



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eugene Padan Elementary School	48 70573 6051320	May 18, 2023	June 29, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is as a Title 1 Schoolwide Program to promote improved instruction for all students and constitute comprehensive school reform in all areas that are identified.

Eugene Padan Elementary is a school wide Title 1 funded school located in Vacaville, a bedroom community situated between San Francisco and Sacramento. It was dedicated in 1968. Padan is committed to maintaining a safe environment and providing a strong academic and social program.

Padan is a traditional elementary school in the Vacaville Unified School District with an average enrollment of 721 students. Padan is proud to be a school of diversity and one that mirrors ethnicity in the State of California. We serve students in grades TK-6th grade.

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

Eugene Padan's plan to meet ESSA requirements in alignment with LCAP goals consists of three main focus points:

1. Addressing the need for academic growth and interventions to support student success. We have a team of four intervention teachers (2 certificated part time and 2 classified full time) that support our general education teachers on a daily basis in the areas of reading and math. (LCAP Goal 1)
2. Addressing the need for closing the achievement gap for our students in various subgroups (EL, homeless/ foster youth, socioeconomically disadvantaged). (LCAP Goal 2)
3. Addressing the need for continuous improved school climate with comprehensive supports for the safety and well-being of our learners. We utilize the Leader In Me Program, PBIS and employ a Mental Health therapist that support our climate. (LCAP Goal 3)

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents, teachers and staff were asked a group of 20 questions in an effort to get feedback on how to best utilize our categorical funding (Title 1). The survey was sent to all parents, teachers and staff of Padan. There were 50 total responses and here is a summary of what was asked:

50 responses: 41 parents, 7 teachers, 2 other staff

36 parents felt as though classroom teachers had necessary skills to help their children learn and grow.

36 parents felt as though teachers utilize remedial materials and strategies to help their children when they are behind in their learning.

32 parents felt as though their child has been properly prepared to transition to the next grade level.

37 parents felt as though there is good communication with administration, teachers and staff.

Classroom Observations

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

Administrators provide weekly informal walkthroughs of all classrooms while on campus. Staff is provided feedback of their instruction and have the opportunity to meet with administrators if needed. Teachers and other staff who require formal observation were visited 2-3 times during the 2022-2023 school year to be evaluated. Teachers who are in their first two years of teaching are also offered the opportunity to be observed by their induction mentors to provide effective feedback and growth opportunities. Teachers in year one and year two are also observed by district administrators during their probationary period.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our most recent CAASPP scores indicated our need for good first teaching as well as further intensive intervention for our students who are not performing at standard. We had 15% of students performing at or above standard in mathematics and 31% of students performing at or above standard in English Language Arts.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Padan are highly qualified based on state and federal standards.

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

All teachers hold valid California credentials and have been provided the professional development needed to deliver the curriculum adopted by the district.

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

Staff is offered professional development in the areas of adopted curriculum, content area standards (including ELD standards) and other trainings as needed in the area of Social Emotional Learning, Project Based Learning, Classroom Management and Technology Development.

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

VUSD employs district instructional coaches/experts in the areas of English Language Arts, Math and Science. Teachers can consult with the coaches and invite them to campus for model lessons, curriculum development and ongoing support.

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

Grade level teams collaborate on a weekly basis on Wednesdays for a minimum of 45 minutes. The grade level leader meets quarterly with administrative team to collaborate, discuss schoolwide needs and progress.

Teaching and Learning

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

Kindergarten- 6th grade has district and state adopted curriculum that is adhered to throughout the instructional day that are aligned to Common Core State Standards.

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

Instructional minutes for specific grades:

Transitional Kindergarten- 200 minutes a day (5 days a week)

Kindergarten (extended day)- 240 minutes a day (4 days a week) and 195 minutes (1 day week)

1st-3rd- 305 minutes a day (4 days a week) and 240 minutes (1 day a week)

4th-6th- 325 minutes a day (4 days a week) and 245 minutes (1 day a week)

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

The master schedule at Padan allows for WIN (What I Need) intervention as well as UA (Universal Access) for all students based on their needs in the areas of reading and math. Students who are English Language Learners also have a designated 30 minutes of ELD class daily.

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

Adequate numbers of standards based instructional materials are available to all students at Padan Elementary. The Williams Act Visit within the first month of school ensures that we have an appropriate number of texts and materials for our students to access during their instructional day.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Vacaville Unified School District currently utilizes current approved and adopted curriculum for all content areas:

English Language Arts: McMillian-McGraw Hill (Treasures) for grades K-2, Benchmark Workshop for grades 3-5 and College Board (Springboard) for grade 6. It should be noted that K-2 has adopted the curriculum MyView for the 23-24 school year.

Math: Math in Focus in grade K, Houghton Mifflin Harcourt (GO Math) for grades 1-6

Science: Houghton Mifflin

Social Science: Houghton Mifflin

Opportunity and Equal Educational Access

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

RTI and small group intervention through WIN (What I Need) in both the areas of reading and math.

Evidence-based educational practices to raise student achievement

Core alignment with ELD standards

Leader In Me

MTSS

Lucy Calkins Reading Curriculum to supplement existing ELA

Parental Engagement

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

Spanish Speaking Parent Liaison in the front office who supports students and their families.
Re-engagement specialist who supports attendance at the district level
Family Resource Center through VVPD

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are involved in a myriad of ways. We have School Site Council, ELAC as well as Booster Club at Padan that allows parents to participate in decision making opportunities.

Funding

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

We employ intervention teachers to increase both reading and math scores. We also spend categorical monies on a mental health therapist who can support students in a multitude of ways.

Fiscal support (EPC)

NA

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was created by a thorough examination of data and stakeholder input. The plan was approved by the School Site Council and ELAC committees with updates throughout the 2022-2023 school year. Other input was derived from staff, grade level teams and public safety personnel.

The School Site Council is a group of teachers, parents, classified employees, that works with the principal to develop, review and evaluate school improvement programs and school budgets. The SSC meets four times per school year. Met on following dates: 12/1/22, 1/19/23, 4/27/23, and 5/18/23 at 2:45-3:45pm.

English Learner Advisory Committee (ELAC). The ELAC is a committee for parents or other community members who want to advocate for English Learners. The ELAC committee meets four times a year. Met on following dates: 9/30/22, 1/27/23, 3/3/23, 4/27/23 at 8:30-9:30am at the school site in the Multipurpose Room.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Title 1 School Level Parent Involvement Policy and Home School Compact

Padan School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).

The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).

Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).

Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Padan offers a parent night once a year where we describe our programs and services.

We have a parent involvement policy that is distributed to parents on our website.

Parents are invited to come to a parent-teacher conference at least once a year.

Parents are invited to attend leadership assemblies and other school wide celebrations on a monthly basis.

Parents are always welcome to volunteer and provide support in classrooms.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement.

To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Parents are provided information about grade level expectations and standards at parent teacher conferences in November.

Parents learn about classroom expectations and grade level curriculum at Back to School Night.

Parents who attend ELAC and Site Council meetings are collaborative partners in looking at data and finding ways to improve achievement for all of our learners.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

We distribute free books and ideas on how to read with children at home.

Weekly newsletters provide strategies to work with children on homework and developing healthy study habits.

Articles in home communication provide ideas for positive school connectedness.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

This is an essential part of what we do at Padan. We are consistently dedicated to partnering with our families for student progress and growth.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

We have a Latino Literacy Project and are building a parent partnership group to expand our adult learning on campus.

Food distribution is offered to families on site twice a week.

Partner with a local church and hospital to provide additional resources to families in need.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Our school utilizes Parent Square to communicate with families. Each classroom teacher uses the program as well as other school wide communication that needs to be delivered.

A weekly newsletter is sent out to provide information on Sunday evenings.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

All communication is sent home in multiple languages and can be translated as needed.

We employ a parent liaison to support in person communication at the school site.

ELAC meetings are done in Spanish and translated as necessary.

This Compact was adopted by the Padan Elementary School on March 23, 2023, and will be in effect for the period of 2022-2025 (three year period).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: September 1, 2023.

