



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/23/2021

Version 3 – 07/27/2021

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 2 – Ver 3 – 05/18/2021	Ver 1 – 06/08/2020 Ver 2 – 02/11/2021 Ver 3 – 07/12/2021	Ver 1 – 07/28/2020 Ver 2 – 02/23/2021 Ver 3 – 07/27/2021

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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. El Dorado's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, El Dorado's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$5,000 – XXXXX – Benefits: Reduced to reallocate funds counselor additional comp.

\$5,000 – 11500 – Teacher Additional Comp: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$16,000 – 11700 – Teacher Substitute: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$1,602 – 19101 – .3 FTE Program Specialist: Reallocated funds to cover actual variance of salaries/benefits.

\$21,000 – 44000 – Equipment: Reallocated funds for the purchase of interactive projectors.

LCFF –

\$2,233 – 11500 – Teacher Additional Comp: Reduced to reallocate funds to cover items for teacher additional comp.

\$1,500 – 11500 – Teacher Additional Comp: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$11,917 – 11700 – Teacher Substitute: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$2,233 – 11700 – Teacher Substitutes: Reallocated funds to teacher additional comp expenses.

\$2,477 – 11500 – Teacher Additional Comp: Reallocated funds to teacher additional comp expenses.

\$635 – 11700 – Teacher Substitutes: Reallocated funds to cover teacher substitute expenses.

SPSA: Goal 1, Strategy 3:

Title I –

\$1,602 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover actual

LCFF –

\$2,477 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover items for teacher additional comp.

\$635 – 58450 – License Agreement: Reduced to reallocate funds to cover teacher substitute expenses.

\$126 – 43110 – Instructional Materials/Supplies: Reduced to reallocate funds to cover items for teacher additional comp.

\$500 – 56530 – Equipment Repair: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$2,000 – 57150 – Duplicating: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$4 – 58450 – License Agreement: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$126 – 57150 – Duplicating: Reallocated funds to teacher additional comp expenses.

\$7,921 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of instructional materials and supplies that have been heavily depleted by multiple and ongoing distribution to parents and students who are engaging in distance learning and need those supplies at home.

\$8,000 – 44000 – Equipment: Reallocated funds for the purchase of interactive projectors.

\$16,000 – 44000 – Equipment: Reallocated funds for the purchase of interactive projectors.

\$3,000 – 44000 – Equipment: Reallocated funds for the purchase of interactive projectors.

\$4,000 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of instructional materials and supplies that have been heavily depleted by multiple and ongoing distribution to parents and students who are engaging in distance learning and need those supplies at home. Metrics: # of student increasing Lexile level # of students independent reading levels # of student usage = equity in instruction

SPSA: Goal 2, Strategy 1:

Title I –

\$7,000 – 11500 – Teacher Additional Comp: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$6,500 – 11700 – Teacher Substitute: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$2,000 – 52150 – Conference: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$500 – 57150 – Duplicating: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$5,000 – 13500 – Counselor Additional Comp: Reallocated funds for counselor additional comp.

SPSA: Goal 2, Strategy 3:

Title I –

\$5,000 – 11700 – Teacher Substitute: Reduces fund for teacher substitutes for teacher professional development focused on increasing teacher/staff knowledge and skill to implement T2 and T3 supports in the classroom more effectively. In addition, we are engaging in professional development opportunities to continue the development and effectiveness of our PBIS team to facilitate CARE/SST meeting with a focus on mental health, attendance, and behavior. Because of the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated. Metrics: # of student increasing Lexile level # of students independent reading levels # of student usage = equity in instruction.

