



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	El Dorado School
Address:	1540 North Lincoln Street
CDS Code:	6042543
District:	Stockton Unified School District
Principal:	Kristin V. Buckenham
Revision Date:	March 5, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Kristin V. Buckenham
Position:	Principal
Phone Number:	209-933-7175
E-mail Address:	kbuckenham@stocktonusd.net

Contents

SECTION I: BACKGROUND 3

- Purpose/Intent 3
- Recommendations and Assurances 4
- Mission 5
- Vision..... 5
- School Site Story 5

SECTION II: EVALUATION 7

- Plan Priorities 7
- Plan Implementation..... 7
- Strategies and Activities 10
- Involvement/Governance..... 10
- Outcomes 11
- Summary of Review of Overall Performance..... 13

 - Greatest Progress..... 13
 - Greatest Needs..... 14
 - Performance Gaps..... 15

SECTION III: STAKEHOLDER OUTREACH 16

- Stakeholder Involvement..... 16

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS.... 17

- Strategic Planning Details and Accountability 17

 - LCAP Goal 1: Student Achievement..... 17
 - Strategic Area of Focus 17
 - LCAP GOAL 2: Safe and Healthy Learning Environments 24
 - Strategic Area of Focus 24
 - LCAP Goal 3: Meaningful Partnerships 29
 - Strategic Area of Focus 29

Section V: School Site Council Membership 33

Section VI: Budget Allocation Spreadsheets 34

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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


- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee Masdalena Barro G
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on March 5, 2018.


Attested:

Mrs. Kristin V. Buckenham

Typed Named of School Principal



Signature of School Principal



Signature of SSC Chairperson

March 5, 2018

Date

March 5, 2018

Date

Mission

Insert the school site's mission.

At El Dorado School, we are a community of learners empowering students as they develop a capacity for leadership, the ability to build relationships, a joy of learning, and the academic foundation for college and career readiness.

Vision

Insert the school site's vision.

El Dorado will become an exceptional model for academic and behavioral excellence and promote a culture of daily celebration. We will develop a reputation as leaders for our collaborative efforts and commitment to providing all students with a high-quality, engaging learning environment that promotes the development of responsible and resourceful thinkers. Daily instructional time will provide students with academic freedom and fun and will be based on student centered goals. We are committed to developing school and community partnerships and will make all decisions based on student outcomes.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

El Dorado is a Title I School, serving a total of 589 students in transitional kindergarten through eighth grade. The school is demographically diverse with a population that is 65% Hispanic and Latino; 20% African American; 10% Caucasian; 2% American Indian, and 3% American Indian/Alaskan. With 91% of our students identified as socioeconomically disadvantaged, we have 100% free breakfast and lunch program. Other demographic indicators are; 16.5% are English learners and 14% are students with disabilities. There is one Special Day class for grades 4th - 6th that is served at El Dorado. El Dorado also serves a migrant education population of less than 1%.

A comprehensive and quality education is a high priority for El Dorado School. Lesson delivery and instructional practices are designed to meet the needs of individual students and provide learning opportunities that engage and challenge our students. Students are exposed to real world learning experiences, taken on field trips to audit SUSD's specialty high schools, and provided with technology resources.

Here at El Dorado, we are committed to creating a collaborative culture. Staff engages in focused and meaningful collaboration both in grade level and vertical teams to ensure alignment of school wide practices, procedures, and expectations for student achievement. These collaboration sessions are scheduled a minimum of four times a year. The stability of the El Dorado staff and their commitment to their El Dorado “family” contribute to the view that El Dorado is a safe place for students and promotes an environment that is conducive to learning. Teachers report that a highly visible administrative team and consistent support in the classroom contribute to their ability to focus on student achievement and meeting the needs of their students.

