



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
Paradise Ridge Elementary School	04-61531-0139329	November 28, 2022	

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
Comprehensive Support and Improvement

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.

Paradise Ridge Elementary School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the school's entire educational program and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators, especially related to school climate and academic achievement.

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).

Surveys were completed by students, parents, and staff in November 2022. The student and parent surveys are attached to the SPSA. Parents expressed satisfaction regarding student-staff interactions, school safety, school support for student academic and welfare, and home-to-school communication.

November 2022 Parent Safety Survey Results

88% of the parents strongly agree/agree that students feel at school.
91% of the parents strongly agree/agree that school staff made school a safe place for students.
74% of the parents strongly agree/agree that It is easy for students to make friends.
61% of the parents strongly agree/agree that students treat each other respectfully.
78% of the parents strongly agree/agree that students treat the school staff with respect.
95% of the parents strongly agree/agree that school staff cares about students.
90% of the parents strongly agree/agree that school staff members are helpful to students.
83% of the parents strongly agree/agree that school staff treats students fairly.
91% of the parents strongly agree/agree that school staff treats students respectfully.
95% of the parents strongly agree/agree that school staff members encourage students to do their best.
91% of the parents strongly agree/agree that school staff members let students know when they make good choices.
72% of the parents strongly agree/agree that if students have a problem with another student they can't solve on their own, they know they can go to a school staff member for help.
94% of the parents strongly agree/agree that students are taught the rules and expectations for behavior.
96% of the parents strongly agree/agree that students are glad to come to school most of the time.
95% of the parents strongly agree/agree that students are proud to be part of the Paradise Ridge Elementary community.
94% of the parents strongly agree/agree that parents/families who visit the school are welcomed, treated with respect, and encouraged to come back.
94% of the parents strongly agree/agree that the school does a good job of communicating with families.
96% of the parents strongly agree/agree that if they had concerns about their student or about the school, they would feel comfortable discussing the situation with a staff member.

November 2021 Student Safety Survey Results

*90% of the students felt safe at school most/all of the time.
*83% of the students felt safe at recess most/all of the time.
*75% of the students felt safe in the bathrooms most/all of the time.
*79% of the students were comfortable reporting a problem to their teacher most/all of the time.
*72% of the students feel that students treat adults with respect most/all of the time.
*95% of the students feel that adults treat students with respect most/all of the time.
*100% of the students reported knowing the rules
*10% of the students reported feeling afraid to go to school all/most of the time.
*30% of the students report that they worry about things.

Classroom Observations

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

Classrooms are observed on an informal basis throughout the school year by the site principal. Also, permanent certificated teachers are formally evaluated every 2 to 5 years. Probationary teachers undergo a more rigorous formal evaluation process requiring a minimum of three formal observations during each school year. Observations are conducted using a pre-conference, observation, and post-conference method. Teachers continually reflect on their craftmanship to improve their instructional delivery to their students.

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)

Paradise Ridge Elementary School staff reviewed the 2021-2022 SBAC data and identified writing and concept & procedures as its area of focus in the areas of E/LA and Mathematics respectively.

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

Paradise Ridge Elementary School primarily utilizes i-Ready and early literacy assessments to gauge our students' responsiveness to instruction and intervention. Additionally, grade level teacher teams design formative assessments, which are assigned to students throughout the school year. The grade level teams review the student data to determine if students are making adequate growth in achieving proficiency of grade-level essential standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Paradise Ridge Elementary School, all teachers meet the criteria to be considered highly qualified.

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

Site and district funds are used to support teachers in their professional growth and access to instructional materials.

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

Due to the learning disruptions caused by the 2018 Camp Fire and COVID-19 pandemic, our staff has implemented high leverage literacy instructional strategies in an attempt to accelerate student learning. During the 2019-2020 and 2020-2021 school year, teachers attended multiple reciprocal reading training sessions to provide students with strategies to enhance their comprehension of fictional and non-fiction text. During the 2020-2021 school year, a book study group was formed to read and discuss *The Writing Revolution*, a resource for the teaching of expository writing. The book study group recommended that the entire staff receive training on the writing approach. This school year, all teachers are attending multiple *Writing Revolution* trainings and looking for ways to implement the approach in their curriculum. For the 2022-2023 school year, Paradise Ridge Elementary School staff is participating in training on professional learning communities.

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

Teachers are encouraged to seek out assistance from each other for instructional support. Teachers' professional development requests are honored.

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

Each Wednesday, teachers meet in grade-level teams to design instructional units, review assessment data, and plan interventions. Additionally, four Minimum Days are scheduled throughout the school year to provide professional development for all staff.