Cicely Rodda

Signature of Authorized Official

3/23/23

Date

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.59%	0.56%	2	4	4
African American	12.0%	11.42%	11.39%	76	77	82
Asian	1.9%	1.48%	1.67%	12	10	12
Filipino	3.5%	3.26%	2.5%	22	22	18
Hispanic/Latino	48.9%	47.92%	48.47%	310	323	349
Pacific Islander	0.8%	0.89%	0.83%	5	6	6
White	22.4%	24.04%	24.44%	142	162	176
Multiple/No Response	9.9%	10.09%	9.17%	63	68	66
Total Enrollment				634	674	720

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	101	114	140
Grade 1	99	101	107
Grade 2	101	97	108
Grade 3	104	94	86
Grade 4	72	109	94
Grade 5	72	79	104
Grade 6	85	80	81
Total Enrollment	634	674	720

Conclusions based on this data:

1. Our Kindergarten numbers are inclusive of both Kindergarten and TK.
2. Our subgroups percentages have remained very constant with Hispanic/Latino as nearly 50% of our population.
3. Overall, enrollment has grown over the past nine years. It was 525 in 2013-2014 and we are now at 721.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	91	102	116	14.40%	15.1%	16.1%
Fluent English Proficient (FEP)	51	46	39	8.00%	6.8%	5.4%
Reclassified Fluent English Proficient (RFEP)	2			2.2%		

Conclusions based on this data:

1. The percentage of English Learners has continued to increase over the past three years.
2. Adopting a district wide EL curriculum should be considered as well as opportunities for professional development for teachers of EL students.
3. The number of students who are considered FEP has reduced from 8% to 5% which indicates that we may not be reclassifying as many students at the same pace.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	94	92	0	87		0	87		0.0	92.6	
Grade 4	80	103	92	0	99		0	99		0.0	96.1	
Grade 5	79	83	101	0	77		0	77		0.0	92.8	
Grade 6	86	79	84	0	78		0	78		0.0	98.7	
All Grades	353	359	369	0	341		0	341		0.0	95.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.			11.49			17.24			27.59			43.68	
Grade 4		2403.			10.10			12.12			19.19			58.59	
Grade 5		2456.			11.69			24.68			18.18			45.45	
Grade 6		2510.			12.82			25.64			33.33			28.21	
All Grades	N/A	N/A	N/A		11.44			19.35			24.34			44.87	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.05			63.22			28.74	
Grade 4		8.08			60.61			31.31	
Grade 5		10.39			63.64			25.97	
Grade 6		12.82			52.56			34.62	
All Grades		9.68			60.12			30.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.75			50.57			43.68	
Grade 4		4.04			45.45			50.51	
Grade 5		10.53			44.74			44.74	
Grade 6		12.82			56.41			30.77	
All Grades		7.94			49.12			42.94	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.60			74.71			20.69	
Grade 4		3.03			73.74			23.23	
Grade 5		7.79			68.83			23.38	
Grade 6		10.26			73.08			16.67	
All Grades		6.16			72.73			21.11	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.05			66.67			25.29	
Grade 4		4.04			63.64			32.32	
Grade 5		6.49			58.44			35.06	
Grade 6		11.54			71.79			16.67	
All Grades		7.33			65.10			27.57	

Conclusions based on this data:

1. We have a high participation rate and very few students who are not included within the data.
2. Overall we have 31% of our students at or above grade level in English Language Arts. We have goals to increase this rate for the upcoming school year with continued robust interventions in place both within the classroom and in the intervention setting.
3. Listening, research and inquiry are big areas of focus as less than 10% of our students are above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	108	94	92	0	87		0	87		0.0	92.6	
Grade 4	80	103	92	0	97		0	97		0.0	94.2	
Grade 5	79	83	101	0	77		0	76		0.0	92.8	
Grade 6	86	79	84	0	78		0	78		0.0	98.7	
All Grades	353	359	369	0	339		0	338		0.0	94.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.			4.60			25.29			31.03			39.08	
Grade 4		2392.			0.00			7.22			32.99			59.79	
Grade 5		2424.			1.32			7.89			26.32			64.47	
Grade 6		2456.			2.56			10.26			32.05			55.13	
All Grades	N/A	N/A	N/A		2.07			12.72			30.77			54.44	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.20			55.17			35.63	
Grade 4		1.03			32.99			65.98	
Grade 5		1.32			30.26			68.42	
Grade 6		1.28			43.59			55.13	
All Grades		3.25			40.53			56.21	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.75			55.17			39.08	
Grade 4		2.06			40.21			57.73	
Grade 5		3.95			43.42			52.63	
Grade 6		2.56			37.18			60.26	
All Grades		3.55			44.08			52.37	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.20			57.47			33.33	
Grade 4		1.03			46.39			52.58	
Grade 5		0.00			59.21			40.79	
Grade 6		1.28			64.10			34.62	
All Grades		2.96			56.21			40.83	

Conclusions based on this data:

1. It is good to see that there is a 92% or better participation rate for all students on the math part of the CAASPP.
2. It is concerning that we have a combined 15% of students who are above or at grade level in math. We have hired a math interventionist to work with our lowest performers in grades 3-6 to support this concern.
3. Problem solving, concepts and procedures are areas of focus to promote in mathematics with only 3% of students above standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1440.6	1421.3		1454.1	1423.3		1409.0	1416.6		16	27	
1	1451.4	1445.0		1468.1	1465.7		1434.4	1423.7		16	13	
2	1493.9	1468.9		1489.3	1472.4		1497.9	1464.9		18	12	
3	1488.8	1481.9		1487.6	1481.6		1489.8	1481.8		13	16	
4	1496.5	1503.0		1501.5	1502.6		1491.0	1502.8		12	13	
5	*	1516.5		*	1520.6		*	1511.6		9	14	
6	*	*		*	*		*	*		9	7	
All Grades										93	102	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	14.81		31.25	37.04		25.00	29.63		18.75	18.52		16	27	
1	6.25	15.38		37.50	23.08		37.50	38.46		18.75	23.08		16	13	
2	22.22	9.09		50.00	45.45		27.78	36.36		0.00	9.09		18	11	
3	7.69	6.25		38.46	50.00		53.85	37.50		0.00	6.25		13	16	
4	0.00	7.69		33.33	38.46		58.33	53.85		8.33	0.00		12	13	
5	*	14.29		*	28.57		*	57.14		*	0.00		*	14	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	17.20	10.89		36.56	36.63		37.63	38.61		8.60	13.86		93	101	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	14.81		50.00	33.33		18.75	33.33		12.50	18.52		16	27	
1	31.25	23.08		31.25	23.08		18.75	46.15		18.75	7.69		16	13	
2	33.33	9.09		44.44	54.55		16.67	36.36		5.56	0.00		18	11	
3	23.08	18.75		61.54	62.50		15.38	12.50		0.00	6.25		13	16	
4	25.00	23.08		58.33	69.23		16.67	7.69		0.00	0.00		12	13	
5	*	35.71		*	57.14		*	7.14		*	0.00		*	14	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.26	19.80		44.09	47.52		16.13	23.76		7.53	8.91		93	101	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	11.11		18.75	44.44		37.50	33.33		18.75	11.11		16	27	
1	0.00	0.00		25.00	23.08		50.00	30.77		25.00	46.15		16	13	
2	16.67	9.09		38.89	27.27		33.33	36.36		11.11	27.27		18	11	
3	0.00	0.00		23.08	12.50		69.23	62.50		7.69	25.00		13	16	
4	0.00	0.00		8.33	23.08		66.67	61.54		25.00	15.38		12	13	
5	*	0.00		*	21.43		*	50.00		*	28.57		*	14	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	8.60	3.96		25.81	25.74		46.24	43.56		19.35	26.73		93	101	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	18.52		81.25	62.96		0.00	18.52		16	27	
1	37.50	38.46		50.00	53.85		12.50	7.69		16	13	
2	16.67	27.27		83.33	63.64		0.00	9.09		18	11	
3	15.38	56.25		69.23	37.50		15.38	6.25		13	16	
4	25.00	30.77		75.00	69.23		0.00	0.00		12	13	
5	*	21.43		*	71.43		*	7.14		*	14	
6	*	*		*	*		*	*		*	*	
All Grades	25.81	28.71		67.74	57.43		6.45	13.86		93	101	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.25	3.70		43.75	66.67		25.00	29.63		16	27	
1	25.00	15.38		62.50	53.85		12.50	30.77		16	13	
2	38.89	18.18		55.56	81.82		5.56	0.00		18	11	
3	46.15	25.00		53.85	68.75		0.00	6.25		13	16	
4	50.00	23.08		41.67	76.92		8.33	0.00		12	13	
5	*	64.29		*	35.71		*	0.00		*	14	
6	*	*		*	*		*	*		*	*	
All Grades	45.65	24.75		44.57	61.39		9.78	13.86		92	101	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	14.81		68.75	74.07		25.00	11.11		16	27	
1	18.75	23.08		56.25	15.38		25.00	61.54		16	13	
2	22.22	9.09		66.67	63.64		11.11	27.27		18	11	
3	0.00	0.00		69.23	62.50		30.77	37.50		13	16	
4	0.00	0.00		33.33	66.67		66.67	33.33		12	12	
5	*	7.14		*	35.71		*	57.14		*	14	
6	*	*		*	*		*	*		*	*	
All Grades	12.90	9.00		56.99	52.00		30.11	39.00		93	100	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	43.75	48.15		25.00	29.63		31.25	22.22		16	27	
1	0.00	0.00		62.50	61.54		37.50	38.46		16	13	
2	16.67	9.09		61.11	72.73		22.22	18.18		18	11	
3	7.69	6.25		92.31	81.25		0.00	12.50		13	16	
4	8.33	0.00		66.67	84.62		25.00	15.38		12	13	
5	*	7.14		*	78.57		*	14.29		*	14	
6	*	*		*	*		*	*		*	*	
All Grades	12.90	15.84		65.59	64.36		21.51	19.80		93	101	