In addition, El Dorado engages in community outreach opportunities. We have partnered with community organizations to reinvigorate our school’s garden and provide valuable resources to the school and surrounding community. We have also created a culture of celebration! We host additional activities for students and families. These include; “Family Movie Night”, “Muffins for Mom”, “Donuts for Dad”, Scholastic book fairs, Drama club performances, PLUS leadership forums, Kennedy Games and an end of year carnival. In addition to community partnerships we have also reached out to the business community helping to support the city’s beautification initiative. In turn, the business community has provided our students and their families with school supplies and food items.

El Dorado continues to improve communication with all stakeholders, participate in community outreach projects, and add support for students and families for both academic and social-emotional needs. The implementation of intervention strategies based on the Response to Intervention model and restorative practices have improved academic achievement, lowered suspension rates and promoted a positive school culture.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

1. Increase Student Achievement

- Expenditures
 - Supplemental Curriculum Resources and Instructional Materials (Curriculum Associates, AVID, Equipment)
 - Teacher Professional Development (Substitute Teachers) - Data Teams Process, CFA development, Tier 1 Instruction
 - Program Specialist
 - ELD and EL Monitoring
 - Coaching

2. PLC Development - Year 6

- Expenditures
 - Teacher Professional Development
 - Collaboration (Substitutes, Additional Comp)
 - Materials and Supplies

3. Improving School Culture and Student Safety

- Expenditures
 - Professional Development (Restorative Practices, Executive Functions, Mindfulness)
 - Student Incentives
 - Counselor

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Priority #1 - Student Achievement

Strategies Fully Implemented

- UOS/CCSS & Supplemental Curriculum Resources
- Instructional Support - Collaboration (quarterly)
- ELD Monitoring
 - After School Tutoring (Rosetta Stone)
- Instruction - Intervention
 - Grades 2nd - 4th
 - Focus on Reading Fluency, Phonics Skills, Reading at Grade Level

Strategies NOT Fully Implemented

- Instructional Support - Coaching
- Instructional Support - Professional Development (AVID)

- Data Teams Process (91% of all teachers completed 2 data cycles in 2016-2017)
- Development of Common Formative Assessments (beginning stages of development)
- Instructional Monitoring - Classroom Walkthroughs
- Parent/Student/Teacher Team Meetings

Modifications: Incorporated use of supplemental curriculum resources to build support into the UOS. This was done to vet the effectiveness of Curriculum Associates based on student outcomes and teacher feedback as well as to shift the focus from time intensive searches for resources to support the UOS to a focus on instructional practices and lesson delivery. Some coaching support was provided by the Program Specialist during collaboration sessions.

Barriers: Lack of substitutes to release teachers for collaboration, teacher long term absences, Instructional Coach was moved to an AP position at the beginning of the year and we did not get a replacement, low parent involvement.

Actions/Adjustments: Grade level only collaboration increased our chances of retaining substitutes to release teachers, adjusted collaboration schedule to accommodate teacher absences, coaching duties to program specialist when available, use of first and 3rd staff meetings for collaboration.

Impact on Student Outcomes: long term sporadic absences at 5th grade impacted student academic success and behavior negatively, lack of coaching support made monitoring implementation of core and supplemental programs challenging which may have impacted student success.

Priority #2 - PLC Development

Strategies Fully Implemented

- Targeted teacher professional development
 - Academic and Social-Emotional Learning
 - Illuminate, MAP Data Reports, AVID (100% - 8th Grade)
 - Restorative Practices
- Collaboration

Strategies NOT Fully Implemented

- Vertical Team Collaboration
- AVID Training (6th, 7th - 50%)

Modifications: Focused on grade level collaboration instead of vertical teams for all day quarterly collaboration sessions. Used staff meetings for grade level collaboration.

Barriers: Lack of substitutes to release teachers for collaboration, teacher long term absences, Instructional Coach was moved to an AP position at the beginning of the year and we did not get a replacement, and two teachers were not able to attend the AVID Summer Institute for training.

