



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

EL DORADO ELEMENTARY

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School Year: 2019-2020 - Revision

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
El Dorado Elementary	39686766042543	Original – 03/05/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

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)

El Dorado Elementary is implementing a Schoolwide Program.

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.

El Dorado Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder 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

El Dorado Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on March 5, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

El Dorado Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the March 5, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, El Dorado Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council.

In summary, El Dorado identified the need for additional supports for students struggling with mental health crisis, trauma, homelessness, etc. in terms of social emotional learning as well as academic supports. Additional support needs include an additional half time AP, additional noon duty supervisors and additional mental health resources for students and families both community and district based. In addition, instructional leadership is currently an area in need of improvement. A focus on instructional leadership is needed and includes:

- increased inclusion of leadership team in decision making; development of teacher leaders.
- Consistent classroom visitation and effective feedback
- on going professional development on new curriculum and instructional strategies that are culturally responsive and consider the effects of trauma on learning.
- Development of the professional learning community.
- Professional learning around effective coaching, trauma informed teaching practices, and equity in education for administrative team

As a result of the stakeholder involvement and data reviews, El Dorado Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

Resource Inequities

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

This section is not applicable for El Dorado Elementary.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June of 2020, all students in all subgroups will increase the percentage of students meeting standards in ELA by 6% as measured by the fall 2019 to spring 2020 MAP comparison.

By June of 2020, all students in all subgroups will increase the percentage of students meeting growth targets in ELA by 6% as measured by the fall 2019 to spring 2020 MAP comparison.

By June of 2020, all students in all subgroups will have decreased the distance from “points below standard” by a minimum of three (3) points on the CAASPP as reported by the California Dashboard.

By June of 2020, English Learners will have decreased the distance from “points below standard” in ELA by a minimum of three (3) points on the CAASPP as reported by the California Dashboard.

Math SMART Goal:

By June of 2020, all students in all subgroups will increase the percentage of students meeting standards in Math by 6% as measured by the fall 2019 to spring 2020 MAP comparison.

By June of 2020, all students in all subgroups will increase the percentage of students meeting growth targets in Math by 6% as measured by the fall 2019 to spring 2020 MAP comparison.

By June of 2020, all students in all subgroups will have decreased the distance from “points below standard” by a minimum of three (3) points on the CAASPP as reported by the California Dashboard.

By June of 2020, English Learners will have decreased the distance from “points below standard” in Math by a minimum of three (3) points on the CAASPP as reported by the California Dashboard.

Identified Need

ELA/ELD:

18-19 Winter MAP

Met Standards - ELA

All – 25% (-7)

Sub Groups- Met Standards

EL – 6%

SWD – 7%

American Indian/AN – 44%

African American – 21%

Hispanic- 24%

White -41%

Two or More – 27%

17-18 SBAC

ELA – 24% (+6)

Distance from Standard:

-62.9 (-10)

Sub Groups- Met Standards

EL – 0% (no change)

SWD – 5%(+1)

American Indian/AN – 0%(-27)

African American – 23%(+10)

Hispanic- 21%(+4)

White 46%(+17)

Two or More – 21%(+4)

Data Comparisons – EL

Current ELs: 158.4 points below standard (-14.6)

of students – 45

RFEP: 71.9 points below standard

(maintained 2.4 points)

of students: 46

EO: 88.1 points below standard (+16.2)

of students - 209

Math:

18-19 Winter MAP

Met Standards -Math

All -17% (-5)

Sub Groups- Met Standards

EL – 6%

SWD – 7%

American Indian/AN – 22%

African American – 14%

Hispanic- 16%

White 29%

Two or More – 18%

17-18 SBAC

Math – 12% (no change)

Distance from Standard:

-94.5 (-9)

Sub Groups- Met Standards

EL – 0% (no change)

SWD – 5%(-1)

American Indian/AN – 0%(-18)

African American – 11%(+4)

Hispanic- 10%(no change)

White 28%(+7)

Two or More – 16%(+8)

Science:

18-19 Winter MAP

Met Standards - Science – All (5th & 8th)-27% (+7)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard/Yellow (All Students)	62.9 Points Below Standard (+10 from 16-17)	59.9 Points Below Standard
CA Dashboard/Yellow (English Learners)	92.8 Points Below Standard (-5.9 from 16-17)	89.8 Points Below Standard
MAP Fall 2019 to Spring 2020 – “Met Standards” (All Students)	Data Not Available	Increase “Met Standard” by 6%
MAP Fall 2019 to Spring 2020 – “Met Growth Target” (All Students)	Data Not Available	Increase “Met Growth Target” by 6%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard/Yellow (All Students)	94.5 Points Below Standard(+9 from 16-17)	91.5 Points Below Standard
CA Dashboard/Red (English Learners)	114.7 Points Below Standard (-7.3 from 16-17)	111.7 Points Below Standard
MAP Fall 2019 to Spring 2020 – “Met Standards” (All Students)	Data Not Available	Increase “Met Standard” by 6%
MAP Fall 2019 to Spring 2020 – “Met Growth Target” (All Students)	Data Not Available	Increase “Met Growth Target” by 6%

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

This strategy focuses on adult learning. The objective is to provide professional development opportunities and in class support, including coaching, for classroom teachers on instructional practices focusing on CCSS and newly adopted curriculum (Ready Math, Benchmark, and Pearson) implementation. Teachers will engage in grade level and vertical collaboration around best practices instructional strategies and the Data Teams Process through PLC development, classroom walkthroughs/reviews, conferences/trainings (e.g. AVID, ELD Institute, ST Math, Number Talks, Illuminate, MAP, Gradebook, and iReady diagnostics) In addition, teachers will participate in the development of curriculum implementation monitoring tools and processes in collaboration with the site administrators, instructional coaches and program specialist.

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 that met/exceeded MAP growth targets in each class/grade level

of students met/exceeded standards on MAP

of students met/exceeded standards on SBAC

Substitute Pay Calculation:

100 days X \$200 = \$20,000 (Title I)

50 days X \$200 = \$10,000 (LCFF)

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students
Program Specialist--\$100,014 LCFF--\$42,863 Title I—FTE (19101)

Program Specialist—additional time (19500)—25 hours for supporting teachers with planning and collaboration after school. 25 X \$60=\$1,500—Title I

Non-Instructional Materials include...: Office supplies (chart paper, pens, markers, highlighters, organizers, and binders), professional development books and materials.

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)
\$20,000 - 11700 (Teacher Substitutes)	Title I - 50643
\$10,000 - 11700 (Teacher Substitutes)	LCFF - 23030
\$29,720 - 19101 (.3 FTE Program Specialist) \$13,143 - 30000 (Statutory Benefits)	Title I - 50643 Title I - 50643
\$69,347 - 19101 (.3 FTE Program Specialist) \$30,667 - 30000 (Statutory Benefits)	LCFF - 23030 LCFF - 23030
\$1,500 - 19500 (Program Spec Additional Hourly)	Title I - 50650
\$5,000 - 43200 (Non Instructional Materials)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Kindergarten through 3rd Grade Students

Strategy/Activity

The focus of this strategy is on student learning and support. The success of the intensive intervention provided for third grade students from October 2018 through March 2019 was considered by El Dorado’s leadership team when identifying needed support at the primary grade levels. Students in the 3rd grade who were identified as far below grade level participated in intensive intervention for 30 minutes a day 5 days a week. The instruction focused on phonics, high frequency words, fluency, basic vocabulary and reading comprehension. We will replicate this support for our tier 2 and tier 3 students during the 2019-2020 school year. A full time Instructional Assistant will provide additional targeted academic support for students in Kindergarten through 3rd grade. The Instructional Assistant will facilitate small group instruction for students in need of academic support in both ELA and/or Math as determined by the classroom teacher in collaboration with CARE team members and their recommendations for appropriate interventions. Based on academic indicators (SBAC (3rd grade), MAP, BPST, iReady diagnostic, fluency, and teacher created assessments.) students who meet the criteria for additional support and academic intervention will be included in both push in and pull out services provided by the full time Instructional Assistant.

