



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

El Dorado School

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	School Site Council (SSC) Approval Date	Local Board Approval Date
El Dorado Elementary	39686766042543	Ver 1 – 05/21/2020	Ver 1 – 06/08/2020	Ver 1 – 07/28/2020

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. In March of 2020, El Dorado was identified as a Comprehensive Support and Improvement (CSI) school.

The purpose of this plan is to guide services and supports to students so that rigorous instruction in academics and social/emotional supports and programs are in place to assist students and staff in meeting their needs and ensuring that ALL students learn at high levels.

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's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(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 one-year (2020-2021) 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 and approved on June 8, 2020.

In school year 2019-2020, also Year 3, El Dorado initiated meetings with stakeholders, holding monthly Parent Town Hall meetings in addition to ELAC and SSC meetings. Student surveys and forums also provided input for the DMM component of the CNA. Bi-monthly attendance team, teacher leadership, and administrator team meetings were held throughout the year as part of our progress monitoring plan, allowing for targeted supports to be put in place, reviewed and revised as needed. In February and March 2020, assessment, attendance and discipline data were reviewed and discussed in the creation of the DMM (Decision Making Model) to guide the team in the creation of the 2020-2021 SPSA.

In May 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council, Staff Meetings, and the English Language Advisory Committee for further input and adjustments. School closure due to Covid-19 limited our ability to connect with stakeholders.

On May 21, 2020 an ELAC meeting was schedule via Zoom, however, there were no parents in attendance. Information regarding El Dorado's school plan including all EL data was shared with those that were in attendance, however, there were no recommendations or input received from the committee as they were not in attendance. EL surveys were sent home with students prior to the week of March 16th (spring break), however, we did not receive any surveys back due to school closure which began the week of March 23, 2020. The survey was converted to a fillable form and emailed in both English and Spanish to our EL parents. We did not receive any completed surveys. The revised draft was reviewed and approved with input from SSC, and El Dorado staff in June 2020.

Meetings were held on 10/29/19, 1/21/20, 2/25/20, 5/7/20, 2/26/20, & 6/8/20 (SSC); 10/25/19, 1/15/20, & 5/21/20 (ELAC); 8/22/19, 9/26/20, 10/24/20, 1/23/20, 2/27/20, & 5/7/20; (Parent Town Hall Meetings); 5/9/19 & 6/3/20 (Teacher Leadership); 9/16/19, 11/18/19, 1/27/20, 4/17/20, & 5/18/20 (PBIS).

Resource Inequities

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

A review of the comprehensive needs assessment determined the need to focus on greater support for students who are struggling to meet grade level standards. A continued emphasis on social emotional learning, restorative practices, positive mental health supports, and mentoring is needed as students continue to be significantly impacted by generational poverty, trauma, violence, chronic absenteeism, and homelessness. These challenges directly impact learning and academic achievement.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD:

In June 2021, El Dorado will decrease the distance from grade level standard in ELA for all students by a minimum of 10 points to -59.4 points below as measured by the SBAC assessment.

School Goal for Math:

In June 2021, El Dorado will decrease the distance from grade level standard in Math for all students by a minimum of 10 points to -95.7 points below as measured by the SBAC assessment.

Identified Need

- Be sure English Learner data is reviewed and included

2019-2020

Demographics:

English Learners: 13.04 %
 SWD: 12.5 %
 SES: 91 %
 Hispanic: 66%
 African American: 20.3%
 Foster Youth: .01%
 Homeless: 9.62%

Student Performance

TBA

ELA iReady (winter):

Percentage of students that met or exceeded grade level standards: 21% (Green)

79% have not met grade level standards

Progress towards English Language Proficiency

____% making progress towards English language proficiency.

Reclassification Rate: ____%

2018-2019

Demographics:

English Learners: 14.3%
 SWD: 9.7%
 SES: 91.5%
 Hispanic: 65.3%
 African American: 18.7%
 Foster Youth: 3.2%
 Homeless: 8.2%

Student Performance

18-19 SBAC ELA/ELD:

Indicator: Orange

Met or Exceeded Standard:

22% (-2)
 Distance from Standard: -69.4 (declined 6.5 points)

Sub Groups Met Standards

EL: 1.8% (+1.8))
 SWD: 8.7 % (+3.7)
 SES: 20.0%
 Hispanic: 20 % (-1)

AA: 16.2%(-6.8)

Sub Groups- DFS/L3

EL: – 86.5 (increased 7.4)

SWD: -153.7 (increased 10.6)

SES: -68.7(declined 4.9)

Hispanic: -72.8 (maintained -2.3)

AA: -88.7 (declined 21.6)

Progress towards English Language Proficiency

44.8% making progress towards English language proficiency.

Reclassification Rate: 36.8%

ELA Data Comparisons – EL

Current ELs: 139.7 points below standard (+6.1 points)

of students: 48

RFEP: 25.6 points below standard

(+15.2 points)

of students: 42

EO: 66.9 points below standard (-13 points)

of students: 220

18-19 SBAC Math:

Indicator: RED

Met or Exceeded Standard:

13% (+1%)

Distance from Standard: -105.7 (Declined 11.2 Points)

Sub Groups- Met Standards

EL: 2% (+2)

SWD: – 11 % (+6)

SES: 12%

Hispanic: 10% (no change)

AA: 10% (-1)

Sub Groups- DFS/L3

EL: – 124.2 (declined 8.8)

SWD: -180.5 (increased 18.3)

SES: -68.7(declined 10.9)

Hispanic: -107.6 (declined 10.9)

AA: -116.8 (declined 12.7)

Math Data Comparisons – EL

Current ELs: 145.8 points below standard (-10.2 points)

of students – 45

RFEP: 41 points below standard

(Maintained at -.5 points)

of students: 46

EO: 53.9 points below standard (+17.6 points)
of students – 209

2017-2018

Demographics:

English Learners: 18%
SWD: 10.2%
SES: 91%
Hispanic: 63.9%
African American: 17.7%
Foster Youth: 1.7%
Homeless: 7%

Student Performance

17-18 SBAC ELA:

Indicator: Yellow

Met or Exceeded Standard:

24% (+6)
Distance from Standard: -62.9 (increased 10)

Sub Groups- Met Standards

EL: 0% (no change)
SWD: 5 % (+1)
SES: 18%
Hispanic: 21 % (+4)
AA: 23 % (+10)

Sub Groups- DFS/L3

EL: – 92.8 (declined 5.9)
SWD: -150.9 (increased 5.5)
SES: -75.0
Hispanic: -70.5 (increased 8.7)
AA: -67.1 (increased 15.9)

Progress towards English Language Proficiency

48.8% making progress towards English language proficiency.