Teaching and Learning

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

All teachers have been trained in Common Core State Standards and funds have been allocated to align curriculum, instruction and materials to content and standards. All teachers have worked to align their curriculum and instruction to CCSS.

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

All schools in the Paradise Unified School District meet the state instructional minutes requirements in reading/language arts and math.

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

All schools in the Paradise Unified School District provide for lesson pacing schedules and master schedule flexibility for sufficient numbers of intervention courses.

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

English-Language Arts

TK-World of Wonders-McGraw Hill

1st-6th-Wonders-McGraw Hill

Mathematics

K-5-Bridges-Math Learning Center

6-CPM

Science

K-5-Foss Science and STEMtaught

Social Studies

K-6-Houghton Mifflin History-Social Science by Houghton Mifflin

New Connections Social Studies/Art Curriculum

Social Studies Weekly

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

All schools in the Paradise Unified School District provide for SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Throughout the school year, classroom teachers utilize formative assessments to gauge students' mastery of essential learning standards. Teachers plan/provide extra instructional time for students who score below the proficiency level. Additionally, our schoolwide blended services (Title I and SPED) program offers daily intervention for students needing additional time and support in learning foundational math and reading skills. Students are also assessed at the beginning of the school year and at the end of each trimester to determine if adequate growth is being made.

Evidence-based educational practices to raise student achievement

Paradise Ridge Elementary School teachers set instructional norms around research-based instructional practices, including teaching to a clear learning objective, using a variety of presentational techniques, ensuring the independent practice matches the learning objective, using multiple and varied checks for understanding, maximizing student engagement, having student production be evident, differentiating instruction, designing the lesson to support language development, and ensuring the unit assessment matches the rigor of the standards being taught.

Parental Engagement

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

Paradise Ridge Elementary School prides itself on its partnerships with our school families and local community organizations. The Paradise Ridge Elementary Parent Club meets every month to plan activities that support school climate and student learning. Parent representatives also serve as active members of our School Site Council, providing valuable feedback on our schoolwide academic and socioemotional programs. Boys and Girls Club provide a comprehensive afterschool enrichment program with daily support for homework completion. We are also very fortunate to have Foster Grandparents working in a few of our classrooms to provide ongoing support for our students. We have also partnered with the Rainforest Art Project and STEMtaught to provide additional art and STEAM resources and activities for our students during this past year

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)

Our School Site Council is comprised of parent, teacher, classified, and administrative representatives.

Funding

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

Services provided by categorical funds include:

- One Title I Teacher
- Four Part-Time Title I Instructional Aides
- Supplemental Instructional Curriculum
- Content area professional development
- Reading resources

Fiscal support (EPC)

All general and categorical funds are used appropriately to support our schoolwide academic program as outlined in the School Plan for Student Achievement.

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

On October 18, 2019, the Paradise Ridge Elementary School Single Plan for Student Achievement was shared with our School Site Council for their review, input, and approval.

On October 22, 2019, the Paradise Ridge Elementary School leadership team reviewed the SPSA and were able to provide comments on needed additions or revisions.

In late October, the SPSA was shared with all Paradise Ridge Elementary staff via Google Documents to provide an opportunity for review and comment.

In June 2020, the SSC reviewed the SPSA and were provided the opportunity to comment and suggest revisions. Due to the Camp Fire and COVID-19, no statewide assessment data was available for the annual review.

In November/December 2020, the PRES SPSA was shared with all staff for comment via Google Docs.

On November 30, 2020, SSC reviewed and had an opportunity to provide comment/feedback on the 2020-2021 SPSA.

In November 2021, staff had the opportunity to review and input on 2021-2022 SPSA.

On November 15, 2021, SSC reviewed and approved the SPSA.

In November 2022, all staff members received an e-copy of the draft 2022-2023 SPSA for their review and comment.

On November 28, 2022, the PRES SSC reviewed the 2022-2023 SPSA.

Resource Inequities

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

No resource inequities exist at this time other than the availability of classified and certificated substitutes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.27%	1.6%	1.26%	8	5	4
African American	0%	%	%	0		
Asian	0.57%	0.6%	%	2	2	
Filipino	0.28%	1.0%	0.63%	1	3	2
Hispanic/Latino	14.49%	13.7%	15.14%	51	43	48
Pacific Islander	0%	%	%	0		
White	77.56%	77.8%	75.71%	273	245	240
Multiple/No Response	4.55%	5.4%	7.26%	16	17	23
	Total Enrollment			352	315	317