Conclusions based on this data:

1. ELPAC data indicates that the past two years we have tested less students (down from 111 to 96).
2. A majority of our students have scored within the moderate range for the writing domain. Perhaps we should put more of an emphasis within our ELD curriculum on developing writers.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
674	57.9	15.1	0.9
Total Number of Students enrolled in Eugene Padan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	15.1
Foster Youth	6	0.9
Homeless	9	1.3
Socioeconomically Disadvantaged	390	57.9
Students with Disabilities	95	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	77	11.4
American Indian	4	0.6
Asian	10	1.5
Filipino	22	3.3
Hispanic	323	47.9
Two or More Races	68	10.1
Pacific Islander	6	0.9
White	162	24.0

Conclusions based on this data:

1. Our Hispanic population is over 50% of our entire campus, followed by the subgroup of White at 24%. Both African American and 2 or more races fall at 8%.
2. Over 70% of our population is considered economically disadvantaged, which is an increase from the year prior.

School and Student Performance Data

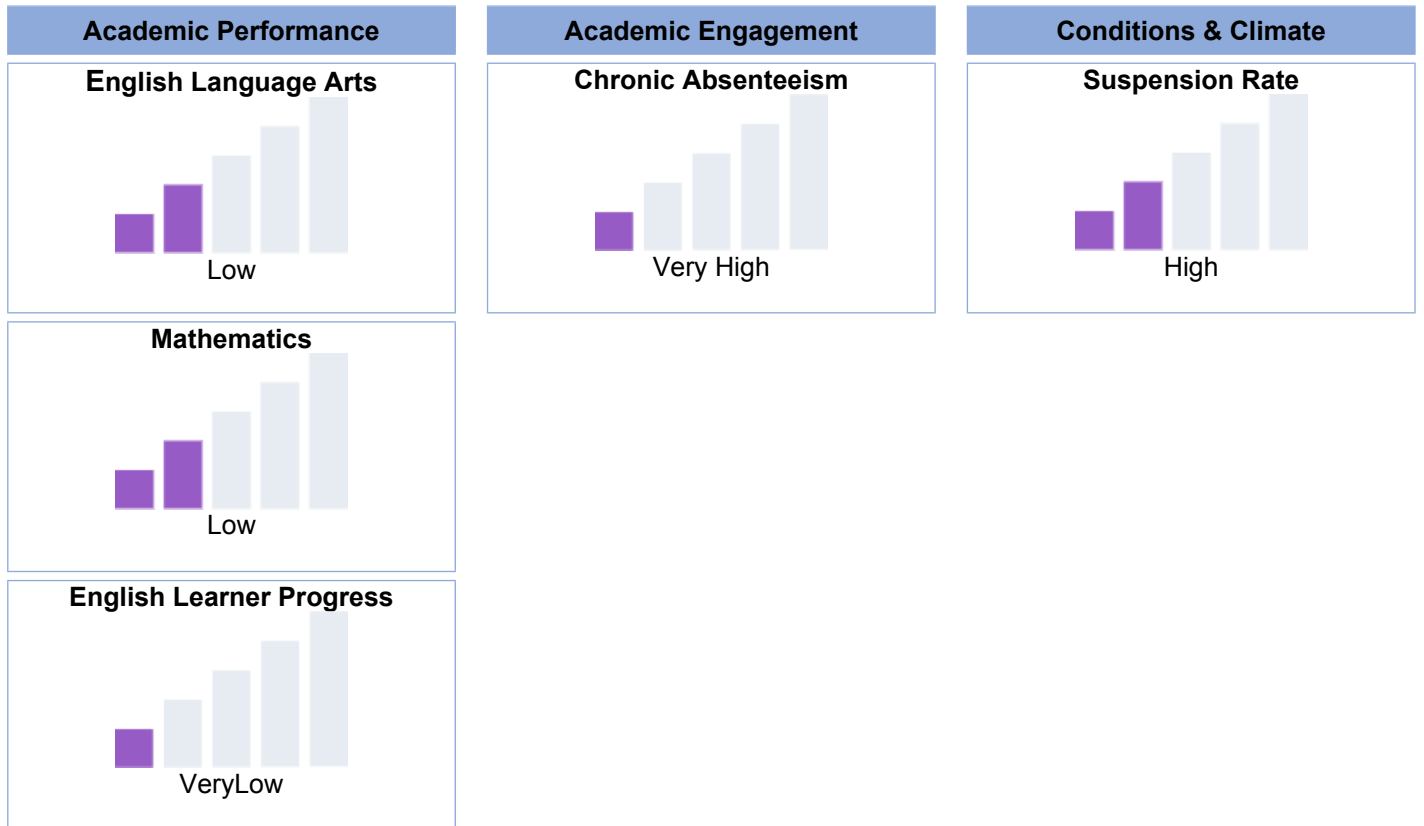
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic absenteeism is an area we need to continue to work on. We've implemented several incentives for students to be on time daily for school. We will continue work here.
2. Both ELA and math are in the yellow zone and we will work to get to the green in the years to come.

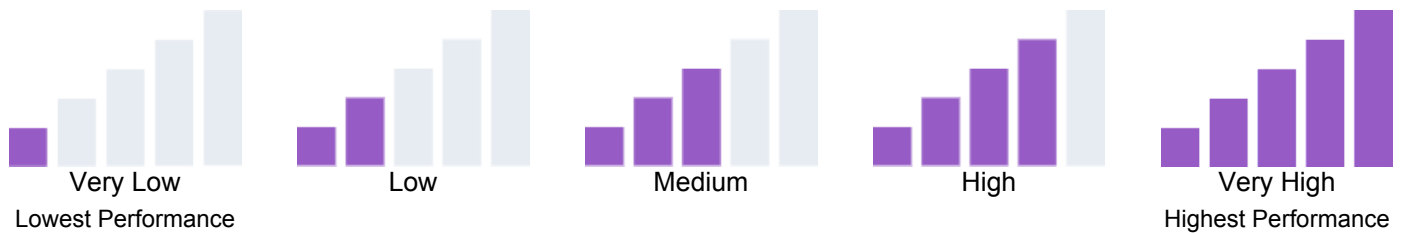
-
-
3. A focus on suspensions and alternative means of correction will be entertained for the upcoming year.

School and Student Performance Data

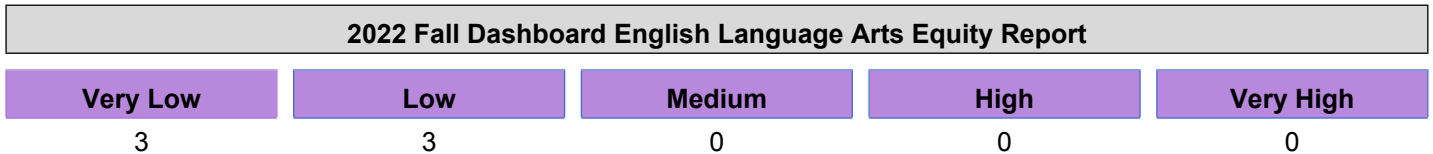
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