Actions/Adjustments: Grade level only collaboration increased our chances of retaining substitutes to release teachers, Focused on data teams process, Instructional strategies and lesson delivery

Impact on Student Outcomes:

Teachers are in the developing stages of using the data teams process as a means to inform their instruction and set both short and long-term goals for individual students and for grade levels in a systematic way. Lack of experience, teacher grade level reassignments, substitute teacher shortages, and teacher absences have somewhat hindered the development of this skill. While students are making progress and growth, they are still far behind. This requires a much more concentrated, systematic approach to teaching and learning.

Priority #3 - Improving School Culture and Safety**Strategies Fully Implemented**

- PBIS
 - Restorative Practices, Incentives (Attendance, Goal Setting, Behavior), Executive Functions
 - SAP Referral Process - VCCS on site therapy services
 - PLUS

Strategies NOT Fully Implemented

- CARE Team Meetings
- Mindfulness training and implementation

Modifications: On-going support for classroom circles and conferencing was provided

Barriers: More in-depth PD on restorative conferencing was needed, student disciplinary interventions needed for tier 3 students, high number of habitually truant students with history of absences new to El Dorado and the district.

Actions/Adjustments: PBIS strategies and monitoring were assessed regularly and adjustments made, support for implementation of restorative practices (circles, conferences) provided as needed.

Impact on Student Outcomes: Student suspension rates dropped significantly. There was a 97% reduction in the number of suspension days within the first quarter alone. El Dorado did see a spike in referrals and suspension rates during the third quarter.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Highly Effective Strategies

- PBIS
 - Restorative Practices, Behavior Intervention, Mindfulness, Executive Functions
 - Evidence:
 - 73% reduction in the number of suspensions as compared to 2015-2016
 - 62% reduction in the number of suspension days as compared to 2015-2016
 - 22% reduction in incident violations

Minimally Effective Strategies

- UOS/CCSS & Supplemental Curriculum Resources
 - Evidence: Shift in focus to lesson delivery and instructional strategies was apparent when teachers used Curriculum Associates to support UOS. Improvement noted but could still be more effective.
 - Strategy will be highly effective with additional training, consistent coaching support, collaboration/planning time for teachers, and progress monitoring of UOS/curriculum monitoring.
- PLC Development
 - Collaboration
 - Data Teams process, student goal setting (MAP)

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Input of SSC on SPSA

- SSC reviewed plan goals and initiatives, actions and expenditures. Members provided feedback on academic goals and expenditures designed to support goal achievement.
- 2015-2016 end of year MAP and SBAC data was shared as well as MAP progress throughout the year.

Advisory Committee Input on SPSA

- **Leadership Committee**
 - Members of the El Dorado team included; the principal, assistant principal, teachers, the school counselor, instructional coach and program specialist
 - Office staff, custodial staff, members of CSEA were also consulted
- **ELPIC, Parents and Students**
 - Parents of English learners and other involved parents were invited to participate in ELPIC meetings, monthly coffee hours, a needs assessment survey, and other parent and family events and trainings. They provided input on the school's safety status, climate, and effectiveness of current discipline policies and procedures. They voiced their concerns

regarding their students' academic needs and grade level goals and solicited suggestions on how they could better support their students at home.

- Students were required to complete quarterly surveys and participate in goal setting conferences with teachers. They provided feedback on school climate conditions, academic challenges and strengths, and suggestions for improvement.