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)
\$14,400 - 21101 (.4375 FTE Inst. Assistant)	LCFF - 23030
\$13,397 - 30000 (Statutory Benefits)	LCFF - 23030
\$21,600 - 21101 (.625 FTE Inst. Assistant)	Title I - 50643
\$20,095 - 30000 (Statutory Benefits)	Title I - 50643

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

The focus of this strategy is on student learning. Supplemental materials, resources, and technology will support core instruction. These include but are not limited to the following instructional support materials: chart paper, manipulatives, whiteboards, expo markers, paper, headphones, folders, post-its, 1”, 2”, and 3” binders, planners, poster boards, project boards, presentation materials, colored paper, construction paper, colored pencils, crayons, markers, student planners, organizational tools, and pencils. Materials will be utilized by students to support the development of executive function skills and positively impact students’ academic success. Students will engage in project based activities, inquiry/research presentations, and technology based programs. Other items include books, technology/equipment (e.g. computers, tablets, and LCD projectors, Chromebooks, etc. as needed), and web-based programs (e.g. i-Ready Math, ELA and Writing).

Metrics:

- # of student increasing Lexile level
- # of students independent reading levels
- # of student usage

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for 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)
\$15,000 - 43110 (Instructional Materials)	LCFF – 23030
\$7,500 - 43110 (Instructional Materials)	LCFF - 23020
\$22,024 - 43110 (Instructional Materials)	Title I - 50643
\$550 - 56590 (Maintenance Agreement)	Title I - 50643

Amount(s)

Source(s)

\$487 - 57150 (Duplicating)

LCFF - 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy 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)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation:

Site Based Coaching

- * Instructional Coach (.5 FTE) focused on 3rd, 5th, & 6th grade
- * Classroom Management, Rigor, & DOK
- * Intensive Intervention for 6th grade

ELD Monitoring

- * After School Tutoring (Rosetta Stone)
- * Classroom Support/implementation of instructional strategies

PLC Development

- * Academic Conferences (1 per trimester)

Data Teams Process

- * All grade levels completed 2 formal cycles during full day collaboration sessions (except 6th grade)
- * Staff Collaboration – 2 hours per month
- * Substitutes/Teacher Additional Comp
- * Grade Level Collaboration – 3 hours per month
- * Additional collaboration time/release time provided for teachers to observe colleagues in other classrooms/schools

Professional Development

- * UOS/CCSS with Supplemental Curriculum Resources
- * Ready Program implementation in both Math and ELA
- * MAP Analysis, Reflective Practices and SMART Goals
- * AVID (6th – 8th – 67%)

ELD

- * District Level - ELD Workshops (7 teachers/staff participated)
- * Site Level – Reclassification & Monitoring

PBIS

- * Restorative Practices, Mindfulness, School-wide Practices and Procedures, Classroom Circles, SAP Referral Process, Executive Functions

* Gradebook/Illuminate/Class Dojo

Effectiveness

Plan Monitoring

Student assessment data is used to determine what services will be needed to enable underperforming students to meet common core standards.

Student records including EL status, discipline, attendance history, and academic achievement

Barriers:

Assigned a new part time coach who was new to the coaching process.

Lack of time to build relationships and knowledge of specific teacher challenges made this support ineffective overall.

Loss of intervention teacher to provide intensive intervention for our lowest students on a regular basis.

Lack of substitutes to release teachers for collaboration or to attend district PD/workshops and teacher long term absences continued to be barriers.

AVID Professional Development/Training and Implementation

Not all 6th-8th grade teachers were able to attend training

Monitoring of implementation

Modifications: Based on student outcomes and additional teacher feedback regarding level of rigor, assessment results, and lesson development reviewed during 17-18 school year, all teachers incorporated use of the Ready program as the primary curriculum in both math and reading, using the UOS as a guide to identify and teach priority standards. Additional coaching support was provided by the Program Specialist during collaboration sessions. Students in one 6th grade were selected to receive additional small group and one on one instruction provided by two retired educators.

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.

Overall Effectiveness:

MAP 17-18 ELA

26% Met Standards (+7%)

49% Met Growth Target (+2%)

MAP 17-18 MATH

10% Met Standards (+1%)

39% Met Growth Target (-4%)

SBAC 17-18 ELA

24% Met or Exceeded (+6%)

SBAC 17-18 MATH

12% Met or Exceeded (no change)

EL Progress 17-18

26% Reclassification Rate (+5%)

83% Making Progress Towards Proficiency (no change)

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

Material Changes

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.

