference
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCHOOLWID	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> • Active school-wide PBIS team • Intervention Team/COST Team • Site-based professional development on MARE Curriculum and Kids for the Bay • Development of instruction in explicit behavioral expectations • School-wide incentives/recognition • School-wide behavior management system (behavior flow chart, referral system, etc.) • Check In-Check Out • Zones of Regulation • Anger management/friendship groups • Class meetings • Toolbox • Lifeskills and Lifelong Guidelines <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 28/90.</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> •
	School goal(s):
	Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s):
	Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>Our current TFI subscale scores are:</p> <p>T1: Teams 75%; Implementation 67%; Evaluation 75%</p> <p>T2: Teams 63%; Interventions 0%; Evaluation 13%</p>

	As usually happens with self-scoring rubrics with a program, the scores go down once people understand exactly what is called for in each area. This is what we see in the TFI scores between last spring and this spring. We believe we know what is needed and that having a PBIS lead and a Lead Interventionist next year will facilitate the work at both levels. We've found it difficult this year to have one team doing both areas of work. With that and the fact that although we had systems in place for Tier 1 we really didn't have common understandings, it meant that work had to be done first. This spring we've dedicated 30 minutes at each staff meeting to build better understanding and buy-in from all staff. We look forward to seeing the results of that work on May's TFI.
	How progress toward school goal(s) will be evaluated:
	By the May 2018 TFI our goal is to obtain scores of at least 80% on Tier 1 and obtain scores of 80%, 25% and 25% on Tier 2. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS,	All	Materials and Supplies Certificated Hourly Duplication	LCFF Base (0001) LCFF Supplemental (0002) LCFF Base (0001)	\$2,000 \$2,000 \$611 \$1,000
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Materials and Supplies	LCFF Base (0001)	\$1,000
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY CURRICULUM AND BEHAVIOR CONTRACTS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES, PADEN PBIS TEAM	All	Certificated Hourly Materials and Supplies Duplication	LCFF Base (0001) LCFF Supplemental (0002) LCFF Base (0001)	\$200 \$2000 \$1000

CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, WEEKLY FOCUS LIFESKILL, PELICAN AWARDS, TOOLBOX	OCTOBER 2017-JUNE 2018	PRINCIPAL, TEACHERS	Choose an item.	Professional Services Certificated Hourly	LCFF Supplemental (0002) LCFF Base (0001)	SEE ABOVE
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017-MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All Unduplicated			AUSD
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, JR. COACHES, GO GREEN RECYCLERS, EQUIPMENT MANAGERS, CONFLICT MANAGERS	OCTOBER 2017-MAY 2018	LEAD INTERVENTIONIST	All	Materials and Supplies	LCFF Base (0001)	SEE ABOVE
		LEAD INTERVENTIONIST	All	Certificated FTE	LCFF Base (0001)	AUSD
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ANTI-BULLY ASSEMBLY, ETC.		PTA, TEACHERS, PRINCIPAL	All	Materials and Supplies	PTA (9046)	

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness. <ul style="list-style-type: none"> Improve student achievement on both statewide and local assessments Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade Percentage of graduating class completing Career Technical Education (CTE) Pathway Number of students enrolled in a Career Technical Education (CTE) Pathway Percentage of graduating class completing of University of California ‘a-g’ requirements Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- More Starfall and Tumblebook Library digital subscriptions (TK-5)

Paden also provides the following programs to support student achievement:

- RAZ Kids, IXL...online programs
- Fountas and Pinnell Assessment and Leveled Library Intervention System
- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS)
- Jr. Great Books
- Handwriting Without Tears
- Typing Club
- Lucy Calkins' Units of Study Reader's and Writer's Workshop

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:

This year we received \$14, 000 as a planning grant. For next year we've asked for \$74,050. After this planning year we look forward to full implementation of our plan including a coordinator to develop and staff a maker's space and to support teacher's to implement the MARE curriculum from Lawrence Hall of Science. Every student will be involved with the school's action research project related to having a trash free lunch. Each grade