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	68	60	41
Grade 1	44	46	49
Grade 2	39	44	47
Grade3	56	38	46
Grade 4	52	51	44
Grade 5	56	39	49
Grade 6	37	37	41
Total Enrollment	352	315	317

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	5	7	6	1.4%	2.20%	1.9%
Fluent English Proficient (FEP)	5	3	2	1.4%	1.00%	0.6%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

- 1.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		41	48		0	48		0	48		0.0	100.0
Grade 4		43	47		0	46		0	46		0.0	97.9
Grade 5		40	50		0	50		0	50		0.0	100.0
Grade 6		36	42		0	41		0	41		0.0	97.6
All Grades		160	187		0	185		0	185		0.0	98.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2427.			31.25			22.92			18.75			27.08
Grade 4			2448.			6.52			32.61			34.78			26.09
Grade 5			2484.			16.00			32.00			24.00			28.00
Grade 6			2462.			2.44			26.83			31.71			39.02
All Grades	N/A	N/A	N/A			14.59			28.65			27.03			29.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			25.00			58.33			16.67
Grade 4			6.52			67.39			26.09
Grade 5			18.00			66.00			16.00
Grade 6			9.76			58.54			31.71
All Grades			15.14			62.70			22.16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			14.58			58.33			27.08
Grade 4			4.35			67.39			28.26
Grade 5			6.12			63.27			30.61
Grade 6			0.00			48.78			51.22
All Grades			6.52			59.78			33.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			16.67			68.75			14.58
Grade 4			13.04			71.74			15.22
Grade 5			18.00			70.00			12.00
Grade 6			7.32			65.85			26.83
All Grades			14.05			69.19			16.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			16.67			64.58			18.75
Grade 4			6.52			84.78			8.70
Grade 5			14.00			66.00			20.00
Grade 6			7.32			70.73			21.95
All Grades			11.35			71.35			17.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Given that the students have not completed the SBAC assessment since the 2017-2018 school year, we believe our students performed well overall on the 2021-2022 assessment.
2. The PRES staff identified writing as a focus area for the 2022-2023 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		41	48		0	48		0	48		0.0	100.0
Grade 4		43	47		0	46		0	46		0.0	97.9
Grade 5		40	50		0	49		0	49		0.0	98.0
Grade 6		36	43		0	41		0	41		0.0	95.3
All Grades		160	188		0	184		0	184		0.0	97.9

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2438.			22.92			39.58			12.50			25.00
Grade 4			2477.			8.70			32.61			45.65			13.04
Grade 5			2492.			22.45			14.29			32.65			30.61
Grade 6			2420.			4.88			9.76			17.07			68.29
All Grades	N/A	N/A	N/A			15.22			24.46			27.17			33.15

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			29.17			43.75			27.08
Grade 4			17.39			67.39			15.22
Grade 5			24.49			38.78			36.73
Grade 6			0.00			26.83			73.17
All Grades			18.48			44.57			36.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			37.50			37.50			25.00
Grade 4			15.22			67.39			17.39
Grade 5			16.33			55.10			28.57
Grade 6			4.88			34.15			60.98
All Grades			19.02			48.91			32.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			22.92			56.25			20.83
Grade 4			13.04			71.74			15.22
Grade 5			12.24			63.27			24.49
Grade 6			4.88			48.78			46.34
All Grades			13.59			60.33			26.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Concept and procedures was identified as a growth opportunity for the 2022-2023 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Paradise Unified School District will graduate civic-minded students who have mastered the knowledge and skills required for access to the college or career of their choice with academic supports, interventions and enrichments in place to eliminate barriers to student success.

Goal 1

Increase the percentage of students who meet CCSS standards when provided with grade-level common core instruction.

Close all identified achievement gaps with intervention support.

Identified Need

Due to COVID learning loss, our students have developed gaps in their learning progress. This is most notable in grades 1-2 phonics skills attainment as well as writing and concepts/procedures in all grade levels

