

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

| | |
|-----------------------------|----------------------------|
| School | William G. Paden |
| CDS Code | 1611196090120 |
| Principal Name | Juan Flores |
| Telephone Number | 510-784-4014 |
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| Date of SSC Approval | 05/23/2023 |
| Date of BOE Approval | Insert on Allsites Tab |

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

Purpose

ATSI

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Students with Disabilities; Two or More Races were in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for Hispanic; Socio-economically Disadvantaged; Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities.

Description

To ensure that our school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, highlighting all student groups, including Students with Disabilities and Two or More Races. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance goals. Our SPSA aligns to Alameda Unified's LCAP goals and funding requirements of their respective program.

Stakeholder Involvement

Alameda USD schools rely heavily on our educational partners to ensure that we understand the needs of the community in conjunction with one of our guiding principles We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

Each school site holds SSC meetings in accordance with CDE regulations and each school's SSC Bylaws. All SPSA are reviewed prior to board approval at the end of each Academic Year.

Schools whose threshold lies within state defined percentages hold ELAC meetings to ensure transparency around our students education

Resource Inequities

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.

Districtwide Strategic Plan and LCAP Goals

Goal 1: Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

Goal 2: Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Goal 3: Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

Goal 4: Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

Goal 5: Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

Goal 6: Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

District Priority Practices

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

| | | | |
|---|--|--|--|
| 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 learning experience | We integrate social emotional and trauma-informed approaches as the foundation for learning experiences |

All School Site Plans will focus their efforts on LCAP Goals 1 and 2.
Each school site's focal student group is African American.

LCAP Goal 1 : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

LCAP Goal 2 : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

District and Site Annual Outcomes

The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.

| Annual Outcome | AY 2021-22 | | | Annual Outcome | AY 2021-22 | |
|----------------|------------|------|-----|----------------|------------|------|
| | District | Site | A/A | | District | Site |

| | | | | | | |
|---|---------------|-------------|--------------|--|-----------------|---------------|
| Math SBAC: Average Distance from Level 3 (Standard Met) | 5.7 | 9.2 | -19.6 | EL Reclassification: % of English Learners who were redesignated as RFEP | 56% | 19.2% |
| ELA SBAC: Average Distance from Level 3 (Standard Met) | 36.5 | 29.9 | 2.6 | ELPAC: % of students scoring 'moderately' or 'well developed' * | 76.40% | 83.3% |
| UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements | 58.90% | | | At-risk ELLs: % of English Learners at-risk of becoming Long Term English Learners (LTEs) | K-5th | 15.63% |
| % of students with one or more D, F, or Is | 11% | | | | 6th-8th | 2.78% |
| | | | | | 9th-12th | 2.13% |
| | | | | Percent of students improving one or more ELPI levels | 60.60% | 87.5% |

District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

| Annual Outcome | | AY 2021 -2022 | | |
|--|-------------|------------------|--------------|------------|
| | | District | Site | A/A |
| Chronic Absenteeism % of students who are absent 10% of more of their enrolled days | | 16.9% | 23.4% | N/A |
| Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates. | | 1.4%/3.2% | 1.4% | N/A |
| Graduation % of four-year cohort completing graduation requirements | | 94.5% | | |
| Engaged and Trusting Family Relationships % Positive responses on Family Relationships and Trust Survey | | 88% | 97.2% | N/A |
| California Healthy Kids Survey: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school | 5th | 84% | 93% | N/A |
| | 7th | 71% | | |
| | 9th | 66% | | |
| | 11th | 64% | | |