Future Changes

Based on student outcomes and additional teacher feedback regarding level of rigor, assessment results, and lesson development reviewed during 17-18 school year, all teachers incorporated use of the Ready program as the primary curriculum in both math and reading, using the UOS as a guide to identify and teach priority standards. Additional coaching support was provided by the Program Specialist during collaboration sessions. Students in one 6th grade were selected to receive additional small group and one on one instruction provided by two retired educators.

Added Strategies:

Student Achievement

Intensive Intervention for 3rd grade

Small Group instruction provided by two retired educators

of students

5 days per week beginning

PLC Development

Additional collaboration time/release time provided for teachers to observe colleagues in other classrooms/schools

Focus on new teachers and teachers needing additional support

6th & 8th Grade

Professional Development

PBIS

Trauma Informed Teaching Practices

Unconscious Bias

Equity in the classroom

Transformative Schooling

Goal 2 – School Climate

School Climate SMART Goal #1:

By June 2020, El Dorado school wide suspension rates will decrease by 3% overall as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.

Suspension – 6.8%

Reduce the suspension rate by 3%

Gap: 3.8%

Expulsion – N/A

School Climate SMART Goal #2:

By June of 2020, El Dorado will reduce the percentage of chronically absent students by 4% overall as measured by attendance data (Synergy, district reports) and reported on the California Dashboard.

Attendance/Chronic Truancy – 26.3%

Reduce by 4%

Gap: 22.3%

Identified Need

California Dashboard Indicator

Suspension Rate: Red

6.8% suspended at least once (+1.5%)

Suspensions 18-19 as of February 2019 *Updated*

of Suspensions: 167 Updated as of May 23, 2019 - 184

of Suspension Days: 182 Updated as of May 23, 2019 – 242.5

Subgroups:

African American - 56

Hispanic-87

Caucasian -12

Two or More- 6

Expulsion – N/A
SARB – Behavior – 3
Hispanic – 2
African American - 1

Attendance/Chronic Truancy –
17-18 Chronic Absenteeism
26.3% (+2.9%)

Beginning of 18-19:
22.5% (158 students)

17-18
P1 Attendance: 94.41%
P2 Attendance: 93.3%

18-19
P1 Attendance: 91.33% (-3.08%)

School Climate –
CARE Meetings:
17-18 – monthly
18-19 – twice a month (inconsistent)/monthly

SST Meetings:
17-18 – 40
18-19 – As of 3/8: 29 Update: as of 5/23: 51

IEP Meetings:
17-18 – 45

18-19 – 23 as of 2/21 Update: as of 5/23: 51

17-18 PLUS Survey Concerns:

Bullying

Connections at School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Indicator Suspensions: Red	6.8%	Reduce by a minimum of 3% to 3.8%
CA Dashboard Indicator Attendance Chronic Truancy: Red	26.3%	Reduce by a minimum of 4% to 22.3%
Discipline Reports /Synergy	% Not Yet Available – Approximately 300 referrals made in 18-19	Reduce the number of referrals to administration by 10%

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

The focus of this strategy is school safety and student support. El Dorado will improve school climate and safety by providing students with social/emotional support and resources that positively impact student learning through the implementation of a school wide PBIS program, restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, community building activities, and replication of the healing schools model), the PLUS program, counseling, trauma informed care, partnerships with community based mental health organizations (FFSJ, Valley Community Counseling). In addition, we will be implementing structured student engagement activities during non-instructional time to reduce discipline. We will collect data around the following:

- # 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

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)

Funds not allocated.

Funds not allocated.

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

The focus of this strategy is school safety and student support and includes teacher/staff support and professional development. The school counselors (1.5 FTE) will be responsible for proactive lessons delivered in the classrooms (3 lessons per grade level) during the 2019-2020 school year. Additional comp will be provided for the development of the lessons and analysis of the lesson pre and post assessments, PLUS forum survey results, healthy kids survey results, discipline and attendance data. The results of these assessments will be used to inform the PBIS Leadership Team and develop strategies or programs to support positive school culture.