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Fall Diagnostic September 2021	13% of the students on/above grade level 60% of the students one grade level below 27% of the students two or more grade levels below	35% of our students will score on/above grade level on the i-Ready Math Winter Diagnostic. (Actual-36%)
i-Ready Math Fall Diagnostic September 2022	15% of the students on/above grade level 57% of the students one grade level below 27% of the students two or more grade levels below	40% of our students will score on/above grade level on the i-Ready Math Winter Diagnostic.
i-Ready Reading Fall Diagnostic September 2021	25% of the students on/above grade level 46% of the students one grade level below 29% of the students two or more grade levels below	40% of our students will score on/above grade level on the i-Ready Reading Winter Diagnostic. (Actual-46%)
i-Ready Reading Fall Diagnostic September 2022	26% of the students on/above grade level 42% of the students one grade level below	45% of our students will score on/above grade level on the i-Ready Reading Winter Diagnostic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	32% of the students two or more grade levels below	
First Grade BPST-First Trimester-November 2021	30% of the students on/above grade level 24% of the students near grade level 46% of the students one or more grade levels below	45% of the students will score on/above grade level on the second trimester BPST assessment.
First Grade BPST-First Trimester-November 2022	30% of the students on/above grade level 30% of the students near grade level 40% of the students one or more grade levels below	45% of the students will score on/above grade level on the second trimester BPST assessment.
Second Grade DRA-First Trimester-November 2021	50% of the students on/above grade level 14% of the students near grade level 36% of the students one or more grade levels below	60% of the students will score on/above grade level on the second trimester DRA assessment.
Second Grade DRA-First Trimester-November 2022	52% of the students on/above grade level 13% of the students near grade level 35% of the students one or more grade levels below	60% of the students will score on/above grade level on the second trimester DRA assessment.

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

Strategy/Activity

Grade level teams will meet weekly to build a guaranteed and viable English-Language Arts and Mathematics curriculum, identify and coordinate the administration of common formative assessments, and jointly analyze assessment results to determine instructional effectiveness, student mastery of essential standards, and intervention needs.

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)

5000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Certificated substitutes to provide planning time for grade level teams.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students performing two or more years below grade level in reading and/or math.

Strategy/Activity

Tier II/III literacy and math instruction will be provided to students who are performing below grade level on school/district/state assessments. Intervention will be provided by the classroom teacher and the Title I team.

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)

128000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Title I Teacher

110000

Title I

2000-2999: Classified Personnel Salaries
Three Title I Aides

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Each week, students will complete 45 minutes of i-Ready instruction in English-Language Arts and Mathematics and pass at least one quiz in both subjects. Additionally, students will be assigned IXL math lessons for additional math concept/skill practice opportunities and IXL Reading (second grade).

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)
6000	LCFF 5000-5999: Services And Other Operating Expenditures 3-Year IXL Annual Subscription
8000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 3-Year IXL Annual Subscription

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

Use technology as a tool to enhance student engagement. Purchase equipment/supplies for the purpose of enhancing teacher instruction and student learning.

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)
3000	LCFF 4000-4999: Books And Supplies Headphones, Mice, Etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will utilize supplemental curriculum to help their students in understanding and mastering key grade level concepts and skills.

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)
9400	Lottery: Instructional Materials 4000-4999: Books And Supplies

	Handwriting Without Tears, BrainPop, Scholastic News, Mystery Science, Mystery Doug
6000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental Curriculum
3000	LCFF 4000-4999: Books And Supplies Supplemental Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase reading books for classroom libraries and school library to provide a range of independent reading books for students.

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)

8000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Classroom Library Books

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Grades 1-2 Students Reading Below Grade Level As Measured by the BPST

Strategy/Activity

Students will receive three sets of take home decodable library books throughout the school year to provide parents an opportunity to reinforce phonics reading skills with their students.

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)

6,300

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Three Sets of Take-Home Decodable Reading
Libraries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide opportunities for students to develop an interest in engineering, robotics, coding and a space for science lab activities. Purchase supplemental science curriculum.

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)
4000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Time to Set-Up and Organize STEAM Lab
30000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies STEAM Lab Materials and Supplies
9100	Lottery: Instructional Materials 4000-4999: Books And Supplies STEMTaught Curriculum

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide materials, supplies, resources to enhance instruction for our ELLs.

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)
1000	LCFF 4000-4999: Books And Supplies Books, learning materials, and translator device
2500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures FastForWord ELD/ELA Online Program

Annual Review

SPSA Year Reviewed: 2021-22

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.

Though a majority of the students who received Title I services showed improvement in their literacy assessment scores, the student need for Tier II/III interventions surpassed the available resources. The COVID pandemic impacted grade level teams' ability to collaborate regularly throughout the school year.

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

N/A

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.

For the 2021-2022 school year, additional Title I funds will be allocated to personnel to increase the availability of intervention services for Tier II/III students. Additionally, more resources will be devoted to grades 1-2 students' phonics skill development.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so they are able to maximize their learning and achievement.

Goal 2

Maintain a safe, respectful, and orderly learning environment focused on student and staff well-being.
Behavioral and socioemotional supports will be provided to students in a timely manner.