Plan Monitoring

- Discipline data from Synergy including; number of suspension days, number of incidents, student data and demographics, tracking of discipline referrals to the office, conference notes, teacher created behavior logs and parent contact logs were used to determine areas of concern and behavior management needs.
- Based on the current needs and concerns, members developed classroom and school-wide policies and procedures which included best practices for classroom management and communication of expectations.
- Student assessment data is used to determine what services will be needed to enable underperforming students to meet common core standards.
- Data from Peer Leadership (PLUS) Forum surveys taken 4 times a year were included in the formation of this goal.
- Data from survey on Restorative Practices implementation was used to determine areas of need for professional development, administration/counseling support.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

2016-2017 Goals Met:

- **Math Growth Target**
 - Students in 7th grade exceeded their growth target of 10% over the previous year's MAP scores with 59% of students meeting their growth target. This is compared to 26% in 2015-2016, a 33% gain.
- **Reading Growth Target**
 - Students in 4th grade exceeded their growth target of 10% over the previous year's MAP scores with 53% of students meeting their growth target. This is compared to 39% in 2015-2016, a 14% gain.
 - Students in 6th grade exceeded their growth target of 10% over the previous year's MAP scores with 67% of students meeting their growth target. This is compared to 41% in 2015-2016, a 26% gain.

2016-2017 Goals Not Met:

- **Math Growth Target**
 - Students in all grade levels, except 7th, fell short of the 10% target over the previous year's MAP scores. Grade levels that made gains but did not meet the 10% growth goal were; 6th and 8th grades with an 8% gain, 2nd grade with a 7% gain, 4th grade with a 6% gain, and 3rd grade with a 3% gain.

2016-2017 Goals Partially Met:

- Overall, 43% of El Dorado students met/exceeded their growth targets in 2016-2017. This is a 1% gain over the previous year.
- The average Math RIT score increased significantly (10+) from fall to spring in all grade levels with the exception of 5th and 8th.
- The average Reading RIT score increased significantly (10+) from fall to spring in grades K -2. Grades 3rd through 8th increased with a an average of a 6 point gain.
- **Math Standards Met**
 - El Dorado had an overall **decrease** in students meeting grade level standards of 2% as compared to the previous year.
- **Math Areas of Concern**
 - The average Math RIT score for all grade levels fell below expectations for “on grade level” progress with all grade levels reporting a 10 point or more gap.
 - Operations and Algebraic Thinking
 - Numbers and Operations
 - Measurement and Data
 - Geometry
- **Reading Growth Target**
 - Students in all grade levels except 4th and 6thm fell short of the 10% target over the previous year’s MAP scores. Grade levels that made gains but did not meet the 10% growth goal were; 8th grade with an 8% gain. 3rd grade with a 6% gain, and 7th grade with a 5% gain.
 - Overall 47% of El Dorado students met/exceeded their growth targets in 2016-2017. This is a 2% gain over the previous year.
- **Reading Standards Met**
 - El Dorado had an overall **decrease** in students meeting grade level standards of 3% as compared to the previous year.
- **Reading Areas of Concern**
 - The average Reading RIT score for all grade levels fell below expectations for “on grade level” progress with all grade levels reporting a 10 point or more gap.
 - Literature
 - Informational Text
 - Vocabulary and Acquisition Use

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

There are two areas of **great progress** to be focused on 1) English Learner progress and 2) suspension rates

English Learner Progress:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard), English Learners increased significantly, by 11.5%, on their progress towards meeting reclassification requirements. For several years, SUSD has focused resources on English Learners; however, it does not compare to the efforts made in school year 2016- 2017. District improvements in communication, professional learning for teachers, support staff and administration, and designated ELD strategies and framework have helped our school site focus on ELD instruction and integrate best practice strategies for English Learners in a more effective way. Clearer guidelines and communication on reclassification requirements have increased our ability to monitor the academic progress of our EL students more consistently, provide timely feedback to teachers, and increase communication with parents of English Language Learners about their progress and needs.