LCFF –

\$5,000 – 43110 – Instructional Materials/Supplies: Reallocated funds for the purchase of instructional materials and supplies that have been heavily depleted by multiple and ongoing distribution to parents and students who are engaging in distance learning and need those supplies at home.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, El Dorado is receiving additional monies in Parent Involvement (Cost Center: 50647). El Dorado's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
EL DORADO	582	531	91.2%	\$ 144,915	\$ 3,226	\$ 148,141	\$ 2,889.00	\$ 337.00

Title I –

\$7,000 – 11500 – Teacher Additional Comp: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$489 – 43400 – Parent Meeting (50647): Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$1,500 – 52150 – Conference (50647): Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$700 – 57150 – Duplicating (50647): Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

\$2,689 – 43200 – Non-Instructional Materials (50647): Reallocate funds to purchase the stand for the mobile smart board that was purchase in 19-20 and additional take home materials for parents to work with their children at home while they remain on distance learning. These items will include but are not limited to; white boards and expo markers, multiplication charts and/or flash cards, addition/subtraction flash cards, vocabulary flash cards, and site word lists by grade level.

LCFF –

\$1,300 – 11700 – Teacher Substitute: Reduce funds due to the current conditions of distance learning and COVID-19 safety regulations, the proposed resources have not been utilized on the scale that was originally anticipated.

EL DORADO										2/28/2020	INITIAL BUDGET/DATE	2/9/2021	REVISED BUDGET/DATE	50647 - inc by \$337												
TITLE I			TOTAL ALLOCATION			\$ 144,915			LCFF			TOTAL ALLOCATION			\$ 169,920			TITLE I - PARENT - 50647			TOTAL ALLOCATION			\$ 3,226		
TOTAL BUDGET DISTRIBUTED BELOW			\$ 144,915						TOTAL BUDGET DISTRIBUTED BELOW			\$ 169,920						TOTAL BUDGET DISTRIBUTED BELOW			\$ 3,226					
TO BE BUDGETED (Should be \$0.)			\$ -						TO BE BUDGETED (Should be \$0.)			0						TO BE BUDGETED (Should be \$0.)			0					
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT						PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET				
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PAREN TS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PAREN TS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS							
Personnel Cost-Including Benefits																										
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 2,000	0.000	\$ 1,699	0.000		0.000		0.000	\$ 1	0.000		0.000	\$ -	0.000		0.000	\$ -	0.000		0.000	\$ 3,700			
11700	Teacher Substitute (incl benefits)	0.000	\$ 1,032	0.000	\$ 83	0.000	\$ -	0.000		0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000	\$ 1,400	0.000	\$ -	0.000		0.000	\$ 2,515			
12151	Counselor			0.000		0.000		0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000		0.000	\$ 5,000			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
19101	Program Specialist	0.300	\$ 30,888	0.700	\$ 72,072	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	1.000	\$ 102,961				
30000	Statutory Benefits	0.000	\$ 12,987	0.000	\$ 30,410	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
19101	Instructional Coach	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
21101	Instructional Asst/CAI	0.600	\$ 17,600	0.400	\$ 10,611	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	1.000	\$ 28,211				
30000	Statutory Benefits	0.000	\$ 12,588	0.000	\$ 7,976	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
21500	Inst Asst/CAI - Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
21101	Bilingual Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
21500	Bi Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
22601	Library Media Assistant	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000				
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -			
Sub Total - Personnel/Benefits			\$ 77,095	\$ 122,851	\$ -	\$ -	\$ -	\$ 5,001	\$ -	\$ -	\$ -	\$ 1,400	\$ -	\$ -	\$ 142,387											
Books & Supplies																										
42000	Books			\$ -		\$ -												\$ -				\$ -				
43110	Instructional Materials	\$ 9,269	\$ 29,053	\$ -	\$ 5,640														\$ 3,226			\$ 43,962				
43200	Non-Instructional Materials	\$ -	\$ 2,000	\$ -	\$ -																	\$ 5,226				
43400	Parent Meeting							\$ 3,000	\$ -	\$ -												\$ 3,000				
44000	Equipment	\$ 50,000	\$ 8,000																			\$ 58,000				
Sub Total - Books & Supplies			\$ 59,269	\$ 39,053	\$ -	\$ 5,640	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 3,226	\$ 110,188													
Services																										
57150	Duplicating		\$ 500					\$ -														\$ 500				
56530	Equipment Repair		\$ -																			\$ -				
57250	Field Trip-District Trans																					\$ -				
56590	Maintenance Agreement	\$ 550																				\$ 550				
52150	Conference							\$ -														\$ -				
58450	License Agreement	\$ -	\$ 476																			\$ 476				
58720	Field Trip-Non-District Trans																					\$ -				
58920	Pupil Fees																					\$ -				
58100	Consultants-Instructional																					\$ -				
58320	Consultants-Noninstructional																					\$ -				
Sub Total - Services			\$ 550	\$ 976	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,526													
GRAND TOTAL			\$ 136,914	\$ 162,880	\$ -	\$ 5,640	\$ 8,001	\$ -	\$ -	\$ -	\$ 1,400	\$ 3,226														