SCHOOLWIDE	<p>level will take a field trip related to the focus of grade level MARE curriculum. Finally, we are providing children additional types and time for play. This money will fund equipment, such as pogo sticks and wheeled vehicles, above and beyond the regular balls and hula hoops PTA purchases each year.</p> <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: Paden receives \$85, 503. We use the majority of the funds to provide literacy support to students who are two or more years behind. We have 1 FTE teacher and a .8 FTE paraprofessional who work with small groups based on assessments and teacher priorities.</p>
	School goal(s):
	<p>65% or more students will meet or exceed standards as measured by district and state standardized assessments in English language arts (ELA). This is a 5% improvement from last year in ELA.</p> <p>67% or more students will meet or exceed math standards as measured by district and state standardized assessments. This is a 3% improvement from last year in math.</p>
	Data used to form school goal(s):
	<p>CAASPP data</p> <p>District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CAST (new state science test for 5th grade next year will be CAST)</p>
	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p> <p>English language arts: Overall 59.6% of our tested students were proficient in English language arts, a gain of 1.3 percentage points from the previous year. 94% of re-designated students were proficient as well as 29% of our Limited English Proficient students. We had 5 students tested who were designated FEP (passing CELDT) and only 40% of them scored proficient. There was no difference in gender between percentage proficient which is an improvement. Fourth and Fifth graders both scored 64% proficient but only 51% of 3rd graders scored similarly. This was the first year for these students to be tested and we are just beginning to have the chromebook time they need to feel comfortable testing in this environment. It will be interesting to see the difference in the current year because they've had much more chromebook time including Benchmark Assessments. All of our significant subgroups scored above the district goal except for Hispanics and African American. It is these same students who are socio-economically disadvantaged. As difficult as this data is to look at data shows that when students have been at Paden for 4-6 years they exceed the district goal.</p> <p>Math: Overall 63.5% of our tested students were proficient in math, a gain of 8.4 percentage points from the previous year. 90% of students who are re-designated scored proficient. We find students passing CELDT and not scoring proficient, 60%. A much higher percentage of Limited English Proficient students scored proficient in math (44%) compared to ELA (29%). There is a slightly higher percentage of boys scoring proficient than girls, representing 2 students. Third graders did not meet the district goal in math, while 4th and 5th graders scored 68% and 66% percent proficient. Third graders are receiving the adopted curriculum which the 4th and 5th graders received last year as a pilot and we see the difference in math thinking and classwork. A higher percentage of African American and Hispanic students are proficient in math than in ELA but that number did not meet the district goal. And socioeconomically disadvantaged students scored similarly below the goal. As in ELA, students who remain at Paden for 4-5 years exceed the district goal which makes us believe our instructional program is strong.</p>

	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations. Staff reviews data in the Fall each year when creating support groups in ELA. Schoolzilla provides graphs and tables that make analysis of CAASPP data easy.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND DESIGNATED ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017-JUNE 2018	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, AUSD COACHES	All	Certificated Hourly	Title 1 (3010)	AUSD
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND DESIGNATED ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017-JUNE 2018	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, AUSD COACHES	All	Certificated Subs	Title 1 (3010)	AUSD
READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND DESIGNATED ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018	ELD COACH TITLE 1 TCHR TITLE 1 PARA	All Unduplicated	Certificated FTE	AUSD	
				Certificated FTE	Title 1 (3010)	\$80,012
				Classified FTE	Title 1 (3010)	\$33,696
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)	AUGUST 2017-JUNE 2018	TCHR LIBRARIAN TEACHERS/PARAS	All Unduplicated	Certificated FTE EQUIPMENT	AUSD TITLE 1 (3010)	\$5491
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	AUGUST 2017-JUNE 2018	PRINCIPAL, TEACHERS	All	Materials and Supplies Duplication Books	LCFF Base (0001)	\$2789
						\$2486
						\$2751

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
SCHOOLW	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is: 1 FTE</p> <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> • 1.0 FTE ELD Coach/teacher • .2 ELD Paraprofessional • RTI Strategic Learning Groups/tiered interventions (small reading groups in K-3; separate ELD instructional groups in K-5; Reader's and Writer's Workshop)
	School goal(s):
	Limited English Proficient students will score 30% proficient in ELA and 45% in math. (6% improvement in ELA and 5% improvement in math from last year)
SCHOOLW	Data used to form school goal(s):
	AMAO and CELDT data
	District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS
SCHOOLW	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>