Suspension Rates:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard), overall student suspensions declined significantly (-4.5%). Suspension rates for student subgroups; Foster Youth (-10.8%), SES (-5.4%), Homeless (-7.7%), Students with Disabilities (-3.6%), African American (-7.1%), Hispanic (-2.2%), Two or More Races (-11.3%), White (-13.5%), declined significantly. In an effort to create a culture of community and inclusion, El Dorado has implemented restorative practices school wide. This approach to student discipline is one that provides students with an opportunity to make amends when a mistake has been made and repair relationships when harm has been done. Restorative conferences and other interventions based on the principles of restorative practices are used as an alternative to suspension. This systematic approach to student misbehavior provides logical consequences and allows them to be welcomed back into the school community after harm has occurred. All members of the school community have a voice and the opportunity to be heard. Through daily/weekly "Classroom Circles", students build trust, develop healthy relationships and learn to communicate effectively with peers and adults. The goal is to keep kids in school and provide the support needed to shape positive behaviors.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Based on the LCFF Evaluation Rubrics (California School Dashboard), student achievement in English Language Arts and Mathematics are indicators that El Dorado has a need for significant improvement. A review of our 2016-2017 MAP data as well as other performance assessments, indicate a year of transition and growth for students at El Dorado. Discipline and attendance data were considerations when determining our focus areas

El Dorado stakeholders identified two areas that require improvement to facilitate positive results in student achievement.

Focus on Data:

Improving our practice and consistency in analyzing the right data, developing school-wide goals that all teachers and students are responsible and accountable for is a top priority. Teachers continue to need professional development and coaching support to make data a part of the ongoing cycle of instructional improvement. We are in the process of establishing a school wide vision and expectation for data use and accountability. In order to provide supports for teachers that foster not only a data driven culture but an awareness of the right data to focus on when making instructional planning decisions, we need additional professional development on the data teams process and narrowing instructional focus for all support staff including; Administration, Instructional Coach, and Program Specialist and teachers. In addition, El Dorado needs a full time instructional coach. We will continue to provide supplemental resources for teachers to build into their UOS allowing them to focus on lesson design and delivery, instructional practices, and data analysis. This focus will provide information needed for teachers to deliver high quality first instructions (Tier 1).

Social-Emotional Learning and Improved Mental Health:

Over the last 5 years, El Dorado has implemented several major initiatives and/or programs to support plan priorities with varying degrees of success. The lack of and/or inconsistency of support staff (Assistant Principal, Instructional Coach, Noon Duty Supervisors) made implementation and sustainability of initiatives addressing behavior and discipline mostly unsuccessful. Through analysis of our discipline and attendance data we determined that our students’ greatest need was for an alignment of school wide practices and procedures that would promote social-emotional learning and address mental health concerns for both students and staff. As part of our PBIS program, we aligned our discipline policies, structure and supports with the principles of restorative practices and allocated resources for training, collaboration, materials and supplies to support the implementation of restorative practices school-wide. As we move into 2017-2018, we continue to identify areas of need, refine our practices, provide training and support for classroom teacher and support staff. To continue our forward momentum towards creating a positive school culture, El Dorado needs to maintain its current level of support staff including a full time Assistant Principal, a full time Counselor, and a full time Program Specialist.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the data from the LCFF Evaluation Rubrics, does not meet the criteria for performance gaps; however, we will continue monitoring and measuring student progress for academic success.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

SSC and El Dorado Staff

El Dorado's School Site Council (SSC) reviewed plan goals and initiatives, actions and expenditures. Members provided feedback on academic goals and expenditures designed to support goal achievement. In addition, members of the El Dorado team were included in discussions, planning meetings and collaboration days throughout the school year to provide input in the formation of the SPSA. The team included; the principal, assistant principal, teachers, the school counselor, instructional coach and program specialist. Office staff, custodial staff, members of CSEA were also consulted.