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD: (Must be a SMART Goal)

In June 2022, the percentage of El Dorado students on grade level or above in ELA will increase 15%, from 10% to 25%, for all students as measured by the iReady Diagnostic assessment.

EL: By June 2022, per ELPAC, increase the number of students who reclassify by 15 students.

School Goal for Math: In June 2022, the percentage of El Dorado students on grade level or above in Math will increase 15%, from 8% to 23%, for all students as measured by the iReady Diagnostic assessment.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

PLC Development - Conferences/Training

The additional Title I funds allocated to El Dorado for 20-21 will be used to pay two (2) teachers up to eight (8) hours each for their participation in a lesson study.

New Leaders – Lesson Study (Site) • Focus: Vocabulary Acquisition

• Date(s): 11/16, 11/30, 12/4, 2/12, 3/8, & 3/26

•18 hours

11500 - Teacher Additional Comp. \$60 per hour x 2 teachers x 8 hours = \$960

The additional Title I funds allocated to El Dorado for 20-21 will be used to pay the registration fees for 3 additional teachers/staff to attend the three-day AVID Summer Digital XP as well as provide additional compensation for 8 attendees. The additional staff includes; 3rd grade teachers (2), and a 5th grade teacher (1).

52150 – Conferences Registration Fee \$850 x 3 = \$2,550

11500 - Teacher Additional Comp. 8 teachers \$60 per hour x 6 hours x 3 days x 8 = \$8,640

12500 - Counselor Additional Comp. \$85 per hour x 6 hours x 3 days = \$1,530

During the Summer Learning Academy, El Dorado will be providing intervention through Science content. Students will be engaging in a hands on learning experience involving a multiday science inquiry project adapted to all grade levels K-7 (SLA). This model will become the framework for intervention during the 21-22 school year.

The additional Title I funds allocated to El Dorado for 20-21 will be used to pay the lead Science Teacher for PD prep and planning for SLA and the 21-22 school year.

11500 - Teacher Additional Comp. \$60 x 40 hours (up to) = \$2,400

The additional Title I funds allocated to El Dorado for 20-21 will be used to pay teachers for a 1 hour Summer Learning Academy informational/planning meeting prior to their SLA start date on 6/1/21 and a 1 hour science PD to prepare for the SLA program.

11500 – Additional Comp - Teacher \$60 x 2 hours x 9 teachers = \$1,080

2021-2022 Strategy Update

1-a 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 content and instructional practices focusing on CCSS and newly adopted curriculum (Ready Math, Benchmark, Pearson, and HMH Science Dimensions-NGSS) implementation. Additional Professional Development focusing on HMH/NGSS and supplementary Science curriculum (PLTW) will be provided monthly during regular staff meetings.

1-b 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), specifically, number sense, fluency, and problem solving, and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction).