	<p>After making consistent growth for several years redesignation and CELDT data show that our ELs are stalled again. We believe they have made the growth possible, especially in speaking, through Designated ELD. Now we need consistent Integrated ELD throughout the day which means staff need training and ongoing support. It might be that the new ELA adoption could include support, too. Our ELD Coach has built strong relationships with staff and is prepared to support this work.</p> <p>We have two years of CAASPP Performance data that shows that Redesignated students are outperforming the district average in both ELA and math. We want to maintain that performance. Limited English Proficient students scored 16% proficient in ELA and 40% in math. We will watch their progress.</p>
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, ELD PARA, TEACHERS	English Learners	DISTRICT PROVIDED 1.0 FTE Certificated .2 FTE ELD PARA	LCFF Base (0001)	\$9,488
				CERTIFICATED HRLY		\$200
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, ELD PARA, TEACHERS	English Learners	Materials and SuppliesDuplication	LCFF Base (0001)	\$2,000
						\$2,000

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • 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.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: very limited. We will tie subsidizing of after school care to attendance for School Smarts next year because we've seen the impact for families who've attended.</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> School Handbook School marquee and website Auto dialer calls throughout the school year CAASPP & CELDT test reports mailed home and reviewed at ELAC ELAC meetings focused on parent education Report Cards three times a year, with explanation at ELAC Parent-Teacher conferences, in the fall Student led conferences in the spring Translation available for parent meetings Paden Newsletter Teacher newsletters and websites

SCHOOLWIDE	<p>Teacher phone calls and emails</p> <p>Daily Opening Ceremony</p> <p>Homework</p> <p>COST (Coordination of Services Team) includes SST, 504 and IIP services meetings throughout the year</p> <p>IEP (Individualized Education Plans) services within the Learning Center</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School and TK & Kindergarten Information Nights</p> <p>Spring Open House focused on Innovative Plan</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent,</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Re-designation Ceremony</p> <p>Attendance/SART meetings</p> <p>Awards and Award ceremonies throughout the year</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	School goal(s):
	80% of parents receiving subsidized after school care complete School Smarts program (as evidenced by enrollment and attendance)
	80% of parents attend Back to School Night (as evidenced by sign-in sheets)
	90% of parents attend the Fall Parent Conference
	Paden has 5% more PTA members than the 208 memberships in 2016-17.
	Data used to form school goal(s):
	Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard autodialer data
	Survey data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	School Smarts attendance data show that Paden parents did not sign up for and complete this program. Analysis of parent survey data reveal...
	How progress toward school goal(s) will be evaluated:
	Comparison to last year's School Smart's attendance and the district average

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, DAILY OPENING CEREMONY, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, STUDENT LED CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	LCFF Supplemental (0002)	\$211
				Postage	LCFF Base (0001)	\$150
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, PARENT MATH UNIVERSITY NIGHTS, ELAC, SCHOOL SITE COUNCIL, PTA	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF, PTA	All	Materials and Supplies	PTA (9046)	
FAMILY ENGAGEMENT OPPORTUNITIES- K WELCOME PICNIC, OPEN HOUSE, MONTHLY PTA FAMILY FUN NIGHTS, INTERNATIONAL NIGHT, SWEETS AT SUNSET, WALKATHON, WALK AND ROLL TO SCHOOL,			All	Materials and Supplies Duplication	LCFF Base (0001)	\$500
						\$500

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal:
SCH	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:</p>
	School goal(s):
	Continue to fill 100% of openings with credentialed and highly qualified teachers. Schedule 100% of new staff to take Designated ELD training in their first year in AUSD unless they are currently trained. Ensure 100% of staff have district adopted instructional materials.
	Data used to form school goal(s):