Identified Need

Overall, our students would benefit from instruction and guidance related to their emotional intelligence i.e. emotional regulation, expression of feelings, peer conflict resolution, etc..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Behavioral Referrals	For the first trimester of the 2021-2022 school year, there were 106 discipline referrals in all with first grade having 40 referrals. One-third of the referrals were due to physical contact/aggression.	For the second trimester of the 2022-2023 school year, we are expecting a 20% reduction in schoolwide behavioral referrals.

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

Strategy/Activity

Implement components of Positive Behavior, Interventions, and Supports (PBIS) schoolwide including the posting and teaching of schoolwide expectations, positive reinforcement of students meeting schoolwide PBIS expectations, and hold weekly assemblies.

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)

3000

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Student Store Cart and PBIS Incentives

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

RULER Socioemotional Program. Throughout the school year, students will be learning how to identify their feelings and the feelings of others and ways to mitigate/address emotions so that they can be their best selves while at school.

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)

500

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Posters and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in need of intensive socioemotional supports.

Strategy/Activity

A Butte County Trauma Recovery Counselor will be available for students who are experiencing difficulties to the Camp Fire, COVID shutdowns, etc. Additionally, students who qualify for Medi-Cal are eligible to be referred to Youth for Change for counseling.

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)

1000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Counseling Room Materials and Supplies

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

Provide during and after school extended learning opportunities for all students including Boys and Girls Club, afterschool intervention, Chico State PE program, field trips, assemblies, student council, and Big Buddy/Little Buddy activities.

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)

20000

Source(s)

Donations
5000-5999: Services And Other Operating Expenditures
Field trips and assemblies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Staff

Strategy/Activity

Enhance positive school climate/culture and school engagement with purchase of T-shirts, jackets, and water bottles with school logo for students and staff.

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)

10000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
District CSI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our school will teach and reinforce monthly schoolwide virtues throughout the school year.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

PRES will teach a different virtue each month throughout the school year.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

With the exception of the sixth grade conflict resolution program, the strategies were implemented with moderately strong/strong fidelity. The number of monthly discipline referrals declined as the school year progressed.

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

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increased parent engagement for the purpose of improved student achievement.

Goal 3

Create a welcoming and inclusive school community.
 Foster parent/family engagement via effective home/school communication.
 Provide parent involvement/family engagement opportunities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agendas and minutes from School Site Council. Sign in sheets from events and meetings. Participation rates for various parent/family engagement events. Communication apps data.	2021-2022 School Year Parent representatives regularly attended School Site Council meetings. Approximately 75% of our students' parents attended Back to School Night. The Dance Academy Performance was extremely well attended..	

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 parents/school families.

Strategy/Activity

Maintain regular school-to-home communication with parents via Smore school newsletters, classroom newsletters, school website, classroom websites, Parent Square, and/or Class Dojo.

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)

150

Source(s)

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
Newsletter-Smore

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

Hold at least six school site Council meetings during the school year.
Support parents group (PREP) through regular attendance by administrator and/or staff representatives.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Families

Strategy/Activity

Provide a welcome back BBQ to help our school families reconnect to the school community after the summer break.

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)

1000

Source(s)

Donations
4000-4999: Books And Supplies
Food and Activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Families

Strategy/Activity

Streamline school website to make school information more accessible to parents.

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)

1800

Source(s)

Title I Part A: Parent Involvement
5800: Professional/Consulting Services And
Operating Expenditures
Website Consultant

Annual Review

SPSA Year Reviewed: 2021-22

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.

Parent support and involvement is one of our school community's great strengths. We look forward to continue working with parents in supporting our students in their continual growth.+

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

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.

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	\$243,500
Total Federal Funds Provided to the School from the LEA for CSI	\$150,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$376,750.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$79,300.00
Title I	\$238,000.00
Title I Part A: Parent Involvement	\$1,950.00

Subtotal of additional federal funds included for this school: \$319,250.00

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 (\$)
Donations	\$21,000.00
LCFF	\$18,000.00
Lottery: Instructional Materials	\$18,500.00

Subtotal of state or local funds included for this school: \$57,500.00

Total of federal, state, and/or local funds for this school: \$376,750.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Ed Gregorio	Principal
Kelly Levin	Classroom Teacher
Mary Ludwig	Classroom Teacher
Laura Taylor	Classroom Teacher
Pat Snyder	Classroom Teacher
Gretchen Harrison	Other School Staff
Kayla Bandurske	Parent or Community Member
Jessica Bennett	Parent or Community Member
Lindsey Churchill	Parent or Community Member
Kristin Milinkevich	Parent or Community Member
Michelle Springsteen	Parent or Community Member
	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

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 November 28, 2022.

Attested:

Principal, Ed Gregorio on

SSC Chairperson, Lacey Fisch on N