11500 - Additional Comp. Teacher - \$8,500 – Title I

21500 – Additional Comp. Instructional Assistant - \$569 – Title I

11700 - Teacher Substitute - \$3,000 - LCFF

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

11500 - Teacher Add Comp - \$2,500 – Title I

11700 - Teacher Substitute - \$13,000 - LCFF

El Dorado will also expand the implementation of Project Lead the Way at the middle school level. Two teachers will be trained in the following PLTW modules: Automation and Robotics (1) Medical Detectives (1) These modules will be offered as electives during the 2021-2022 school year. The PLTW Advisor will develop projects/lessons/inquiries across grade levels

11500 – Teacher Additional Comp. - \$3,000 – Title I

To improve learning and inform instruction, El Dorado will purchase a yearly license with ESGI – Easy Progress Monitoring. This program will allow teachers in grades TK-2nd grade to give one-on-one assessments electronically and provide real time comprehensive student progress reports that will be used to inform instruction.

58450 – License Agreement 10 ESGI Lic. X \$225 = \$2,250 - \$213 (discount) = \$2,130 – Title I

1-d 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. *Allocation under CSI additional funding

1-e .40 FTE (Title I) Program Specialist will assist the Instructional Coaches (2 @ .5 FTE Instructional Coaches – Centralized Service) 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 3) 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.

.60 FTE (LCFF) 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).

19101 - .40 FTE Program Specialist - \$58,542 – Title I

19101 - .60 FTE Program Specialist - \$87,815 – LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
72,542	1000 Series	Certificated Personnel Costs (including benefits)
569	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,130	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
103,815	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a Unbound Ed's interactive two-day Virtual Summit for teachers, coaches, and leaders emphasizes instructional planning in the complex era of COVID-19 and amidst a historical anti-racist movement. With an emphasis on grade-level curriculum, strategic supports, and equitable instruction, the Unbound Ed Virtual Summit moves educators through planning processes that can produce meaningful and engaging in-person and virtual classroom experiences. Teachers & coaches leave the Virtual Summit better prepared to make informed decisions that address unfinished instruction while remaining in grade-level curriculum, and leaders leave the Virtual Summit better prepared to make decisions that ensure students have equitable access to grade-level instruction. El Dorado will have a team of five, the Principal and 3 teachers and our Math Coach, attend the Unbound Ed, two-day Virtual Summit this summer. PD registration costs and additional comp. for teachers and instructional coach will be funded by district.

13201 – Additional Comp. Principal - \$100 per hour x 12 hours = \$1,200

b Funds will be used to purchase the book, “Building Thinking Classrooms” to be used as part of the professional development - lesson study cycles provided by Matt Haber and SJCOE.

<https://buildingthinkingclassrooms.com> Description: Building thinking classrooms in Mathematics, Grades K–12 helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur. This guide provides the what, why, and how of each practice and answers teachers’ most frequently asked questions, includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples, offers a plethora of macro moves, micro moves, and rich tasks to get started, organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

Additional PD materials to be purchased related to supporting teachers in providing students with rigorous first instruction.

43110 Books/Supplies/Materials 45 books x \$35 = \$1,575

Books/Supplies/Materials – \$15,000

Beginning in September 2021 we will resume planned professional development with SJCOE/Matt Haber as follows:

Lesson Study Cycle 1 This cycle involves building the teachers’ capacity centered around Number Sense and Fluency.

- Focus will be on Number Sense Routines including student Accountable Talk.
- Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion.
- Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe.
- The participants debrief in order to identify important takeaways that become part of the teacher’s toolbox.

Lesson Study Cycle 2 This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking.

- The teachers will design a Cognitively Demanding task, and ensure the facilitation maintains the rigor.
- Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving.
- We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking.

- Day 2 - Same Lesson/Debrief as above. Through our work with lesson studies we will develop a “Academic Excellence” Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated and walkthrough/observations are consistent.