Parent Involvement

Parents of English learners and other involved parents were invited to participate in ELPIC meetings, monthly coffee hours, a needs assessment survey, and other parent and family events and trainings. They provided input on the school's safety status, climate, and effectiveness of current discipline policies and procedures. They voiced their concerns regarding their students' academic needs and grade level goals and solicited suggestions on how they could better support their students at home. Parents were surveyed in July of the 2015-2016 school year and the following results were found: 67.3% of parents surveyed felt that El Dorado provided a welcoming and safe environment. 57.4% responded that the office staff was polite to visitors, and that their children were able to communicate academic goals with them. Parents responded positively in the areas of school-to-home communication, participation of parents in their child's education, and the school's perception of parents as important partners, however, approximately 20% of parents responded "no" or "sometimes" indicating that this is an area in need of improvement. 73.6% of parents who completed the survey felt that they actively participate in their child's education. Parents reported that there was better communication from the school to home about how to get involved in their child's school and support their learning as well as an increased availability of information on community resources, however, this is still an area in need of improvement. Although there is increased satisfaction by parents in these areas, parents would still like to see communication between teachers and parents improve and increase through regular parent conferences. It was also noted that there is a need for translation services in meetings and school events. El Dorado will continue to improve communication with parents in regards to their child's academic progress, assessments and the transition to Common Core Standards. El Dorado continues to take steps as outlined in our Comprehensive School Safety Plan to promote a positive school culture and provide students with a safe environment that is conducive to learning.

Student Survey

Students were required to complete quarterly surveys and participate in goal setting conferences with teachers. They provided feedback on school climate conditions, academic challenges and strengths, and suggestions for improvement.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Academic Student Achievement in ELA, English Learners and Math</p>	<p>To provide support for classroom teachers in instructional practices focusing on CCSS/UOS implementation, best practice instructional strategies and the Data Teams Process through PLC development, classroom walk-throughs/reviews, conferences/trainings (e.g. AVID, ELD Institute, ST Math, Number Talks, Illuminate, MAP and Gradebook etc.), etc.</p>	<p># of full/half day collaboration sessions with each grade level and/or vertical team # of co-plan/co-teach coaching cycles # of teachers attending conferences and district/site level training Pre/Post Assessment results # of students met/exceeded MAP growth targets in each class/grade level # of students met/exceeded standards on MAP # of students met/exceeded standards on SBAC</p>	<p>Every 9 weeks</p>	<p>\$40,201 \$93,803 (Salary/Benefits) \$20,000 \$10,000 (Substitute Teachers) \$8,000 \$5,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>1.2 Academic Student Achievement</p>	<p>Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3”</p>	<p># of student increasing lexile level # of students independent reading levels # of student usage # of students taking AR test</p>	<p>Monthly</p>	<p>\$2,600 (Licensing Agreements) \$2,278 (Equipment) \$41,995 \$9,679 (Instructional Materials) \$3,000</p>	<p>Title I LCFF</p>	<p>58450 44000 43110 56530 56590</p>

	binders, planners, etc.), technology (printers, projectors, doc camera, etc.)			(Equipment Repair) \$330 (Maintenance Agreements)		
--	---	--	--	---	--	--

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Academic Student Achievement in ELA, English Learners and Math</p>	<p>To provide support for classroom teachers in instructional practices focusing on CCSS/UOS implementation, best practice instructional strategies and the Data Teams Process through PLC development, classroom walk-throughs/reviews, conferences/trainings (e.g. AVID, ELD Institute, ST Math, Number Talks, Illuminate, MAP and Gradebook etc.), etc.</p>	<p># of full/half day collaboration sessions with each grade level and/or vertical team # of co-plan/co-teach coaching cycles # of teachers attending conferences and district/site level training Pre/Post Assessment results # of students met/exceeded MAP growth targets in each class/grade level # of students met/exceeded standards on MAP # of students met/exceeded standards on SBAC</p>	<p>Every 9 weeks</p>	<p>\$40,201 \$93,803 (Salary/Benefits) \$20,000 \$10,000 (Substitute Teachers) \$8,000 \$5,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>2.2 Academic Student Achievement</p>	<p>Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3”</p>	<p># of student increasing lexile level # of students independent reading levels # of student usage # of students taking AR test</p>	<p>Monthly</p>	<p>\$2,600 (Licensing Agreements) \$2,278 (Equipment) \$41,995 \$9,679 (Instructional Materials) \$3,000</p>	<p>Title I LCFF</p>	<p>58450 44000 43110 56530 56590</p>

	binders, planners, etc.), technology (printers, projectors, doc camera, etc.)			(Equipment Repair) \$330 (Maintenance Agreements)		
--	---	--	--	---	--	--