Reclassification Rate: 25.8%

ELA Data Comparisons – EL

Current ELs: 145.8 points below standard (declined 10.2 points)
of students – 45

RFEP: 41 points below standard
(Maintained -0.5 points)
of students: 46

EO: 53.9 points below standard (increased 17.6 points)
of students – 209

EL Reclassification Rates

Percentage of students reclassified from English Learner to English Proficient - 4 Year Comparison

2019 – 2020: Not Available

2018 - 2019: 36.8%

2017 - 2018: 25.8%

2016 - 2017: 20.6%

ELPAC:

Percentage of students making progress towards English Language Proficiency- 4 Year Comparison

2019 – 2020: Not Available

2018 – 2019: 44.8%

2017 – 2018: 48.8%

2016 – 2017: Not Available

17- 18 SBAC Math:

Indicator: Yellow

Met or Exceeded Standard:

12% (no change)

Distance from Standard: -94.5 (increased 9)

Sub Groups- Met Standards

EL: 0% (no change)

SWD: 5 %(-1)

SES: 12%

Hispanic: 10% (no change)

AA: 11 % (+4)

Sub Groups- DFS/L3

EL: - 114.7 (declined 7.3)

SWD: -195.5 (declined 7.6)

SES: 105.0

Hispanic: -100.1 (increased 3.2)

AA: -104 (increased 27.7)

ELA Data Comparisons – EL

Current ELs: 158.4 points below standard (declined 14.6 points)

of students – 45

RFEP: 71.9 points below standard

(Maintained 2.4 points)

of students: 46

EO: 88.1 points below standard (increased 16.2 points)

of students – 209

ELA/ELD

Analysis:

A review of El Dorado's data indicates the need for improvement in three major areas in order to see marked improvement in student achievement. Our data shows us inconsistent trends in student achievement as reported by the SBAC and district assessments. High rates of discipline, chronic absenteeism, a transient population, lack of viable curriculum and rigorous first instruction, as well of lack of supports for teachers and students have resulted in low achievement, high chronic absentee rates and high suspension rates disproportionate to students of color. Despite these challenges our EL students have continued to make gains each year towards English language proficiency and reclassification rates increase each year. The areas of focus are instructional leadership, professional development, PBIS strategies related to suspension rates and attendance, and teacher support.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-69.4	-59.4

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-105.7	-95.7

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

Professional Development, Collaboration, and Teacher Support

This strategy focuses on adult learning. The objective is to continue 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 in Math and ELA/ELD focusing on key shifts in math (focus, coherence, and level of rigor) and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction).

Through the Data Teams Process and PLC development, classroom walkthroughs/reviews, conferences/trainings (e.g. AVID, CCSS alignment, iReady diagnostics, CORE), teachers will deepen their skills in lesson planning and design, providing rigorous first instructions, and use of data analysis to inform instructional practices aligned across content areas and grade levels.

Teachers will have additional opportunities for collaboration outside of contract hours around effective first instruction, in the areas of listening, vocabulary acquisition, and writing across the content areas. 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 iReady growth targets in each class/grade level

of students met/exceeded standards on iReady Diagnostics

of students met/exceeded standards on SBAC

.30 FTE Program Specialist will assist the Instructional Coaches with coordinating 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 (Year 2) 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, full day collaboration 1 time per trimester for each grade level and full and/or half day collaboration days for vertical teams.

.70 FTE Program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator and internal coach for ELA and math tutors provided through the Reading and Math Corps intervention programs (part of CSI supports).

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	11700	Teacher Substitutes
\$7,000	11500	Teacher Add Comp.
\$43,698	19101	.30 FTE Program Specialist (salary & benefits)
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$15,000	11700	Teacher Substitutes
\$3,000	11500	Teacher Add Comp
\$101,963	19101	.70 FTE Program Specialist (salary & benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Supports and Intervention for K-3 students – ELA/Math and 4th - 8th students - Math

Strategy/Activity

Student Learning, Interventions and Support

The focus of this strategy is on student learning and support. The success of the intensive intervention provided for third grade students from October 2019 through March 2020 (Year 2) 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 (2 grades below) 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 tier 2 and tier 3 students during the 2020-2021 school year.

A full time Instructional Assistant will provide additional targeted academic support for T3 students in Kindergarten through 6th grade. The Instructional Assistant will facilitate individual and 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 - 6th grade), BPST, iReady diagnostic, fluency, and teacher created assessments.) students who meet the tier 3 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. Additionally, students identified through the same process as T2 will be included in targeted intervention provided by Reading Corps (K-3rd grade) and Math Corps (4th – 8th grade) tutors as part of the CSI qualification for additional support and interventions at no cost to the site.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$26,296	21101	.60 FTE Inst. Assistant (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$17,531	21101	.40 FTE Inst. Assistant (salary & benefits)

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

Student Learning - Technology

The focus of this strategy is on student learning through the development of Executive Function skills, engaging students in didactic learning in consideration of the heterogeneity of our student population and learning styles. To support individual learning styles, we will provide structures, materials and supplies that meet the learning needs of all students. Upgrades to our current classroom technology will address and support student achievement and college and career readiness.