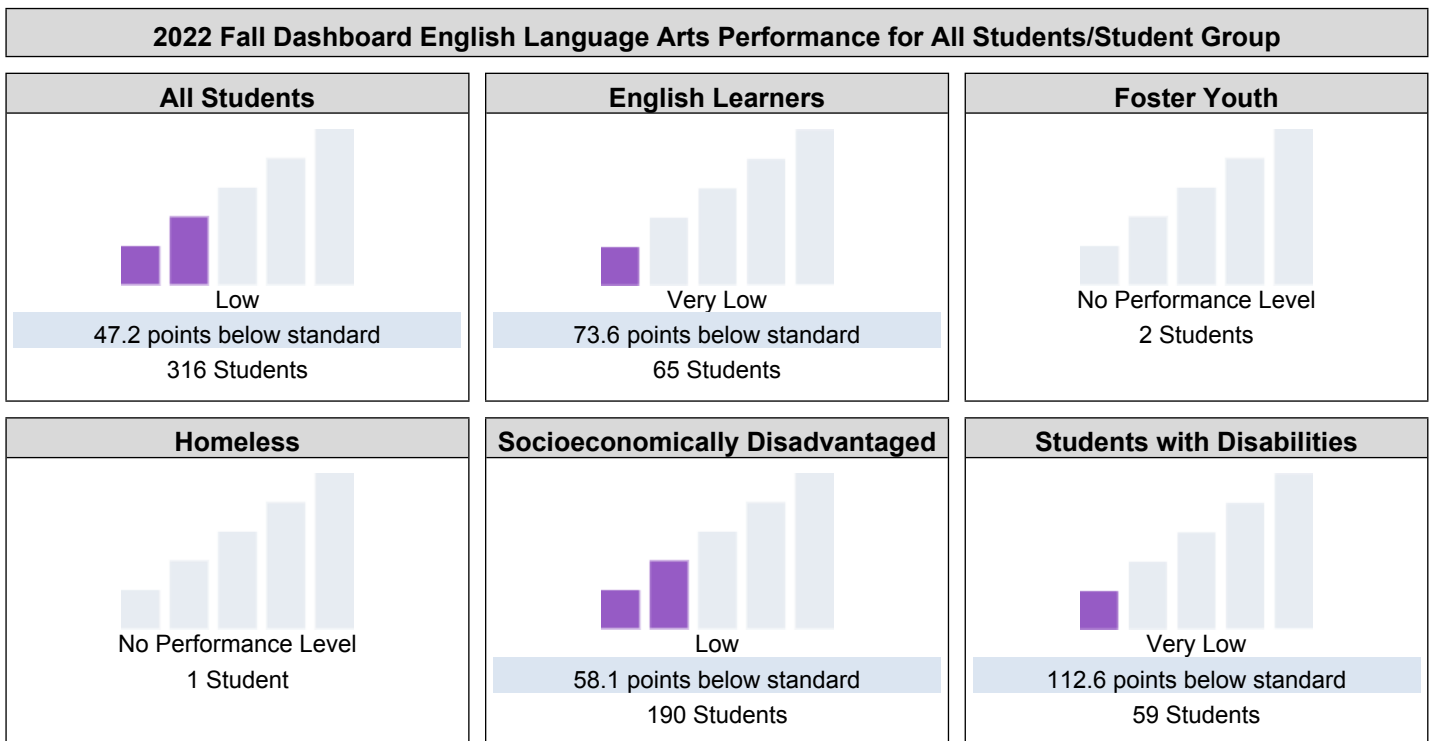
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



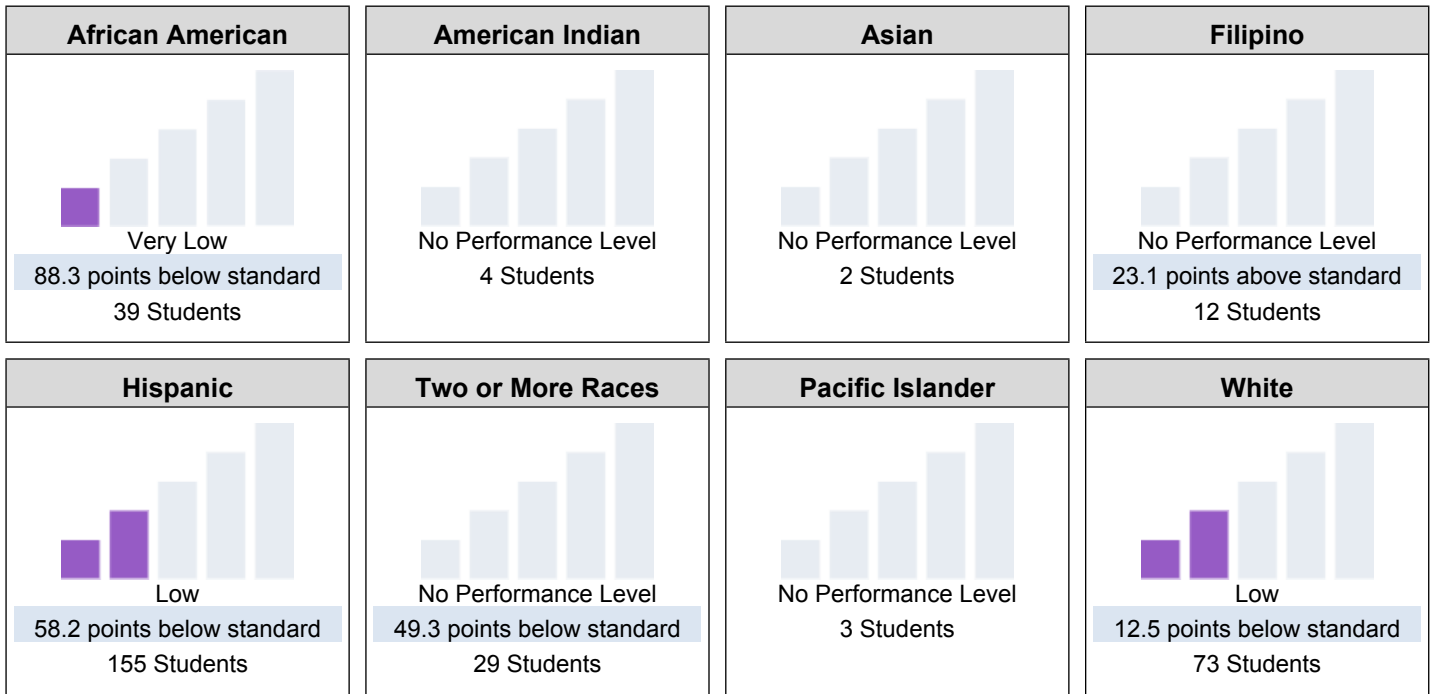
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.2 points below standard 43 Students	15.8 points below standard 22 Students	44.8 points below standard 234 Students

Conclusions based on this data:

1. Foster and Homeless Youth are not a significant subgroup to measure.
2. Two or more races state that there is "no performance level."

School and Student Performance Data

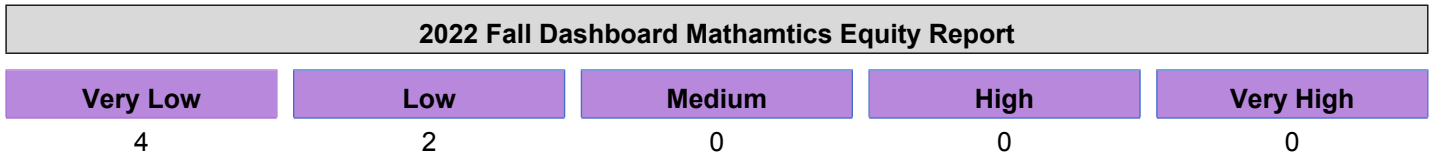
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