	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	As in the past, 100% of teachers at Paden are credentialed and highly qualified. 100% have been trained to teach Designated English Language Development. All teachers are properly assigned according to their credentials.
	How progress toward school goal(s) will be evaluated:
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018	AUSD STAFF, PRINCIPAL, TEACHERS	All	Certificated Hourly	LCFF Base (0001)	AUSD
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017 - JUNE 2018	AUSD STAFF, PRINCIPAL, TEACHERS, ELA/ELD COACH	All	Certificated Hourly	LCFF Base (0001)	AUSD
PROFESSIONAL DEVELOPMENT RELATED TO INNOVATIVE PLAN <ul style="list-style-type: none"> KIDS FOR THE BAY LAWRENCE HALL OF SCIENCE 	AUGUST 2017 - JUNE 2018		All	Certificated Hourly Professional Services Agreement	Innovative Funds	\$8,400

SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx	
0001	Discretionary LCFF Supplemental	\$ 24,977	\$ -	\$ 8,444	\$ 2,266	\$ 8,531	\$ 5,736	\$ 24,977
0002	Grant	\$ 34,850	\$ -	\$ 25,429	\$ 8,267	\$ -	\$ -	\$ 33,696
3010	T1, Part A	\$ 83,400	\$ 66,981	\$ 3,750	\$ 14,772	\$ -	\$ -	\$ 85,503
0002	In Lieu of Title 1 Innovative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 143,227	\$ 66,981	\$ 37,623	\$ 25,305	\$ 8,531	\$ 5,736	\$ 144,176
			47%	26%	18%	6%	4%	

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, 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 program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 85,503
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 85, 503

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lauren Grupp	F	White	Eng				X	
Teresa Casco	F	Hisp.	Span.				X	
Shane Desmond	M	White	Eng				X	
Susan Klingaman	F	White	Eng				X	
Jerome Jarabe	M	Filipino	Tagalog				X	
Deborah Hodgkinson	F	White	Eng		X			
Christine Schnetz	F	White	Eng		X			
Braden Paule	M	White	Eng		X			
Deveny Dawson	F	White	Eng			X		
Katherine Barr	F	White	Eng	X				
#s of members of each category								

**See race/ethnicity codes in Aeries*

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. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

No

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We have more diversity than previously on our Council but it still does not reflect our population. Each year we do intentional outreach to different parent groups and will continue to do so.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

Two Board members attend ELAC meetings and one attends all PTA meetings to ensure there is back and forth communication between the groups and the families.

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)*

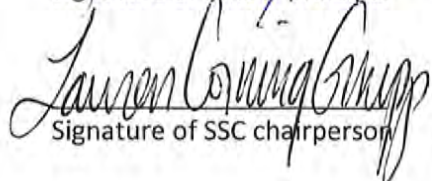
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This 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: April 20, 2017.

Attested:

Katherine J Barr
Typed name of school principal

 5/4/17
Signature of school principal Date

Lauren Grupp
Typed name of SSC chairperson

 5/4/17
Signature of SSC chairperson Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

We have a strong Learning Center at Paden. All students with IEP's have seats in general education classrooms and participate in academics when the classroom teachers and Special Education (SPED) staff believe it's appropriate as well as participating in all field trips and special activities. We have seen social/emotional growth in students with IEPs and growth in general education students in empathy and inclusion, lifeskills we value.

Depending upon the caseload, general education students could be supported in the Learning Center. General education students have access to a variety of Tier 2 interventions, especially in English language arts, provided by the Title 1 staff and classroom teachers. When teacher's assessments of students indicate they need additional support, academically and/or behaviorally beyond the classroom and these interventions, then the SPED and general education staff work together to provide needed support in the Learning Center classrooms. When a pattern indicates lack of growth we recommend the student to the Coordination of Services Team (COST).

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

- The English Language Advisory Group meets regularly throughout the year and members provide 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 Board meets monthly and there are general meetings once a quarter. 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 and state level (Smarter Balanced Assessment (CAASPP) as well as California Science Assessment (CAST) in science. This data is reviewed by staff and SSC. Data is presented to PTA. Now we have two years of CAASPP 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.
- Grade level teams have met several times this year to create and adjust ELD and reading intervention groups. The staff work collaboratively to determine which students need and will benefit from the reading intervention groups.
- Physical fitness testing is given in grade 5. Results improved again last year so we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. The PE teacher pretests students in the winter and sends 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:

- English language arts: Overall 59.6% of our tested students were proficient in English language arts, a gain of 1.3 percentage points from the previous year. 94% of re-designated students were proficient as well as 29% of our Limited English Proficient students. We had 5 students tested who were designated FEP (passing CELDT) and only 40% of them scored proficient. There was no difference in gender between percentage proficient which is an improvement. Fourth and Fifth graders both scored 64% proficient but only 51% of 3rd graders scored similarly. This was the first year for these students to be tested and we are just beginning to have the chromebook time they need to feel comfortable testing in this environment. It will be interesting to see the difference in the current year because they've had much more chromebook time including Benchmark Assessments. All of our significant subgroups scored above the district goal except for Hispanics and African American. It is these same students who are socio-economically disadvantaged. As difficult as this data is to look at data shows that when students have been at Paden for 4-6 years they exceed the district goal.

- Math: Overall 63.5% of our tested students were proficient in math, a gain of 8.4 percentage points from the previous year. 90% of students who are re-designated scored proficient. We find students passing CELDT and not scoring proficient, 60%. A much higher percentage of Limited English Proficient students scored proficient in math (44%) compared to ELA (29%). There is a slightly higher percentage of boys scoring proficient than girls, representing 2 students. Third graders did not meet the district goal in math, while 4th and 5th graders scored 68% and 66% percent proficient. Third graders are receiving the adopted curriculum which the 4th and 5th graders received last year as a pilot and we see the difference in math thinking and classwork. A higher percentage of African American and Hispanic students are proficient in math than in ELA but that number did not meet the district goal. And socioeconomically disadvantaged students scored similarly below the goal. As in ELA, students who remain at Paden for 4-5 years exceed the district goal which makes us believe our instructional program is strong.
- Since overall results mirrored those of the district it seems our fear of not providing enough literacy support to English Learners was unfounded. We will need to continue to get new staff trained in Systematic ELD.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES We use a variety of research-based strategies to increase student performance in core academic areas.

Language Arts: The TK teacher uses the newly adopted Big Day curriculum, integrated to teach all subject areas. All K-3rd grade teachers used Lucy Calkins' Units of Study in reading and writing, supplementing with phonics, phonemic awareness and vocabulary development. Some teachers also use Step Up to Writing, Great Books and Guided Reading. All 3rd- 5th grade teachers use Units of Study as well as Instruction By Design (IBD) units as the process and materials for ELA instruction and supplement with the resources listed above. The District provides professional development and ongoing coaching for teachers in IBD.

During the '08-'09 school year different grade levels experimented with swapping students for tiered intervention for differing periods of time. We continue to refine this process and currently use the following materials: Literacy Learning Intervention (K-3 LLI), Systematic Instruction in Phonics and Phonemic Awareness (2nd-3rd SIPPS), Quick Reads, Making Connections, Language! and Guided Reading. All staff are trained to provide Systematic ELD so 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 Paden is receiving 30-45 minutes of designated ELD four times a week. In this next year staff training to provide integrated ELD, perhaps through the new adoption, will be key to progress. In addition we continue to provide LLI in 1st-3rd grades and several SIPPS groups.

Math: AUSD provides math coaches who offer professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Paden students scored well in math on previous high stakes tests which is why we have always focused our school resources in ELA. Although we exceeded the district average in math on CAASPP we will continue to need support in the second year of this adoption to address the achievement gap evident in the scores, especially our socio-economically disadvantaged students.

After School Programming: Several parents started an after school care program in 2011 that served about 40 students whose families were able to pay for it but we have many more families that needed support. This year the district agreed to subsidize care for 46 students. The program now supports over one hundred children. We were able to expand the types of enrichment offered as well as adding academic supports.

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. Title 1 funds pay for teacher hourly and substitutes when the professional development happens during the school day.

- Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. The Instructional Leadership Team provided professional development during staff meetings. The majority of the time was spent on implementing Lucy Calkins' Units of Study, a writer's workshop curriculum aligned to the CCSS writing types and PBIS. Some of our staff meeting time has been focused on sharing student writing and beginning to calibrate on scoring. More staff were trained this year and we look forward to continuing this work as well as adding Reader's Workshop training.
- Teachers worked with math coaches when available. The new math adoption has pointed to the importance of this resource in supporting continuing as well as new staff.
- They BaySci teachers support staff in implementing FOSS and using science as the content for literacy instruction. Building on what we did last year, this year we focused on the life science units, adding the MARE curriculum for content related to our innovative plan. We used staff meeting as well as district PD time to prepare for and reflect on this work.
- We are in our 4th year of Positive Behavior and Intervention Systems (PBIS). This year the Intervention/ COST Team met monthly to support implementation of RTSS. We continue to improve school climate and lower the suspension rates as a result of this implementation. AUSD supported this implementation with a .5 FTE Lead Interventionist who worked with the team and provided the staff meeting professional development. We've arranged with the school who we share this person with that they be able to alternate Mondays at each school in order to attend the staff meetings which will offer further support.

- The Occupational Therapist and AUSD Behaviorist supported staff to implement S'Cool Moves. Additional staff will be trained in June.
- The focus of our professional development in 2017-2018 will continue to be CCSS, especially ELA with the new adoption, and to use what we've learned through PBIS to refine the systems already in place.
- In addition, any new staff will receive training in Systematic ELD.
- AUSD provided paraprofessionals ongoing support this past year which has helped them be more effective at their very difficult jobs.
- We continue to seek outside partners to support our innovative plan. We look forward to continuing the partnership established with Crown Cove and Kids for the Bay.
- 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. Title 1 funds pay for the staff to prepare and present at the specific Title 1 Parent Education evening.

- Families attend Morning Ceremony each day at 8:20. Paden Pelican Awards for students following the 3 school rules are distributed. This year we do a raffle for students who received Paden Pelican (PBIS) awards weekly and hand out pencils and erasers. We also acknowledge birthdays, kindergarten students who've learned the K sight words and read 100 books, first graders who know 200 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 that the music teacher is on campus.
- PTA and SSC conduct open meetings. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.
- ELAC meets three times a year. These meetings include ample time for parents/guardians to determine the content of the agenda, 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. AUSD sponsors Vietnamese and Tagalog School Smarts Academies that some of our parents attend but we find it more helpful to have translators at the

Paden event so parents become part of the conversation about our school. 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 year each grade level has organized 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.
- Teachers and parents work together to support Back to School Night, Open House, Multi-Cultural 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. SART meetings are held when a family is having a difficult time getting to school at all or on time. The purpose is to problem solve in support of improved attendance.
- Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Student led conferences are held each spring for families to witness student work and growth for the school year. Teachers communicate regularly (at least monthly) with families to keep them up to date with what's happening at the grade level.

COMPONENT 7: TRANSITIONS

- Paden School actively works with the TK/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 create balanced classes.
- The after school care program supports students academically with tutors from different organizations and enrichment activities that foster student growth. This year the after school care staff have taken students into the program specifically because they needed academic support.
- 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, English language development (ELD) coach and the principal to monitor student progress and adjust RTSS groups and curriculum as needed.
- 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. Each year we seem to tweak the responsibilities and membership in the groups according to the focus and needs being addressed.

COMPONENT 9: SAFETY NET

Paden School has a pro-active 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 to determine areas of strength/need. These include, but are not limited to sight words, fluency, and comprehension. On-going assessment and progress monitoring occurs throughout the year.
- 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 designated ELD instruction based on students' proficiency level and monitors progress.
- An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students who need it receive Tier 3 targeted intervention in ELA, spending time in the Learning Center (tier 3 intervention) as a guest.
- 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.

English Learners: English Learners comprise 30% of our total school population. We will continue with the following: Daily Designated ELD instruction based on ADEPT proficiency levels.

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- ELD para push-in and pull-out support.
- CBET class and School Smart Academy for new EL families to learn about US schools and how to help their children with school.
- ELAC parent meetings held regularly throughout the school year.

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 AUSD curriculum that supports anti-bullying techniques and strategies.
- Continue to implement Positive Behavior Intervention Systems including schoolwide behavioral expectations, specific rule and a reward system.
- Utilize class meetings as prescribed in the Caring Schools Community 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. Referrals are based on teacher and administrative input.

- 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.
- SWAP (Switching With A Purpose) currently occurs 4 days a week for grades K-5 coordinated by ELD Teacher and the Title 1 Teacher and supported by the Title 1 and ELD paras.
- 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.
- 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 IIP goals and state standards.