Instructional Materials/Supplies - \$6,871 – Title I, \$19,726 - LCFF: Supplemental materials, resources, and technology will support core instruction. These include but are not limited to the following instructional support materials: chart paper, manipulatives for direct use in Math and ELA, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders (AVID), poster boards, colored paper, construction paper, and pencils.

Equipment - \$10,000: Students will engage in technology-based programs. Other items include books, technology/equipment (e.g. computers, tablets, interactive projectors, and Chrome Books as needed), and web-based programs (e.g. i-Ready Math, ELA and Writing).

Non-Instructional Materials/Supplies - \$2,000: Non- Instructional materials and supplies including; tape, erasers, markers, crayons, colored pencils, project boards, presentation boards, scissors, glue sticks, mounting tape, paint, poster markers, sharpies, index cards, organizational tools (dividers, 1", 2", and 3" binders (AVID) highlighters, highlighter tape, and student planners/agendas). Materials will be utilized by students for project-based activities, inquiry/research assignments, and presentations. Students in grades TK – 8th grade will have access to materials to support their development of Executive Function skills which will positively impact students' academic success through equitable access based on individual learning needs.

Maintenance Agreements - \$550: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment.

Duplicating - \$2500: expenses are for student materials in larger quantities such as plays, short stories, agendas to be used as additional resources/manipulatives for student learning.

Equipment Repair - \$500: To be used to repair/replace technology.

Metrics:

of student increasing Lexile level

of students independent reading levels

of student usage

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,871	43110	Instructional Materials
\$10,000	44000	Equipment
\$550	56590	Maintenance Agreement

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$19,726	43110	Instructional Materials
\$2,000	43200	Non-Instructional Materials
\$2,500	57150	Duplicating
\$500	56530	Equipment Repair

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 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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
- * Classroom Management, Rigor, & DOK

ELD Monitoring

- * Classroom Support/implementation of instructional strategies – coaching cycle – focused on new teachers
- * program specialist oversaw the assessment, monitoring and reclassification requirements for EL students.
- * Site Level – Reclassification & Monitoring

PLC Development

- * Academic Conferences (1 per trimester)
- * Data Teams Process
- * All grade levels completed 2 formal cycles during full day collaboration sessions
- * 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%)
- * 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

Effectiveness

Instructional Leadership

- * Daily focus revolves around student discipline related to mental health issues, families in crisis and children with trauma, case managing students under the special education umbrella, providing supervision, monitoring attendance and ensuring consistency with PBIS strategies
- * Instructional focus is secondary due to the level of T3 students and families at El Dorado.

*Lack of substitute teachers hindered our ability to provide full or half day collaboration sessions for grade levels and vertical teams, academic conferences and parent conferences.

Curriculum- Units of Study

*Focus is on supplementing with resources instead of lesson delivery and instructional strategies. Lack of consistency and calibration across grades and grade levels.

*Professional development in writing across the grade levels and in alignment with SBAC in grades K-8 is needed.

*Lack of professional development of effective strategies to develop listening skills and Tier 2 and Tier 3 vocabulary in grades K-8 during designated and integrated ELD

As a result, El Dorado saw a decline in SBAC L3 for both ELA and Math for all students, with the largest decline in percentage of in our African American subgroup.

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

There were no material changes made.

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

The focus for the 2020-2021 school year will be on the following:

SPSA Year Reviewed: 2019-2020 (Year 3)

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.

2019-2020 (Year 3):

Implementation

Professional Development

Administrators participated in the following professional development opportunities:

New Leaders

CORE

Unbound Ed

Equity Institute

Coaching Leaders

Teachers Participated in the following professional development opportunities:

Benchmark, iReady, Pearson curriculum implementation (Year 1)
Equity
Coaching

Challenges:

Lack of available substitutes for collaboration made academic conferences/collaboration inconsistent T3 student behaviors and absenteeism continue to challenge the effectiveness of classroom instruction.

Curriculum Implementation

*Newly adopted ELA/ELD and Math curriculum

*First year of implementation

Teacher Support

*District and Site Based PD - curriculum

*Coaching (2) split between 2 sites

*Pre Intern Teachers (0)

*New Teachers (4)

*Teachers new to site (1)

Effectiveness

Instructional Leadership

The additional support provided through the TCA position, 1.5 counselors, an onsite (4 days) mental health clinician and the implementation of the attendance and PBIS teams proved to be beneficial, making admin more available to focus on the curriculum implementation and engage more fully in and plan school wide professional development.

Teachers reported the effectiveness and quality of the professional development that they received through the district's curriculum department. The structure of the curriculum provided teachers with much needed content which allowed them to focus on instructional strategies and delivery.

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

2019-2020 (Year 3):

We were unable to attend the PBIS conference in October. Those funds were approved by School Site Council to be used to purchase an interactive projector for one 7th/8th grade classroom and to pay for 2nd/3rd grade intervention provided by retired teacher Ms. Zamiska.

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

Professional Development

PD (district and site) will focus on Year 2 implementation of the curriculum, taking a deeper dive into the priority standards, intentional planning that addresses focus, coherence, and rigor in math, with the primary focus being on **coherence** across grade levels. Listening, vocabulary acquisition, and writing across the content areas in ELA/ELD, with the primary focus being on writing across content areas and vocabulary acquisition through instruction that exposes students to complex text. Professional development will center on Learning and Teaching: Lever 1: – Aligned Curriculum and Lever 2: - Classroom Routines and Instructional Strategies.

Additionally:

Professional development on effective AVID (develop school wide implementation plan) and CORE instructional strategies in all ELA domains, including writing, listening, and vocabulary acquisition will be a focus for 2020-2021. Students will be provided with materials, resources, and supports to increase ELA proficiency through AVID and CORE instructional strategies to meet grade level expectations in all ELA domains, including writing and vocabulary acquisition.