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Academic Student Achievement in ELA, English Learners and Math</p>	<p>To provide support for classroom teachers in instructional practices focusing on CCSS/UOS implementation, best practice instructional strategies and the Data Teams Process through PLC development, classroom walk-throughs/reviews, conferences/trainings (e.g. AVID, ELD Institute, ST Math, Number Talks, Illuminate, MAP and Gradebook etc.), etc.</p>	<p># of full/half day collaboration sessions with each grade level and/or vertical team # of co-plan/co-teach coaching cycles # of teachers attending conferences and district/site level training Pre/Post Assessment results # of students met/exceeded MAP growth targets in each class/grade level # of students met/exceeded standards on MAP # of students met/exceeded standards on SBAC</p>	<p>Every 9 weeks</p>	<p>\$40,201 \$93,803 (Salary/Benefits) \$20,000 \$10,000 (Substitute Teachers) \$8,000 \$5,000 (Teacher Additional Comp)</p>	<p>Title I LCFF</p>	<p>19101 11700 11500</p>
<p>3.2 Academic Student Achievement</p>	<p>Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project material (e.g. markers, folders, post-its, 3”</p>	<p># of student increasing lexile level # of students independent reading levels # of student usage # of students taking AR test</p>	<p>Monthly</p>	<p>\$2,600 (Licensing Agreements) \$2,278 (Equipment) \$41,995 \$9,679 (Instructional Materials) \$3,000</p>	<p>Title I LCFF</p>	<p>58450 44000 43110 56530 56590</p>

	binders, planners, etc.), technology (printers, projectors, doc camera, etc.)			(Equipment Repair) \$330 (Maintenance Agreements)		
--	---	--	--	---	--	--

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	To improve school climate and safety by providing students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Practices (e.g. Calm Room Training), PLUS program, counseling, etc., including implementing structured student engagement activities during non-instructional time to reduce discipline.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students successful in the classroom # of PLUS meeting/forums # of students academically engaged # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student referrals # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students referred for on-site/off-site therapy	Each Trimester	\$50,274 (Salary/Benefits) \$5,000 (Additional Comp) \$15,000 (Conference) \$16,950 (Consultants Non-Instructional) \$500 \$500 (Duplicating)	LCFF Title I	12151 52150 58100 58320 57150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	To improve school climate and safety by providing students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Practices (e.g. Calm Room Training), PLUS program, counseling, etc., including implementing structured student engagement activities during non-instructional time to reduce discipline.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students successful in the classroom # of PLUS meeting/forums # of students academically engaged # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student referrals # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students referred for on-site/off-site therapy	Each Trimester	\$50,274 (Salary/Benefits) \$5,000 (Additional Comp) \$15,000 (Conference) \$16,950 (Consultants Non-Instructional) \$500 \$500 (Duplicating)	LCFF Title I	12151 52150 58100 58320 57150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	To improve school climate and safety by providing students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Practices (e.g. Calm Room Training), PLUS program, counseling, etc., including implementing structured student engagement activities during non-instructional time to reduce discipline.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students successful in the classroom # of PLUS meeting/forums # of students academically engaged # of student attending school # of student attending on time # of discipline referrals # of students suspended # of student referrals # of student suspensions related to non-instructional time # of student being referred for social/emotional issues # of students referred for on-site/off-site therapy	Each Trimester	\$50,274 (Salary/Benefits) \$5,000 (Additional Comp) \$15,000 (Conference) \$16,950 (Consultants Non-Instructional) \$500 \$500 (Duplicating)	LCFF Title I	12151 52150 58100 58320 57150