Additional Hourly Pay Calculation for Counselor:

100 hours X \$50 = \$5,000

Non-Instructional Materials include: office supplies (file folders, organizers, pens, markers), student/parent incentives, awards and certificates.

Duplicating - PBIS lesson activities will include student handouts, activity materials and communication to parents about lessons and school wide PBIS initiatives.

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)
\$5,000 - 12500 (Counselor Additional Hourly)	Title I - 50643
\$5,000 - 43200 (Non-Instructional Materials)	Title I - 50671
\$500 - 57150 (Duplicating)	Title I - 50643

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

Teachers will engage in professional development opportunities around trauma informed teaching practices, restorative practices, and cultural proficiency in the classroom. Other opportunities include the continued development of the PBIS committee/team (administrators, teachers, counselor, and program specialist), CARE team meetings focusing on mental health, attendance, behavioral concerns of students (T2 & T3), and attendance of the PBIS conference during the 19-20 school year (October 28-29).

Substitute Pay Calculation:

$$25 \text{ days} \times \$200 = \$5,000$$

Additional Hourly for teachers:

$$83 \text{ hours} \times \$60 = \$4,980 \text{ (Allocating } \$5,000)$$

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)
\$5,000 - 11700 (Teacher Substitutes)	Title I - 50643
\$5,000 - 11500 (Teacher Additional Hourly)	Title I - 50671
\$5,000 - 52150 (Conference)	LCFF - 23030
\$5,000 - 52150 (Conference)	Title I - 50643

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

* PBIS

Restorative Practices – School Wide

Student Incentives

Attendance (individual, classroom, a school wide – Monthly and 1X per trimester, everyday counts)

Eagle bucks, raffles, dances & field Trips, lunch time activities)

Goal Setting (attendance, MAP, behavior)

Behavior (weekly, monthly, 1x per trimester)

School wide practices and procedures (cafeteria, playground, common areas)

* PLUS

Classroom presentation to address specific areas of concern as reported by student survey results (no fully implemented)

Forums (3x per year)

New student orientation

Mindfulness training and implementation

CARE Room (not fully implemented)

Contract with Sports for Learning to provide structured activities during lunch recess (1/2018 – 5/2018)

Assemblies and Events

Awards Assemblies (1x per trimester)

The Great Kindness Challenge

Garden Club

Middle School Dance

Holiday Pageant

Field Trips

Red Ribbon Week

Counseling Services

SAP Referral Process

1.0 FTE Counselor

VCCS on site therapy services (1.5 days per week)

CARE Team Meetings (1x per month)

Effectiveness

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.

SST notes and SAP referrals

Barriers:

More in depth PD on restorative conferencing needed

Behavioral interventions needed for tier 3 students

High transiency rates and high numbers of habitually truant students with history of absences new to El Dorado and the district.

Loss of noon duty supervisors – lack of supervision during lunch periods

Modifications:

On-going support for classroom circles and conferencing

Restorative practices training provided for yard supervisors

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.

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

Material Changes

Carry over funds 17-18

Used to contract services with Sports for learning from January 2018 through May 2018.

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.

Future Changes

Strategies:

PBIS

Restorative Practices PD for new teachers

Student Incentives (Attendance, Goal Setting, Behavior)

Incentives for individual students and parents

School Wide practices and procedures (cafeteria, playground, common areas)

Increased supervision on yard

PLUS

Student created bullying presentations in classes

Contract with Sports for Learning to provide structured activities during lunch recess

Contracted for the full 2018-2019 school year

Counseling Services

Additional .5 FTE Counselor added

CARE Team Meetings

Increased frequency of meetings to weekly

Focusing on chronic absentees and Tier 3 students

MOU established with Father's and Families of San Joaquin

Staff Professional Development

Trauma informed teaching practices

Equity in the classroom

Unconscious Bias

Therapy Services (20-30 hours per week)

Tier 3 students

Parent/Community Outreach

Establish CARE room – fully implemented use

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

By June 2020, El Dorado School will increase parent involvement by 5% overall as measured by parent attendance to school events including; parent coffee connection, ELAC meetings, parent workshops, assemblies, family nights, etc.