Administrators will continue Year 2 participation in district professional development:

New Leaders

CORE

Equity

Coaching Leaders

We will continue the development of **teacher leaders** to build capacity around the following:

- * Implementation of guaranteed and viable curriculum aligned with CC* Key Shifts in ELA
- * Vertical Alignment of priority standards
- * Instructional Equity
- * Cultural Competency

Intervention

- *AmeriCorps – Reading Corps Support (Part of CSI supports – school site not responsible for costs)
- *Targeted intervention in ELA for grades K-3
- *AmeriCorps – Math Corps. Support (Part of CSI supports – school site not responsible for costs)
- *Targeted Math Intervention in Math for grades 4th – 8th
- *After School Program - Alignment of academic program with school goals

Goal 2 – School Climate

School Goals for Suspension:

By June 2021, El Dorado's school wide suspension rates for all students will decrease by a minimum of 3% as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.

To address disproportionality in discipline/suspension rates of African American and Hispanic students:

By June 2021, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 2% as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.

School Goal for Attendance/Chronic Truancy:

By June of 2021, El Dorado will decrease the chronic absentee rate by 3% from 22.79% to 19.79% at minimum, as measured by attendance data and reported on the California Dashboard.

By June of 2021, El Dorado will increase the school-wide attendance rate by 2% from 92.80% to 94.80% as measured by the district's P2 attendance report.

Identified Need

Suspension Rate by Year:

2019 – 2020 – 8.54%

2018 - 2019 – 12.1%

2017 - 2018 – 6.8%

2016 - 2017 – 5.3%

2018-2019 Suspension Rate:

12.1% suspended at least once (+5.3%)

Indicator: **RED**

Suspensions:

of Suspensions: 186

#ISS: 35

Total: 221

of Suspension Days: 221

of ISS Days: 29.5 days

Total: 250.5 days

Student Groups:

Indicator: **RED**

African American (152) - 21.7% suspended at least once (+13.3)

ELs (123) – 8.1% suspended at least once (+2.8%)

Hispanic (462) – 9.1% suspended at least once (+3.5%)

Homeless (83) – 21.7% suspended at least once (+11%)

Two or More (39) - 15.4% suspended at least once (+5.1%)

SES (654) – 11.9% suspended at least once (+5.4%)

Indicator: **ORANGE**

SWD (78) – 14.1% suspended at least once (-1.6%)

White (44) - 11.4% suspended at least once (-.09%)

2017-2018 Suspension Rate:

6.8% suspended at least once (+1.5%)

Indicator: **RED**

Suspensions:

of Suspensions: 113

of ISS: 4

Total: 117

of Suspension Days: 207

of ISS Days: 4

Total: 211

Student Groups:

Indicator: **RED**

Homeless (75) – 10.7% suspended at least once (+4.8%)

Two or More (39) – 10.3% suspended at least once (+4.5%)

SES (671) – 6.6% suspended at least once (+1.7%)
 SWD (83) – 15.7% suspended at least once (-7.1%)
 White (49) – 12.2% suspended at least once (+6.4%)

Indicator: ORANGE

African American (142) - 8.5% suspended at least once (-1.7%)
 ELs (131) – 5.3% suspended at least once (+2.9%)
 Hispanic (469) – 5.5% suspended at least once (+1.9%)

Mental Health Needs

- Student discipline related to social emotional needs, mental health issues
- High ACEs (trauma)
- Generational poverty
- Destabilization of family (incarceration, abandonment, abuse or violence, addiction)
- % of students in T3 – 16% Average % of students in T3 – 5% (2017-2019)

Lack of Knowledge/Skill or Resources

- Lack of cultural representation of staff
- Absence of positive male role-influences
- Lowered expectations for students of color
- Lack of mental health resources
- Lack of classroom management strategies and resources for T3 students
- Disconnect and lack of trust and loss of connectedness between students/families and the school

Achievement Gap

- Achievement gap for student of color
- Disproportionality of suspension rates for student of color
- Shift in demographics: increase in African American student population

Attendance/Chronic Truancy –
 Lack of adequate support in the following areas:

Chronic Absenteeism

The majority of students who are chronic absentees are new to El Dorado and have a history of attendance issues. El Dorado has a gain/loss of roughly 1/3 of the enrollment in a given school year. This high rate of transiency effects our ability to effectively monitor and implement interventions around attendance improvement.

Lack of resources around trauma care needs and mental health issues, lack of trust of the school system, housing, and transportation continue to be challenges to consistent attendance for our students and their families.

Homeless: 9.62% **Foster Youth:** .01%

Challenges:

Transportation, destabilization of families, meeting basic needs.

El Dorado's homeless population is the highest in the zone. At **9.62%**, it is higher than the district's comprehensive high schools, and almost three times that of the entire district.

Transiency

2018- 2019

As of 3/5/19

Enrolled 191 new students - Lost 120 students

Peer Leaders Uniting Students (PLUS) student survey data 4th-8th:Areas of Concern:

2018-2019

Students do not always perceive themselves as being treated fairly by staff Question 10 threshold 63%, El Dorado – 71%)

Students feel there is not a trusted adult on campus.

Overall results indicate a need to improve school climate and create an atmosphere of safety and belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions: All Students	8.54%	5.54%
Suspensions: African American	3.24%	1.24%
Suspensions: Hispanic	4.78%	2.78%
Chronic Absenteeism (All Students)	22.79%	19.79%

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

School Safety and Social Emotional Supports

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 continued 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, and on site mental health services. 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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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		Funds not allocated.
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\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		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

Proactive Approach - Counseling

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 2020-2021 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 and Attendance Teams and develop strategies and/or programs to support positive school culture.