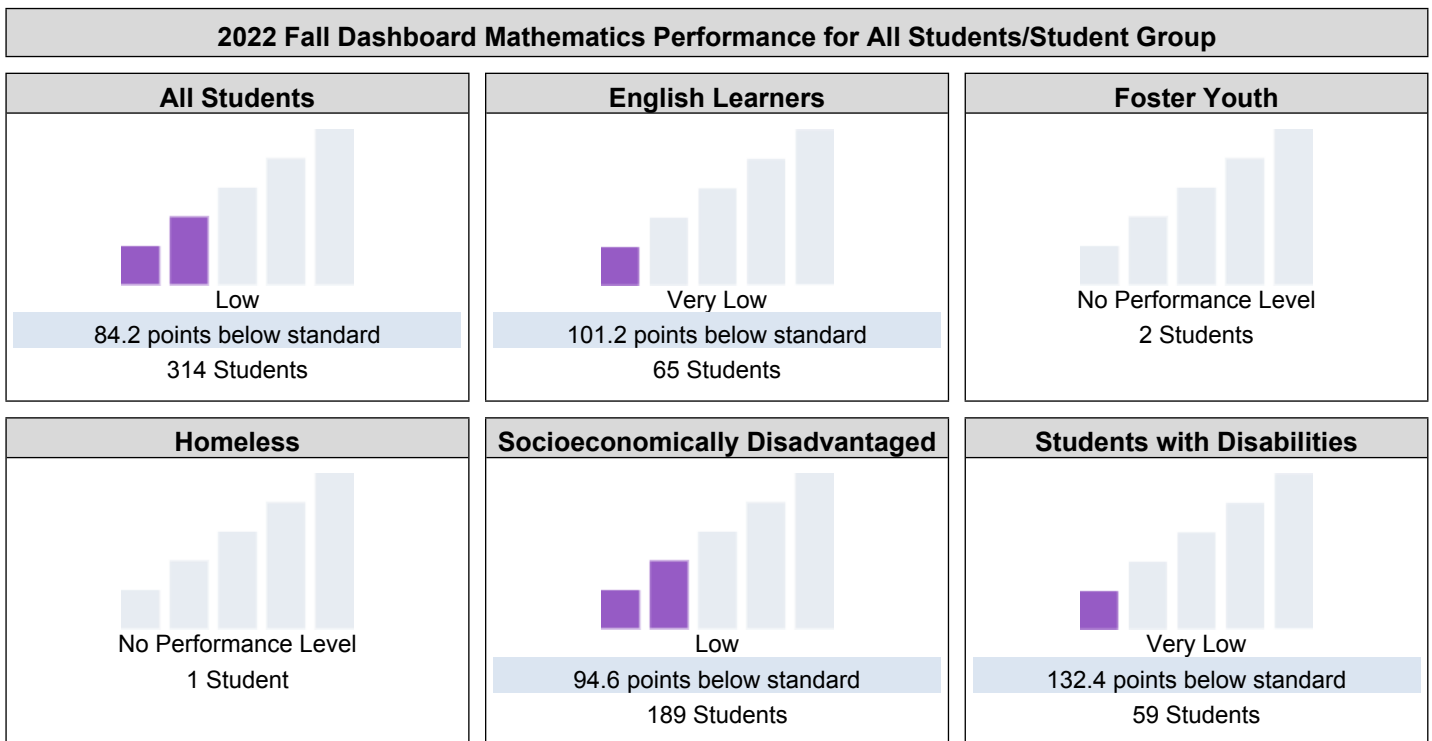
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



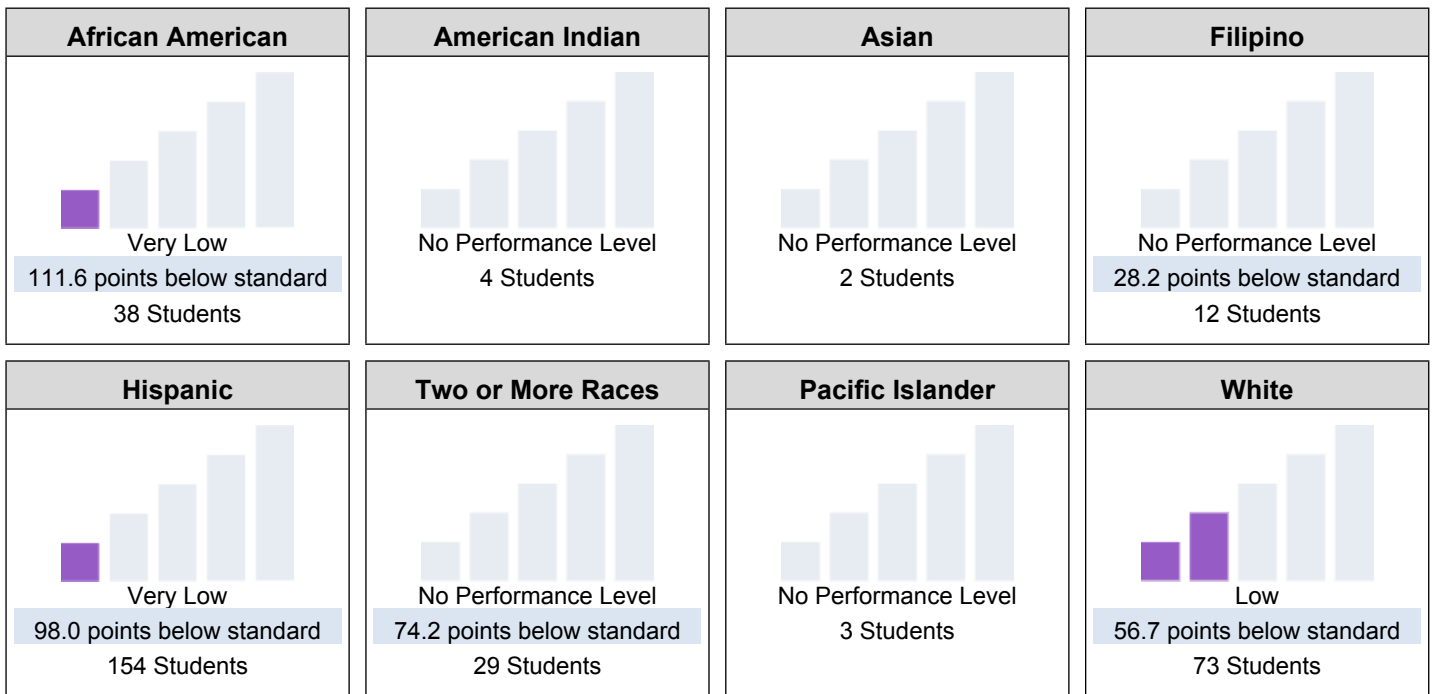
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>119.1 points below standard 43 Students</p>	<p>66.0 points below standard 22 Students</p>	<p>81.9 points below standard 232 Students</p>

Conclusions based on this data:

- 1.

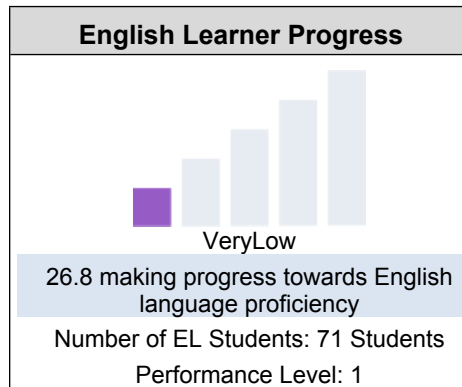
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.6%	43.7%	0.0%	26.8%

Conclusions based on this data:

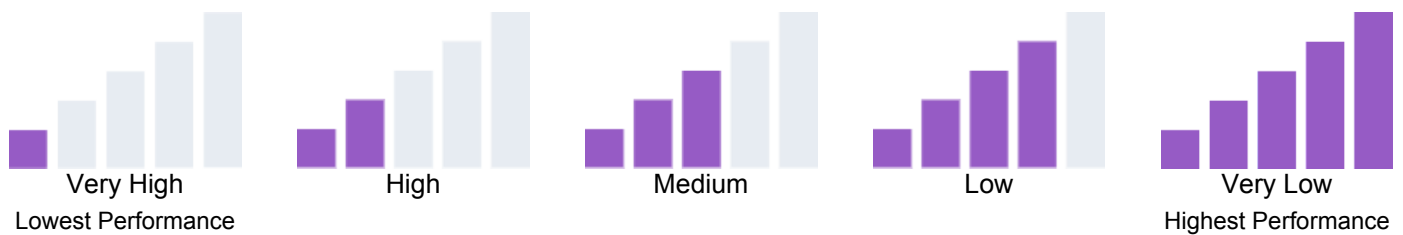
1. It is good to see students have maintained or progressed in their language acquisition. We are concerned about the decrease in levels since we have a very robust ELD program on our campus. What other factors may contribute to the lack of progress or regression?