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Meaningful Partnerships	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities	# of parents contacted # of meetings coordinated # of students served	Monthly	\$1,630 (Non-Instructional Materials) \$1,029 (Parent Meeting) \$500 (Duplicating)	Title I	43200 43400 57150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Meaningful Partnerships	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities	# of parents contacted # of meetings coordinated # of students served	Monthly	\$1,630 (Non-Instructional Materials) \$1,029 (Parent Meeting) \$500 (Duplicating)	Title I	43200 43400 57150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Meaningful Partnerships	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences, communication, after school academic focused activities	# of parents contacted # of meetings coordinated # of students served	Monthly	\$1,630 (Non-Instructional Materials) \$1,029 (Parent Meeting) \$500 (Duplicating)	Title I	43200 43400 57150

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Kristin V. Buckenham			x			
Deborah Rojas	11/2016	11/2018		x		
Sabrina Rohleder	11/2016	11/2018		x		
Kim Stone	11/2017	11/2019			x	
Sheri Mason	11/2016	11/2018		x		
Dave Cicileo	11/2016	11/2018				x
Gina Silva	11/2016	11/2018				x
Mariela Sotelo	11/2017	11/2019				x
Denise Solorio	11/2017	11/2019				x
Fatima Covarrubias	11/2016	11/2018				x
Numbers of members of each category:			1	3	1	5

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: EL DORADO ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			8,000		\$ 8,000.00	Goal 1 - 1
11700	Teacher Substitute			20,000		\$ 20,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			40,201		\$ 40,201.00	Goal 1 - 1
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly			5,000		\$ 5,000.00	Goal 2 - 1
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 73,201.00	\$ -	\$ 73,201.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			41,995		\$ 41,995.00	Goal 1 - 2
43200	Non-Instructional Materials		1,630			\$ 1,630.00	Goal 3 - 1
43400	Parent Meeting		1,029			\$ 1,029.00	Goal 3 - 1
44000	Equipment			2,278		\$ 2,278.00	Goal 1 - 2
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,659.00	\$ 44,273.00	\$ -	\$ 46,932.00	
Services							
57150	Duplicating		500	500		\$ 1,000.00	Goal 3 - 1; Goal 2 - 1
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			330		\$ 330.00	Goal 1 - 2
56530	Equipment Repair			3,000		\$ 3,000.00	Goal 1 - 2
52150	Conference			15,000		\$ 15,000.00	Goal 2 - 1
59140	Telephone					\$ -	
58450	License Agreement			2,600		\$ 2,600.00	Goal 1 - 2
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional			16,950		\$ 16,950.00	Goal 2 - 1
	Sub-total-Services		\$ 500.00	\$ 38,380.00	\$ -	\$ 38,880.00	
	Total		\$ 3,159.00	\$ 155,854.00	\$ -	\$ 159,013.00	
	Differential		-	-		-	
	2016-17 Carryover		29	42,363		42,392	
	Revised 2017-18 Allocation		3,130	113,491		116,621	
			3,159	155,854		159,013	

SCHOOL NAME: EL DORADO ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		5,000		\$ 5,000.00	Goal 1 - 1
11700	Teacher Substitute		10,000		\$ 10,000.00	Goal 1 - 1
12151	Counselor		50,274		\$ 50,274.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		93,803		\$ 93,803.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 159,077.00	\$ -	\$ 159,077.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		9,679		\$ 9,679.00	Goal 1 - 2
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 9,679.00	\$ -	\$ 9,679.00	
Services						
57150	Duplicating		500		\$ 500.00	Goal 2 - 1
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 500.00	\$ -	\$ 500.00	
	Total		\$ 169,256.00	\$ -	\$ 169,256.00	
	Differential		-		-	
	Allocations		169,256		169,256	