Additional Hourly Pay Calculation for Counselor:

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

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	12151	Counselor Additional Hourly
\$500	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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

Teacher Professional Development

The focus of this strategy is professional development to increase knowledge and skill to implement T2 and T3 supports for students more effectively. Teachers will continue to 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, teacher leaders, counselors, mental health clinician, TCA, and program specialist), CARE team meetings to include teacher leaders focusing on mental health, attendance, and behavioral concerns of students (T2 & T3).

Substitute Pay Calculation:

57.5 days X \$200 = \$11,500

Additional Hourly for teachers -\$7,000

\$2,000 - 2020-2021 PBIS Conference – TBD

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,500	11700	Teacher Substitutes
\$7,000	11500	Teacher Add Comp.
\$2,000	52150	Conference

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	11700	Teacher Substitutes

\$ Amount(s)	Object Code	Description

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroups: African American and Hispanic

Strategy/Activity

Address Issues of Equity and Disproportionality

The focus of this strategy is to provide additional support for students of color to address the disproportionality of suspensions and chronic absenteeism at El Dorado School.

PBIS Leadership Team

PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness:

- Synergy Discipline Reports (individual and school-wide)
- Classroom Referrals
- Communication from all stakeholders around school culture and climate
- Truancy and chronic absentee reports from CWA and Homeless/Foster Youth
- Academic, attendance and discipline reports for T3 students
- Ongoing monitoring of targeted students which includes updating

Progress Monitoring

- Ongoing monitoring of targeted students which includes updating and
- Ongoing monitoring of school –wide discipline data and communication between teams

Support Positions

1.5 FTE Counselors and .80 FTE Mental Health Clinician

Teacher Community Ambassador

Works with onsite counselors and mental health clinician. Advises Principal and Assistant Principal

Provides instructional aid/coaching to teachers struggling with tier 3 students and families.

Creates culturally based educational and extracurricular programs aimed at struggling tier 3 students. Creates and utilizes non-traditional educational interventions (ie: spoken word, music and art appreciation art exhibits, in-depth cultural African -American or Latino history and literature)

Awareness Program, Sports – Recess, Drumming, mentorship programs, community philanthropy opportunities

The TCA will facilitate outreach to students and families most in need to provide support and help bridge the gap between home and school. The TCA will elicit parent buy in through engaging parents and giving supportive feedback:

Parent conferences, SST meetings, IEP meetings, attendance calls, home visits, parent town hall meetings, community resource connections and services

Provides monthly trainings to teachers, school yard and/or liaison staff member around classroom instruction and equity, cultural biases and culturally proficiency, and culturally based classroom management strategies. The TCA provides strong leadership to new and incoming teachers to El Dorado school. The TCA commits to ongoing training in trauma informed intervention and instruction, equity and cultural proficiency around at risk students:

Restorative Practices PD, Unbound Ed, and Parent Engagement PD, trauma informed care and teaching practices, and T3 interventions

The position of Teacher Community Ambassador (TCA) is supported by district funds through the LCAP.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Services

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Centralized Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students – Subgroup: Chronic Absentees

Strategy/Activity

This strategy focuses on improving attendance school-wide with a specific attention on chronic absenteeism.

Professional Development

Continue professional development for teachers, administration, instructional coaches, and support staff in research based strategies that center on connectedness and building relationships.

Trauma informed teaching, Restorative Practices, Cultural Proficiency, Equity, Executive Functions, and Attendance Incentives

Attendance Team

Established during the 2019-2020 school year

Meetings were held: 8/13/19, 8/27/19, 10/1/19, 10/29/19, 11/19/19, 1/21/20, 3/10/20, & 5/12/20

- Point person for each grade level
- Provides input and manages PBIS activities and incentives for attendance
- Monitoring and analysis of attendance data; daily, weekly, and monthly
- Connect with CA students and families; daily or weekly check-ins
- Develop academic and emotional supports for CA students
- Make referrals to counselors or mental health clinician as needed
- Connect with PLUS, Club Live, Drama Club and other activities
- Provide academic supports via distance learning when medical, personal or mental health issues prevent attendance at school

SAP Process/CARE/SST

- A TK-3 counselor, grades 6-8 counselor, TCA, CWA and administrators to hold CARE Teams/SSTs/IEPs with chronically absent students to interpret data, set goals, and provide attendance incentives as well as reach out to parents.
- Counselors to take a proactive approach

In class presentations: – social emotional development, Student groups, Individual and group check-ins, Restorative circles

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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

School-wide PBIS plan

*School –Wide Implementation of Restorative Practices – Year 2

Professional Development

Classroom circles

Practices, procedures and expectations for classroom and common areas

Mindfulness training and implementation CARE Room (staffed by FFSJ mentors – 4 days a week)

*Goal setting (attendance, academic, behavior)

Behavior (weekly, monthly, 1x per trimester), attendance (individual, classroom, and school-wide monthly and 1X per trimester, everyday counts)

Good news calls, postcards,

Classroom presentations to address specific areas of concern as reported by student survey results, student forums (3x per year), and new student orientation.

Student Incentives: (Not allowable using Title I or site LCFF funds.)

Attendance, academic and behavior incentives; raffle prizes, super recess, game day, art activities, dances, field trips, and lunch time activities), ***mandated costs-Attendance Incentive funds were used to purchase student incentives.***

Student Engagement - Activities

Awards Assemblies (1x per trimester)

Garden Club

The Great Kindness Challenge

School Dances

Holiday Pageant

Field Trips

Red Ribbon Week

Super Recess

Attendance incentives

Counseling Services

SAP Referral Process

1.0 FTE Counselor

CARE Team Meetings (1x per month)

CARE Room – fully Implemented (FFSJ mentor services)

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

No material changes were made

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

Professional Development – Continued

- Cultural Competency
- Unconscious Bias
- Culturally Relevant Teaching Practices
- Equity vs Equality
- T3 Classroom Management
- Trauma Informed Teaching Practices
- Restorative Practices
- Mindfulness
- Executive Functions
- Culturally Relevant Teaching Practices
- T3 Classroom Management
- Trauma Informed Teaching Practices
- Restorative Practices

SPSA Year Reviewed: 2019-2020 (Year 3)

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.