Identified Need

The focus of this goal is to develop positive relationships with students and their families, increase parent involvement in the school, and provide opportunities for students, parents, extended family members, and community partners to come together in support of student achievement and social-emotional wellbeing. Historically, El Dorado has had low parent involvement in even the most basic events (parent coffee hour, parent workshops, ELAC, SSC). Based on our past attendance to school events, our parent involvement is less than 10% of our student population. Often, parent involvement revolves around discipline, academic concerns, and crisis events. Our goal is to increase positive home to school connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Events Attendance Forms	Less than 10%	Increase parent attendance at school events by a minimum of 5%
Membership in PTO/PTA	No Data	El Dorado will have a minimum of 2 parent/family representatives participating in PTO/PTA per grade level.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students and Families

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities. Material will be used to show parents how they can support their child’s academic success through “make and take” math and ELA games/activities that parents can play with their children at home. El Dorado will provide opportunities for parents to join PTO/PTA.

Instructional Materials include: chart paper, markers, pens/pencils, highlighters, paper, instructional handouts/books purchased to facilitate parent workshops, PTA activities, and “make and take” activities.

Non-Instructional Materials include: binders, folders, paper, and general office supplies used by parents during workshops, PTA activities and parent conferences.

Conference/Workshops/Training:

* California State PTA Regional Leadership Conference - 2019-2020

Two parent leaders, site administrator, site teacher, and counselor will attend the conference (not yet scheduled for 2019)

of meetings coordinated

of parents attending

of parent community meetings

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)
\$401 - 43110 (Instructional Materials)	Title I - 50647
\$500 - 43200 (Non Instructional Materials)	Title I - 50647
\$750 - 43400 (Parent Meeting)	Title I - 50647

Amount(s)

Source(s)

\$1,500 - 52150 (Conference)

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

* Parent Support

Parent Coffee Connection (monthly)

Community Resource Referrals

CAPC

Children’s Mental Health

Parent Empowerment

Foster Youth/Homeless Liaison

Parenting Classes

Valley Community Counseling

* Parent Involvement

Back to School Night

Parent/Teacher Conferences (per Trimester, as needed)

Family Events & Assemblies

Family Movie Night (4x per year)

Awards Assemblies (1x per trimester)

Holiday Pageant

8th Grade Promotion

Garden Club

Book Fair

Muffins for Moms

Donuts for Dads

Effectiveness

Plan Monitoring:

Attendance to parent meetings and school events was monitored through parent sign in sheets, parent surveys, needs assessments and parent feedback during meetings.

Modifications:

Partnered with a parent liaison to increase attendance at Parent Coffee Connection meetings

Barriers:

Low parent involvement

Mental health issues, trauma

High transiency, homelessness, and foster youth population

Lack of time and resources to provide consistent outreach to parents

Actions/Adjustments:

Based on parent requests, meeting topics included academic discussions, common core and homework help.

Impact on Student Outcomes:

When students know that the school and their parents are communicating on a regular basis, we often see attendance, behavior and academic performance improve in students.

Overall Effectiveness:

Parent meetings were poorly attended in the beginning of the year although after school academic focused activities and family nights were well attended. We recruited the help of Harrison’s parent liaison to personally call parents to invite them. This helped boost attendance by 30%. Raffle were prizes offered and student presentations during meetings were included to boost parent attendance as well.

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

Material Changes

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.

Future Changes

MOU established with Father’s and Families of San Joaquin

Staff Professional Development

Trauma informed teaching practices

Equity in the classroom

Unconscious Bias

Therapy Services (20-30 hours per week)

Tier 3 students and families
Parent/Community Outreach
Family therapy sessions
Connecting families with community resources
Involvement in parent/teacher/school meetings
Parenting Workshops
Parent Café (weekly 9/2018 – 12/2018)

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	\$162,283
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$328,081

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$161,283

Subtotal of additional federal funds included for this school: \$162,283

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 (\$)
LCFF	\$165,798

Subtotal of state or local funds included for this school: \$165,798

Total of federal, state, and/or local funds for this school: \$328,081