SPSA Goal 1:

| Goal 1 Instructional Focus (Theory of Action) | | |
|--|--|--|
| If we continue to focus on effective small group differentiated instruction for students that need more Tier II support, then 80% of all students will demonstrate academic growth in English Language Arts | | |
| including 80% of our Black A/A students | | |
| SMARTIE Goal 1: 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. | | |
| Which will result in 80% of AA/EL/IEP/CCEIS students in Tier II groups achieving above average growth for their grade level percentile rank | | |
| As measured by the Star Annual Progress Report comparing Fall to Winter and Winter to Spring scores in the 2023-2024 school year. | | |

| Teacher Actions | SLT Actions | Leadership Actions |
|---|--|---|
| Teachers will provide tier 2 small group interventions in the classroom | SLT will provide resources to support RtI blocks for both small group instruction as well as for students working independently | Leadership will establish strong collaborative partnerships (teachers, COST, PTA) |
| Teachers will collaborate with grade level team | SLT members will support and facilitate grade level collaboration | Leadership will identify exemplars and best practices |
| Teachers will monitor progress of students in small group by looking at Star data and other classroom data | SLT will work with Leadership and dedicate staff meeting time to discuss student data to monitor progress and refine teaching goals. | Leadership will facilitate teacher walkthroughs to observe best Tier II practices around small group instruction |
| Teachers will select barometer students (AA/EL/IEP/CCEIS) for 3 cycles of intervention to focus and monitor progress throughout the year. | SLT will facilitate work on barometer students throughout the school year. | Leadership will monitor progress and provide resources and support for barometer students through COST, SLT and weekly collaboration. |

SPSA Goal 2:

| Goal 2: Improve Chronic Absenteeism (Theory of Action) | |
|--|--|
| If we further implement joyful learning throughout our curriculum and continue our focus on creating and maintaining strong school - family relationships, | |
| Then all students will improve their attendance | |
| Then our Black A/A students will improve their attendance | |
| SMARTIE Goal 2: 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. | |
| Which will result in a 10% reduction in chronic absenteeism for all students (22.9% to) including our Black/AA students (53.3%) by June 2024 | |
| As measured by Average Daily Attendance rates. | |

| Teacher Actions | SLT Actions | Leadership Actions |
|--|--|--|
| Teachers will reach out and make contact with families that have more absences than #, this will also take place on a monthly basis, during the time set aside for family contacts during the biweekly staff meeting | SLT will monitor absenteeism with the help of attendance clerk as well as data from the wellness survey to identify families needing support | Leadership will provide time for teachers to make positive connections with families on a bi monthly basis |
| Staff will continue to incorporate opportunities for play, meaningful connections, and joyful learning on campus in order to create a positive student attitude towards school and increase desire to attend and therefore decrease tardies and absenteeism. | SLT will continue to plan innovative ways for students to play, create, and build positive relationships such as family pods, play days, and co-curricular groups. | Leadership will support, model, and champion the work around play. |
| Staff who are the Light Award | SLT will support this work and | Leadership will protect time for the implementation of |

| | | |
|--|--|--|
| grant team will attend professional conferences and read research and books for professional development around the benefits of joyful learning and ways to successfully incorporate it into the curriculum. | help plan ways to share and incorporate the learnings with the staff. This may include leading Wednesday collaborations in a way that models joyful learning strategies and allows for staff to experience the positive benefits for themselves. | the Light Award grant. |
| Staff will measure student and staff wellness at regular intervals and examine data to identify students who may need help removing barriers to coming to school and/or developing a positive attitude towards school that makes them want to be here. | SLT will work with the IL and Play Grant Team to support this work, making sure that there is time to discuss data collected around wellness and attendance | Leadership will also build strong relationships with the families that need extra support as demonstrated by such factors as attendance and the wellness survey. |

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

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.

LCAP goal #1 from 2022-2023 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. LCAP goal #2 from 2022-2023 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.

We continued to have a strong focus on restorative practices primarily with our Student Support Provider and

Intervention Lead. Paden suspension rate is low (1.3%) and suspendable behaviors for our unduplicated was even lower. Half of our suspensions were of one student (not unduplicated) who was eventually placed in an alternate setting.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

As a result of an increase in salaries, we were unable to fund the Student Support Provider and fund the Family Liaison at .375 FTE. We had to request funds from the PTA. We also had a reduction in support positions (Family Liaison, Student Support Provider and Instructional Coach) for 2023-2024 the school year but were able to maintain one FTE Intervention Lead.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Arts Education Program Plan: Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