2019-2020 (Year 3):

Data

2019-2020

As of 3/12/20

Enrolled 254 new students – Lost 149 students

Peer Leaders Uniting Students (PLUS) student survey data 4th-8th:

Areas of Concern:

2019-2020

Students reported not having activities that they want to participate in. (4th-5th threshold 89%, El Dorado 87%. 6th – 8th only, Question 6 threshold 79%, El Dorado – 70%)

Students do not always perceive themselves as being treated fairly by staff (6th – 8th only Question 10 threshold 63%, El Dorado – 71%)

Implementation

PBIS Leadership Team – Established 2019-2020 Monthly team meetings held to review and analyze school-wide and classroom discipline data.

Recommendations for strategies and PBIS program changes and adjustments, including incentive purchases and event planning.*High interest activates designed to draw students in and encourage school attendance
 * Implement strategies to create a positive culture and climate that make all kids feel safe at school
 * Connect students to staff and other students through PLUS, Club Live, Restorative Practices, Drama Club, counseling groups, sports, drum group, and other lunch time activities
 * Provide T2 and T3 interventions utilizing mentoring programs, cultural awareness curriculum, restorative practices, CARE room, trauma informed response, TCA interventions

Attendance Team – Established 2019-2020

Established during the 2019-2020 school year

- Point person for each grade level
- Provides input and manages PBIS activities and incentives for attendance
- Monitoring and analysis of attendance data; daily, weekly, and monthly
- Connect with CA students and families; daily or weekly check-ins
- Develop academic and emotional supports for CA students

Make referrals to counselors or mental health clinician as needed

- Connect with PLUS, Club Live, Drama Club and other activities
- Provide academic supports via distance learning when medical, personal or mental health issues prevent attendance at school

SAP Process/CARE/SST

* A TK-3 counselor, grades 6-8 counselor, TCA, CWA and administrators to hold CARE Teams/SSTs/IEPs with chronically absent students to interpret data, set goals, and provide attendance incentives as well as reach out to parents.

*Counselors to continue to take a proactive approach

In class presentations: – social emotional development Student groups

Individual and group check-ins

Restorative circles

Effectiveness

Suspension Details2019-2020 Suspension Rate

Dashboard Data not yet available

Suspensions through 3/12/20 Due to Covid-19 School Closure

of Suspensions: 60

#ISS: 6

Total: 66

of Suspension Days: 93

of ISS Days: 6.5 days

Total: 99.5 days

Comparison made to 2018-2019 date of 3/12/19:

Suspensions through 3/12/19 Due to Covid-19 School Closure

of Suspensions: 136

#ISS: 23

Total: 159

of Suspension Days: 164

of ISS Days: 19.5 days

Total: 183.5

Outcomes:

of Suspensions reduced by 56%
 #of ISS reduced by 74%
 Total reduced by 58%

of Suspension days reduced by 43%
 # of ISS days reduced by 67%
 Total reduced by 48%

Effectiveness – Teacher Community Ambassador

Discipline Referrals Resulting in Suspension (Class, ISS, SUS)
 August 1, 2019 – February 7, 2020

Incidents: 44 71%
 Students: 33 55%
 Non-Repeat: 26
 2 or more incidents (4 max): 7 students 75%
 5 or more incidents (8 max): 6 students
 Class Suspensions: 1 day (2 individual students) 67%
 students)
 ISS: 4 days (4 individual students) 78%
 students)Suspension: 56 days (27 individual students) 54%
 individual students)
 Total: 62 days 61%

August 2, 2018 – February 8, 2019

Incidents: 154
 Students: 73
 Non-Repeat: 39
 2 or more incidents (4 max): 29 students
 Class Suspensions: 3 days (15 individual
 students)
 ISS: 18 days (20 individual
 Suspensions: 122 days (61
 students)
 Total: 160 days

Discipline Referrals not resulting in suspensions (parent contact, detention, work detail, counseled and warned):

August 1, 2019 – February 7, 2020

Students referred: 142

of referred students connected with Mr. Girley (referred for awareness program, drumming, or other): 57

As of Friday 2.7.20, Mr. Girley to date has received 73 formal referrals from teachers, administrators and/or support staff for assistance with students to address the following concerns:

Area of Concern

of Formal Referrals

Classroom Behavior

Disruption/Defiance: 40

Playground Behavior: 3

Conflict/Inappropriate Social Interactions/Bullying/Aggression

Intervention includes:

- Consultation with classroom teacher, counselor, administrator(s), mental health clinician, CWA liaison, CSA, or other
- Communication with parent (phone, conference, home visit)
- Break in CARE room or other location
- Redirection and Reflection
 - Students complete a reflection sheet and then review it with Mr. Girley
 - Redirection activity; role play, tone of voice, restate expectations, review behavior contract
- Trauma Informed Approach - Emotion and Problem Based strategies including;

Coping skills building, mindfulness activities, breathing, executive functions, music & drumming, journaling, drawing/art, walking/exercise, how to reframe one's thinking through reflection
Development of a classroom/playground reentry plan/agreement. Individual Behavior Contract – currently, Mr. Girley has created 6 individualized behavior plans/contracts with students that he checks in with on a regular basis. (2nd grade – 3 students, 3rd grade- 1 student, 6th grade – 2 students)

Peer Conflicts/Restorative Groups:

Conflicts due to social media/fighting/bullying/drug and/or alcohol use - 19

Intervention includes:

- Consultation with classroom teacher, counselor, administrator(s), mental health clinician, CWA liaison, CSA, or other
- Communication with parent (phone, conference, home visit)
- Restorative Practices
 - Restorative Conferences/Circles
 - Coping Skills Building
 - Communication using words
 - Follow up/check in

Research & Project Development – students in possession of marijuana research drug facts and statistics and develop a PP as a teaching tool to present to peers

Morning and/or lunch check in and/or transitions back to the classroom with specific students to provide reminders of plan, classroom expectations, encouragement, etc.