School and Student Performance Data

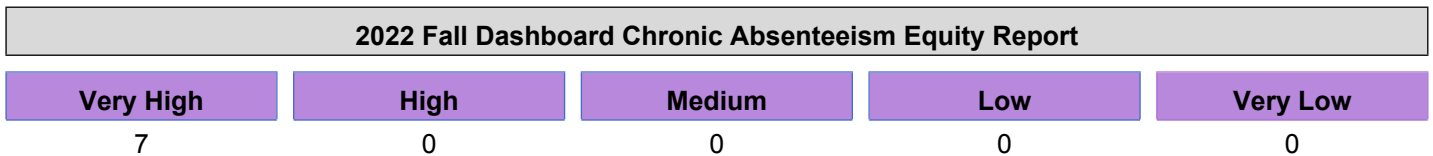
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

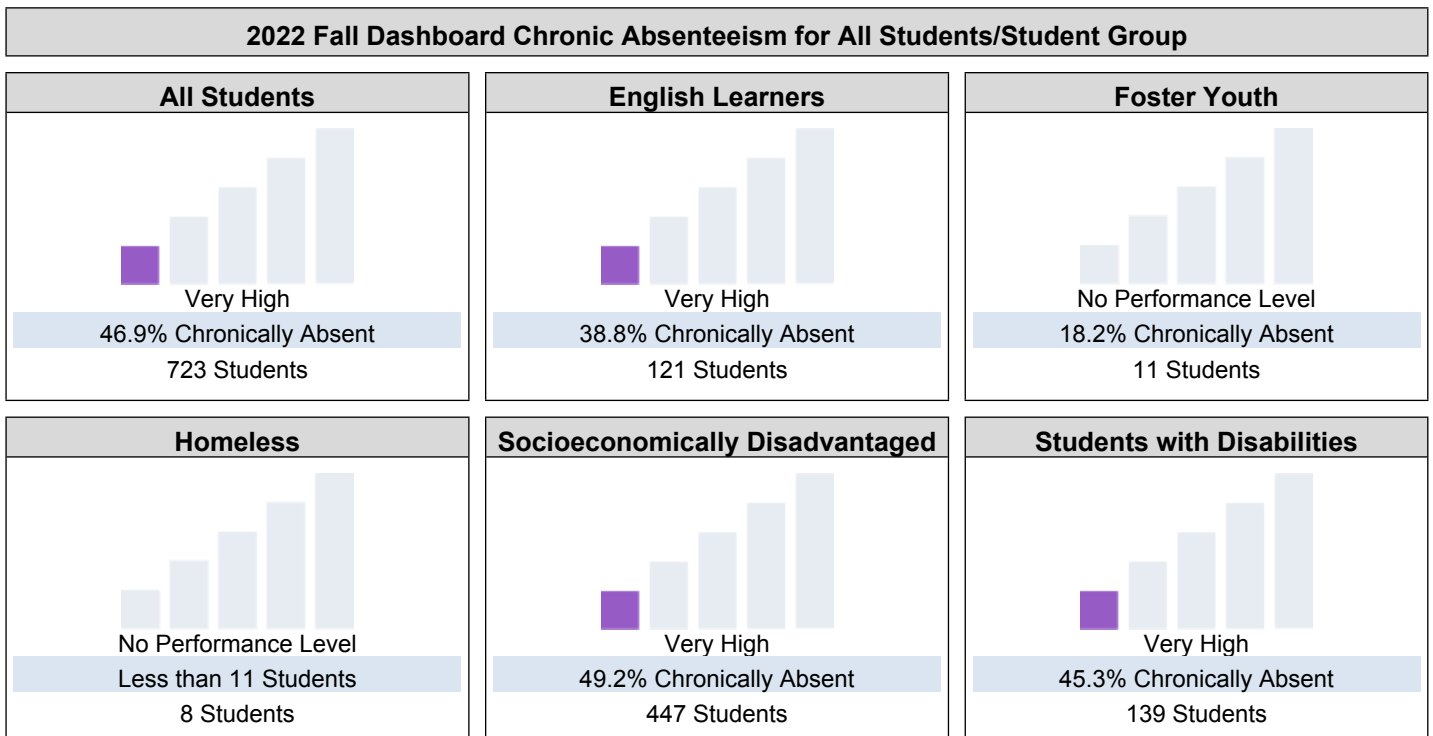
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



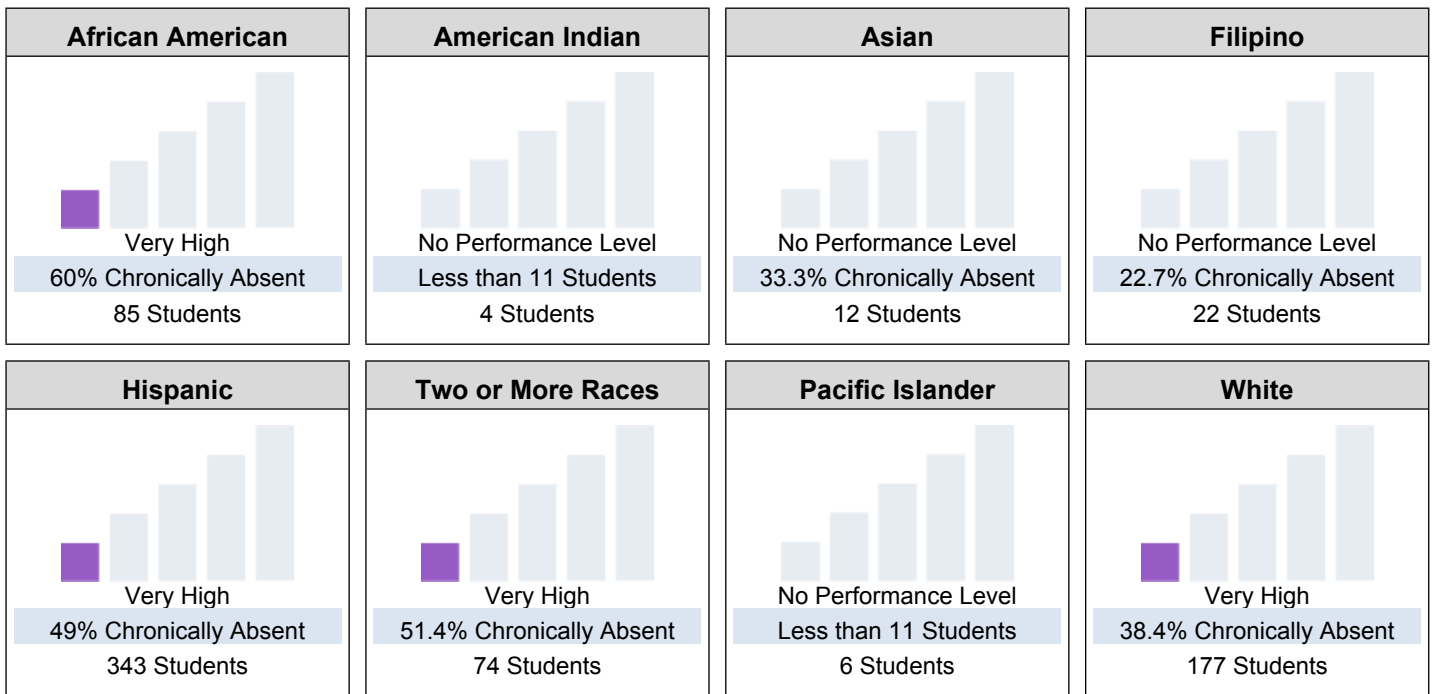
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- Attendance rates have greatly been impacted because of COVID protocol and procedures. Families are keeping students home for longer periods of time and with minimal symptoms after the pandemic.

School and Student Performance Data

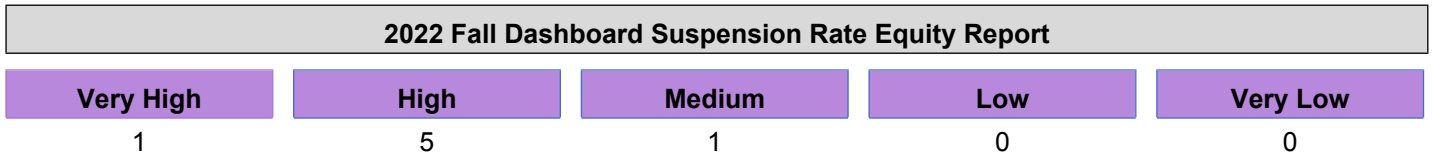
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