High Level Team Planning Template

| High Level Team Planning Template | | | |
|-----------------------------------|--|-----------------------------|--|
| School Site: | William G. Paden | | |
| | | | |
| | | | |
| | Professional Development Days | | |
| | Goals: | | |
| August 9th and 10th | Potential Topics/Outcomes Enter Data Here | Important Dates to Consider | |
| | | | |

| | Staff Meetings | Grade/Dept Collaboration | Instructional Leadership Team |
|-----------|--|-----------------------------|-------------------------------|
| | Goals: | Goals: | Goals: |
| August | Potential Topics/Outcomes Safety | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| September | Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/le gal documents/FERPA/IEP at a glance & What is COST | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| October | Potential Topics/Outcomes Assessment calendar - ERG | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| November | Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |

| | | | |
|-----------------|---|------------------------------------|------------------------------------|
| December | Potential Topics/Outcomes PBIS - Review | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| January | Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update Important Dates to Consider | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| February | Potential Topics/Outcomes Assessment calendar - ERG | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| March | Potential Topics/Outcomes PBIS and COST & Testing | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |

| | | | |
|--------------|--|-----------------------------|-----------------------------|
| April | Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| May | Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |
| June | Potential Topics/Outcomes Closing Procedures | Potential Topics/Outcomes | Potential Topics/Outcomes |
| | Important Dates to Consider | Important Dates to Consider | Important Dates to Consider |

Expenditures to Achieve Site-Specific Goals

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 SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

| Target Student Group(s) | LCFF Base | LCFF Supp (Per Pupil) | LCFF Supp (Other) | In Lieu of Title 1 OR Title 1 | Prop 28 | PTA/ Donation/After School Program grant | Description |
|-------------------------|-----------|-----------------------|-------------------|-------------------------------|--------------|--|---|
| | | | | \$ 42,198.00 | | | Para to work in conjunction with classroom teacher to provide Tier 2 RTI Support |
| | | \$ 14,609.00 | | \$ 15,306.00 | | | Parent Liaison to work with teachers, and families improve school to Family communication and chronic absenteeism |
| | | | | | | | |
| | | | | | | | |
| | | | | | Total | \$ 87,013.00 | |

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 programs 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 I | \$ 57,504.00 |
| [List federal program here] | \$[Enter amount here] |
| Subtotal of additional federal funds included for this school: | \$ 57,504.00 |
| | |

| | |
|---|------------------------|
| List the State and local programs that the school is including in the schoolwide program. | |
| State or Local Programs | Allocation (\$) |
| LCFF Supplement | \$ 14,609.00 |
| [List state or local program here] | \$ 14,609.00 |
| Subtotal of state or local funds included for this school: \$ | \$ - |
| Total of federal, state, and/or local funds for this school: \$ | \$ 72,113.00- |

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 | \$ 57,504.00 |
| 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 | \$ 57,504.00 |

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* |
|-------------------|-----------------------|
| Vanessa Sifuentes | Parent Representative |
| Paul Rosembloom | Parent Representative |
| Emily Capello | Parent Representative |

| | |
|-------------------|-----------------------|
| Austin Radus | Parent Representative |
| Scott Hamilton | Parent Representative |
| Hasmik Danghsan | Para Educator |
| Juan Flores | Site Principal |
| Jeannie Sloan | Teacher-Chair |
| Yessenia D'Oratzi | Attendance |
| Rebecca Berreman | Teacher |

***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:
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?

Appendix C: Title 1 Schoolwide Program Plan - Love, Paden, Ruby Bridges and Wood

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>

The corresponding Title 1 funded elements of the SPSA above should be highlighted.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

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 Paden 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. 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 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.

2023-24 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

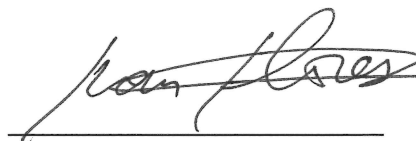
___ Community Advisory Committee for Special Education Programs

___ Other (list)

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: March 23, 2023 .

Attested:

Juan Flores



Signature of school principal

5-31-23

Date

Jeannie Slone



Signature of SSC Chairperson

5-31-23

Date