Short term or long term weekly check in after conflict resolution, restorative conference, or reflection/redirection

Awareness Program:

Began January 2020

Participants – 20 male students Please see folder in Google Drive for curriculum presentation and expected outcomes:

<https://drive.google.com/open?id=1tNwbBRX55toULyFVSBtleuWjXdcIYsz->

Other Indicators:

Student Surveys

Staff Feedback

– Included in Google folder

<https://drive.google.com/open?id=1-WZprtQa9HKqBqGp6A6dLmrWi8zVbuCY>

Chronic Absenteeism

Mid-Year Comparison Due to School Closure (Covid-19):

2018 – 2019: 26.21%

2019-2020: 22.79%

(-3.42%)

Absence Rate

2019-2020:

Reporting through mid-February due to Covid-19 school closure, detailed data not yet available:

P1 Attendance: 92.95% (+1.62%)

P2 Attendance: 92.80% (+.58%)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**2019-2020 (Year 3):**

Material Changes

No material changes were made

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.**2019-2020 (Year 3):**

Future Changes

Progress monitoring of Chronic Absenteeism, absence rates and school attendance will be monitored by the following indicators of effectiveness:

Data

- Weekly attendance verification by SST submitted to admin each Friday and documented in Synergy.
- Collecting and analyzing monthly attendance Reports issued by CWA and communicated with the El Dorado Attendance Team.
- Continuous monitoring of targeted students during monthly Coordination of Services with admin & support staff.
- Monitor RTI and PBIS program implementation and make adjustments as needed for targeted students.
- Parent, student, and Survey Responses
 - PLUS Surveys
 - CHKS Survey
 - ELAC TCA program surveys
 - Teacher communication and PD feedback forms

Progress Monitoring

- Weekly/Bi-Monthly Attendance Team Meetings
- Define Roles and Responsibilities of team members
- Create school wide attendance monitoring process
- Develop incentive plan and define resources

Communication/Outreach

Maintain communication to parents about the importance of attendance through social media accounts and monitor responses

- School website
- Instagram
- PeachJar
- ParentVue
- Class Dojo

Allocation in budget for:

- Substitutes to release teachers for collaboration, professional development, CARE/SST meetings, and student/teacher attendance goal setting conferences
- Alignment of budget allocations to PBIS plan strategies/interventions

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships:

By June 2021, El Dorado School will increase parent involvement by 5% overall as measured by parent attendance to school events including; Parent Town Hall Meetings, ELAC meetings, parent workshops, assemblies, family nights, etc.

Identified Need***Meaningful Partnerships*****Parent Involvement**

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%

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.

Non-Instructional Materials - \$200 include: binders, folders, paper, and general office supplies used by parents during workshops, PTA activities and parent conferences.

Parent Meeting - \$489: Light snacks refreshments. Chart paper, markers, pens/pencils, highlighters, and paper, instructional handouts/books purchased to facilitate parent workshops, PTA activities, and "make and take" activities.

Duplicating - \$700: Costs associated with school to parent communication; flyers, newsletters, announcements, and letters

Conference/Workshops/Training - \$1,500:

* California State PTA Regional Leadership Conference – 2020-2021

Two parent leaders, site administrator, site teacher, and counselor will attend the conference (not yet scheduled for 2020)

of meetings coordinated

of parents attending

of parent community meetings

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$200	43200	Non-Instructional Materials
\$700	57150	Duplicating (50647)
\$489	43400	Parent Meeting
\$2,000	52150	Conference

\$ Amount(s)	Object Code	Description
\$7,000	11500	Teacher Add Comp.
\$500	57150	Duplicating (50672)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Subgroups: African American and Hispanic

Strategy/Activity

The purpose of this strategy is to increase parent involvement and connectedness of parents to El Dorado School. The Teacher Community Ambassador (TCA) will facilitate outreach to students and their families most in need to provide support and help bridge the gap between home and school.

The focus and function of the TCA is to build relationships with parents directly and increase trust and positive regard through opening up communication that recognizes cultural perspectives and community customs. As a credentialed teacher, the TCA will be able to represent the perspective of the classroom teacher.

The TCA will elicit parent buy in through engaging parents and giving supportive feedback.

- Parent Conferences, SST Meetings, IEP Meetings, Attendance calls, Home Visits, Parent Town Hall Meetings (monthly)

The TCA will also provide instructional aid/coaching to teachers struggling with tier 3 students and families through the equity lens to build capacity toward cultural competency and equitable instructional and classroom management practices.

The position of Teacher Community Ambassador (TCA) is supported by district funds through the LCAP.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,700	11700	Teacher Substitute

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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 – Counseling services, FFSJ
 English Language Advisory Committee (ELAC)
 School Site Council
 Parent Coffee Connection (monthly)
 Community Resource Referrals
 CAPC
 Children's Mental Health
 Parent Empowerment Workshops
 Foster Youth/Homeless Liaison
 Parenting Classes
 Parent Involvement
 Back to School Night
 Parent/Teacher Conferences (per Trimester, as needed)
 Family Events & Assemblies
 Awards Assemblies (1x per trimester)
 Holiday Pageant
 8th Grade Promotion
 Garden Club
 Muffins for Moms
 Donuts for Dads
 Black History Month Celebration Assembly

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

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)

With the assistance of the mental health clinician through Fathers and Families of San Joaquin, we increased our parent outreach and were able to involve more parents in school activities. These activities consisted mainly of services designed to meet basic needs of students and their families. Parents participated in restorative circles, accessed mental health services and counseling and services related to homelessness, poverty, and medical and emotional supports. The assistance of the parent liaison helped us to increase our parent attendance at ELAC meetings.