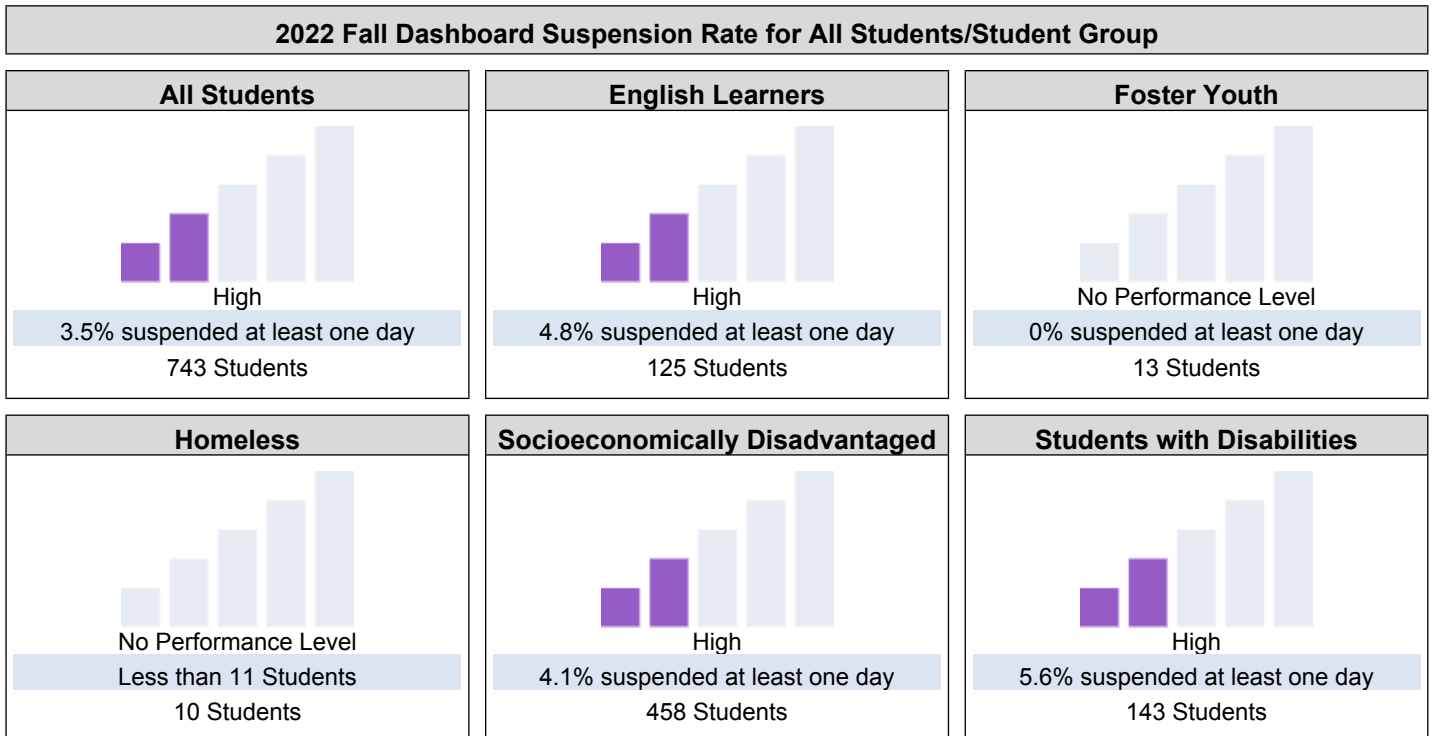
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



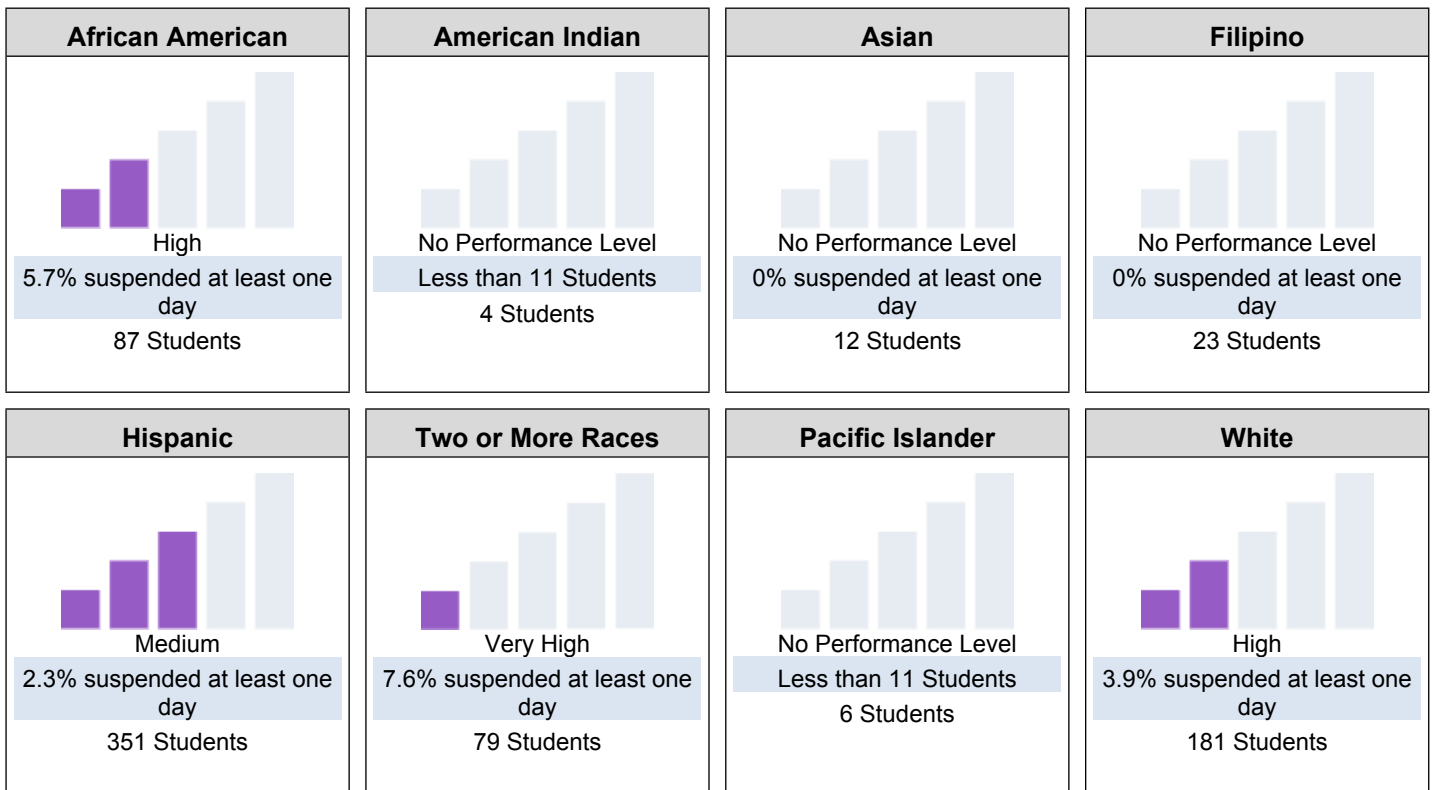
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. It is good to see that all of the subgroups had a decline in suspensions on campus. We'd like to continue to have more training in the area of conflict resolution and restorative justice so that we can address the issues head on and not see students get to the level of suspendable offenses.
2. 3.5% students represent approximately 26 students in the population who were suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Growth and Progress

LEA/LCAP Goal

Providing high quality instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 1

Increasing results on standardized testing with emphasis on reading testing.

Identified Need

Based on California Dashboard data, Padan Elementary is underperforming in Math and English Language Arts. Teachers need additional supports, materials and professional development opportunities to address the varying needs within the classroom setting. Based on districtwide assessments our data presents that our students in grades K-2 are underperforming on reading assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Data	<p>3rd- average scaled score 235 4th- average scaled score 475 5th- average scaled score 566 6th- average scaled score 775</p> <p>The district average for 3rd-6th is 548 while Padan is averaging 513 in 3rd-6th.</p>	<p>3rd- average scaled score 295 4th- average scaled score 505 5th- average scaled score 600 6th- average scaled score 810</p> <p>The district average for 3rd-6th (22-23) is 548 while Padan is averaging 513 in 3rd-6th.</p>
ESGI TK/Kindergarten DRA Kindergarten, 1st, 2nd Grade	<p>Overall our scores are lower than the district average.</p> <p>Kindergarten: At end of the 2nd trimester of 22-23 school year, we have 54 of our 98 students (55%) at or above grade level for the DRA test. At grade level is DRA 3 or 4, Above grade level is DRA 6 or better. We have 44 students at a 6 or higher and 10 meeting the grade level expectation. This data is inclusive of our</p>	<p>Increase DRA data to reflect scores that mirror the district averages by end of trimester three.</p> <p>K DRA- 70% will leave at DRA level 4 or higher (district standard)</p> <p>1st Grade DRA- 70% will leave at DRA level 18 or higher (district standard)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Special Education class in which we have 9 students.</p> <p>1st grade: At end of the 2nd trimester of the 22-23 school year, we have 64 of our 100 students (64%) at or above grade level for the DRA test. At grade level is DRA 18, Above grade level is DRA 20 or better. We have 14 at a 20 or better and 50 meeting the grade level expectation.</p> <p>2nd grade: At end of 22-23 school year, we have 63 of our 107 students (59%) at grade level for the DRA test. There may be students who are above grade level, but the assessors did not go above a 24 when testing.</p>	2nd Grade DRA- 70% will leave at DRA level 24 or higher (district standard)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students have access

Strategy/Activity

Employ intervention certificated teachers that serve every grade level who will support students in small intervention groups that are not at grade level for reading and math. Groups are revisited and revised every six weeks based on student need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

142,288

Source(s)

Title I

(2 teachers- each on 45% contract and one intervention paraprofessional)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide time for Snapshot meetings, Learning Walks and Academic Conferencing for teachers to discuss students who are at risk or struggling with academics. The money allocated will provide an opportunity to cover for the substitutes who will cover classes during these teacher meetings. This is a goal to have meetings if additional funds are allocated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Addressing the needs of English Language Learners at Padan

LEA/LCAP Goal

Provide high quality instruction, systemic interventions and support, and a collaborative staff focused on eliminating barriers to student success.