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

No material changes were made

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

The addition of the TCA position will offer support in the following areas:

The TCA will facilitate outreach to students and their families most in need to provide support and help bridge the gap between home & school. The TCA will elicit parent buy in through engaging parents and giving supportive feedback.

Parent Conferences, SST Meetings, IEP Meetings, Attendance calls, Home Visits, Parent Town Hall Meetings

SPSA Year Reviewed: 2019-2020 (Year 3)

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/Effectiveness

Parent Contact: Attendance

Phone contact is attempted for all students in first grade missing 7 or more days of school (10% - 15% of enrollment) as of January.

Parent/Family Participation in School Events

Town Hall Meetings

August 22, 2019 – Introduction of Town Hall Meetings

Guest Speakers: Teacher Community Ambassador, Mr. Andre Girley; Mental Health Clinician, Tamra Smith; School Nurse, Mary Ann Solis

In Attendance: 24 +students

September 26, 2019 – Student Safety

Guest Speakers: Traci Rebiejo, San Joaquin Health Department; Mikeala Randolph, Children and Nature Network; Esther Rivera, Interim Deputy Director/State Policy Manager- California Walks

In Attendance: 13 +students

October 24, 2019 – Health Care Resources

Guest Speakers: Career Presentations by El Dorado's 8th Grade Students; Robyn DeGuzman - Public Health Services (rescheduled); Miguel Nunez, Director of Migrant Education Services; Griselda Calderon Rojas - Stockton Scholars (rescheduled); Mary Ann Soria - Health Services (epi pen presentation)

In Attendance: 12 +students

January 23, 2020 "E-Drug Dealers" are Targeting Our Youth! The Impact of Vaping

Guest Speakers: Tori Verber Salazar, District Attorney & Morgan Hendley

In Attendance: 22 +students

February 27, 2020

"Tobacco Law Enforcement Program" The Impact of Vaping Part 2 Guest Speaker: Jaime Ruiz, MPH, CHES Public Health Educator

In Attendance: ***March 26, 2020 – Cancelled due to Coronavirus school closure***

"Awareness Program Commencement Ceremony – Mentor Promotion"

Guest Speaker: TBD

In Attendance:

April 23, 2020 – Cancelled due to Coronavirus school closure

College Awareness Parent Workshop – "How to Help your Child Get to College"

Guest Speaker: Griselda Calderon Rojas - Stockton Scholars

In Attendance:

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

No material changes were made

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

Teacher Community Ambassador (TCA) – District Funding

Retain the TCA position to continue supporting our students and families,

- Plan and facilitate events, meetings, and activities to increase student/parent consecutiveness
- Connect families with resources to meet basic needs
- Home Visits
- Mentoring
- Develop and teach Cultural Awareness curriculum
- Provide intervention for T3 students
- Staff CARE Room

Communication/Outreach

Maintain communication to parents about the importance of attendance through social media accounts and monitor responses

- School website
- Instagram
- PeachJar
- ParentVue
- Class Dojo

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	\$144,915
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	\$314,835

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	\$144,915

Subtotal of additional federal funds included for this school: \$147,804

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	\$169,920

Subtotal of state or local funds included for this school: \$169,920

Total of federal, state, and/or local funds for this school: \$314,835

Budget Spreadsheet Overview – Title I

EL DORADO

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 144,915
TOTAL BUDGET DISTRIBUTED BELOW	\$ 144,915
TO BE BUDGETED (Should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 2,889
TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,889
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 7,000		\$ 7,000	\$ 7,000		\$ 21,000
11700	Teacher Substitute		\$ 20,000		\$ 6,500			\$ 26,500
12151	Counselor				\$ 5,000			\$ 5,000
13201	Assistant Principal							\$ -
19101	Program Specialist	0.3000	\$ 43,698					\$ 43,698
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant	0.6000	\$ 26,296					\$ 26,296
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 96,994	\$ -	\$ 18,500	\$ 7,000	\$ -	\$ 122,494
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 6,871					\$ 6,871
43200	Non-Instructional Materials						\$ 200	\$ 200
43400	Parent Meeting						\$ 489	\$ 489
44000	Equipment		\$ 10,000					\$ 10,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 16,871	\$ -	\$ -	\$ -	\$ 689	\$ 17,560
Services								
57150	Duplicating				\$ 500	\$ 500	\$ 700	\$ 1,700
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 550					\$ 550
56530	Equipment Repair							\$ -
52150	Conference				\$ 2,000	\$ 2,000	\$ 1,500	\$ 5,500
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 550	\$ -	\$ 2,500	\$ 2,500	\$ 2,200	\$ 7,750
GRAND TOTAL			\$ 114,415	\$ -	\$ 21,000	\$ 9,500	\$ 2,889	

Budget Spreadsheet Overview – LCFF

EL DORADO

Preliminary Budget Allocation - LCFF FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 169,920
TOTAL BUDGET DISTRIBUTED BELOW	\$ 169,920
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 3,000			\$ 2,700	\$ 5,700
11700	Teacher Substitute		\$ 15,000		\$ 5,000		\$ 20,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.7000	\$ 101,963				\$ 101,963
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant	0.4000	\$ 17,531				\$ 17,531
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 137,494	\$ -	\$ 5,000	\$ 2,700	\$ 145,194
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 19,726				\$ 19,726
43200	Non-Instructional Materials		\$ 2,000				\$ 2,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 21,726	\$ -	\$ -	\$ -	\$ 21,726
Services							
57150	Duplicating		\$ 2,500				\$ 2,500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair		\$ 500				\$ 500
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
GRAND TOTAL			\$ 162,220	\$ -	\$ 5,000	\$ 2,700	\$ 169,920