Goal 2

Increasing the rate of reclassification for our English Language Learners in order to address closing the achievement gap for our EL students.

Identified Need

Increased time and professional development in both designated and integrated ELD instruction for our staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																								
VUSD ELPAC Reclassification Rates.	<p>Reclassification Rates:</p> <table border="0"> <tr> <td>2016-2017</td> <td>17 RFEP</td> </tr> <tr> <td>12%</td> <td></td> </tr> <tr> <td>2017-2018</td> <td>24 RFEP</td> </tr> <tr> <td>17%</td> <td></td> </tr> <tr> <td>2018-2019</td> <td>22 RFEP</td> </tr> <tr> <td>18%</td> <td></td> </tr> <tr> <td>2019-2020</td> <td>10 RFEP</td> </tr> <tr> <td>11%</td> <td></td> </tr> <tr> <td>2021-2022</td> <td>14 RFEP</td> </tr> <tr> <td>14%</td> <td></td> </tr> <tr> <td>2022-2023</td> <td>10 RFEP</td> </tr> <tr> <td>12%</td> <td></td> </tr> </table> <p>Currently we have 78 students identified as English Learners. Of those 78 students, 10 were reclassified which represents the 12%.</p>	2016-2017	17 RFEP	12%		2017-2018	24 RFEP	17%		2018-2019	22 RFEP	18%		2019-2020	10 RFEP	11%		2021-2022	14 RFEP	14%		2022-2023	10 RFEP	12%		For the upcoming year, the goal is to have 15 students identified as RFEP (Reclassified Fluent English Proficient) which would increase our rate to 19%
2016-2017	17 RFEP																									
12%																										
2017-2018	24 RFEP																									
17%																										
2018-2019	22 RFEP																									
18%																										
2019-2020	10 RFEP																									
11%																										
2021-2022	14 RFEP																									
14%																										
2022-2023	10 RFEP																									
12%																										
VUSD Writing Benchmark	13% of EL students are able to prove adequate or thorough understanding on an informative, narrative or opinion writing benchmark.	40% of our students will pass their writing benchmark assessments throughout the year in grades 1st-5th based on district rubrics. It is the goal																								

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(Based on 2022-2023 results). As a school site, an average of 32% of all students proved adequate or thorough understanding.	to have 25% of EL students prove adequate or thorough understanding.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner Students

Strategy/Activity

Employ a Bilingual Parent Liaison in the front office (Spanish Speaking)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,827	Title I

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and Regulation for all Learners

LEA/LCAP Goal

Ensuring all school sites have safe, welcoming healthy and inclusive climates for all students and their families, so that all student are in class and ready to learn.

Goal 3

Addressing continuous improved school climate with comprehensive supports for the safety and well-being of our learners.

Identified Need

Social emotional wellness instruction and support in the areas of self regulation and trauma informed teaching with continued full implementation of PBIS and Leader In Me Curriculum on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We have a growing number of students who require social emotional support based on trauma and other life situations. We can provide tier 2 and tier 3 support for students to be able to access their education with the continued support of a Mental Health Therapist.	Currently there is a caseload of 38 students being seen in either individual or group therapy sessions by our mental health therapist on a monthly basis. We also service 12 students through their IEP who require Mental Health services. We have an additional 6 students being seen once a week by our Youth Services counselor that we have once a week with a partnership with Vacaville Police Department. Our MHC has been in every classroom once a week for 8 weeks to teach a schoolwide curriculum called Zones of Self Regulation which allows students to identify their emotional state and find ways to regulate themselves if needed.	Increased student readiness to learn by being provided skills and methods to be socially and emotionally prepared to work through traumatic situations and and demonstrate readiness to return to class with skills to cope and self-regulate.
Participation in PBIS related instruction and incentives for student success.	Students are well versed in the 5 Be's through our PBIS structure. Students are	Continued positive response to the prescribed expectations and students earning prizes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	provided incentives as reinforcers for adhering to the expectations.	from our biweekly cart that they can purchase from with leadership slips.
Participation in the Leader In Me Program.	Students and staff provided opportunities to encourage and empower leadership throughout campus and beyond. Currently we see approximately 40% of our students in leadership roles.	Continued active leadership on campus through assigned roles and responsibilities on campus. The goal is to have 65-70% of our students holding leadership roles on campus in some sort of capacity.
Assemblies and author visits	We have seen the impact of having visitors on campus to share their craft and provide exposure to animals, science and books that our students don't normally have the opportunity to have.	Further interest in science, technology, engineering, arts and math (STEAM). After the visits, we will have students write expository texts to explain their learnings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students have access to the mental health therapist should the need arise.

Strategy/Activity

Employ a mental health therapist full time to address the ever growing need for social emotional support and therapy based on trauma informed care. Students will be identified by teacher referral, parent referral, SST or should a crisis situation arise. Also we have a behavior assistant who helps our students who need help when dysregulated and not able to be productive in class. We plan to supplement her hours so that she can be here for full days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

69,549

Source(s)

Title I

0

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students participate in PBIS tier one activities. Approximately 10% in our tier two and 5% in tier three opportunities.

Strategy/Activity

Continue PBIS schoolwide programs including: leadership slips, Check In Check Out and schoolwide celebrations for meeting goals. Should funding become available, it will be spent on PBIS goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students participate in Leader In Me program through Franklin Covey.

Strategy/Activity

Continue Leader In Me instruction, development of 7 Habits, goal setting with leadership notebooks and exposure to highly effective practices that promote and empower leadership. Our current status as a Lighthouse School will serve as a model to other schools in VUSD and in the surrounding area. Should funding become available, we will use additional Title One funds to support this goal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assemblies and author visits on campus. Should funds become available, they will be allocated to pay for these enrichment opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Padan's 21-22 SPSA included three goals:

- Goal 1: Increase the proficiency level in the area of math and reading based on CAASPP results.
- Goal 2: Increase the rate of reclassification for our English Language Learners in order to address closing the achievement gap for our EL students.
- Goal 3: Social emotional wellness to be addressed with the support of a Mental Health Therapist as well as full implementation of Leader in Me and PBIS curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 1: Without data from the past two years from CAASPP due to the pandemic, we used data from school and district based assessments to develop goals in the areas of reading progress.

Goal 2: Our mental health therapist and support staff used a curriculum called Zones of Self-Regulation in grades kindergarten through 6 to work on emotional regulation. This was taught to each class by our Mental Health Clinician each week to have students learn how to identify emotions. Zones of Self-Regulation was also used in small therapy groups with the Mental Health Clinician to come up with a common language to help with anger and emotional dysregulation.

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.

Goal 1: The academic goal was changed to address proficiency in ELA for both reading and writing for the student population. While we have a relative strength in ELA over math, it is still a concern that we are not performing as well as the district average and there are some gaps to fill.

Goal 2: This is a new goal to address the achievement gap of our English Language Learner population when it comes to reclassification and writing benchmark results. We are optimistic that we will see continued gains in this area with support from all staff on campus.

Goal 3: The social emotional wellness goal will continue as it has with the support of a Mental Health Therapist, Zones of Self Regulation, Leader In Me and PBIS.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$231,664.00

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	\$231,664.00

Subtotal of additional federal funds included for this school: \$231,664.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$231,664.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	231,664.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	231,664.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,288.00
Goal 2	19,827.00
Goal 3	69,549.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cicely Rodda	Principal
Jennie Rae Hiemke	Classroom Teacher
Ryan Suggs	Classroom Teacher
Peggy Stephens	Classroom Teacher
Karen Hiemke	Other School Staff
Sissy Keck-Faught	Parent or Community Member
Debbie Glover	Parent or Community Member
Cozette Chesborough	Other School Staff Parent or Community Member
Holly Scott	Parent or Community Member
Japhia Sullivan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:



Principal, Cicely Rodda on 5/18/23



SSC Chairperson, Sissy Keck-Faught on 5/18/23