11700 - Substitute Teachers \$200 (substitute rate) x 27 teachers x 6 days = \$32,400

11500 - Teacher Additional Comp. \$60 per hour x 27 teachers x 6 hours = \$9,720

21500 – Instructional Assistant Additional Comp. \$16 per hour x 6 hours = \$96

Special Education Assistant Additional Comp. \$25 per hour x 6 hours = \$150

13500 – Principal Additional Comp. \$100 per hour x 38 = \$3,800

1-C Registration Fees (2) and Additional Comp for 1 teacher, 1 Special Education Assist, and the Assistant Principal (June 21-23) will be paid from this funding source. they will attend the AVID Summer Digital XP July 19th – 21st.

52150 - Conference - \$850 x 2 = \$1,700

11500 - Teacher Additional Comp \$60 per hour x 6 hours x 3 days = \$1080 x 1 teacher = \$1080

21500 - Special Education Assist Additional Comp \$25 per hour x 6 hours x 3 days = \$450

13500 - Assistant Principal Additional Comp. \$70 per hour x 8 hours x 3 days = \$1,680

1 d – Additional compensation for full time program specialist to cover extra hours for prep and planning of professional development for teachers and parents covering Title I activities and committees (ELAC, SSC, parent meetings), participation in PBIS related meetings and activities (attendance team).

19500 – Program Specialist Comp - \$60 per hour x 25 hours = \$1,500

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
51,980	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
696	2000 Series	Classified Additional Comp (including benefits)
16,575	4000 Series	Books & Supplies
1,700	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

a 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 through Science content during the 2021-2022 school year.

b 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. The instructional assistant will be trained in the new Science curriculum and will support students, in part, using Science as intervention to build on students' current skills.

21101 - .60 Instructional Assistant - \$37,520 – Title I

21101 - .40 FTE Instructional Assistant - \$25,018 – LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
37,520	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
25,018	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a. The instructional assistant will be trained in the new Science curriculum and PLTW in collaboration with the PLTW advisor and will support students, in part, using Science as intervention to build on students' current skills.

21500 - Instructional Assistant - Additional Comp. \$16 per hour x 40 hours = \$640

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

\$ Amount(s)	Object Code	Description
640	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

a 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.

Supplies/Materials: 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, 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.

****General supplies are unallowable using State & Federal funds.****

43110 - Supplies/Materials - \$30,590 – Title I

Equipment -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, Accelerated Reader).

44000 - Equipment - \$25,087 – LCFF

Maintenance Agreements - 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.

56590 – Maintenance Agreement - \$500 – Title I

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

57150 – Duplicating - \$1,000 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
30,590	4000 Series	Books & Supplies
500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
25,087	4000 Series	Books & Supplies
1,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a To strengthen and support our academic programs and to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, El Dorado will purchase 450 student/site licenses from Renaissance Learning for Accelerated Reader. Accelerated Reader will also be used to provide enrichment options for students. Teachers will be able to monitor and assess students independent reading practice. The quote includes 6 hours of professional development for teacher/staff.

58450 - License Agreement - \$7,852 Renaissance Learning - Accelerated Reader

El Dorado will also expand the implementation of Project Lead the Way at the middle school level.

Two teachers will be trained in the following PLTW modules: Automation and Robotics (1) Medical Detectives (1) To be allocated, in part, for PLTW teacher professional development

52150 - Conference Registration Fee \$1,200 x 2 = \$2,400

El Dorado will also expand the implementation of Project Lead the Way at the middle school level. To be allocated, in part, for PLTW teacher professional development and additional comp.

Two teachers will be trained in the following PLTW modules:

Automation and Robotics (1) Medical Detectives (1)

11500 – Teacher Additional Comp. \$60 per hour x 8 hours = \$480 x 2 teachers = \$960

Supplementary materials and supplies to support the implementation of the newly adopted Science curriculum and PLTW expansion. To include, but not limited to the following:

Equipment – 44000 – Equipment - \$76,116

3D Laser Printers

Student mini computers

Heavy Duty Sewing Machine

Building Tools

Digital Camera and Biological Compound Microscope

Coding Hardware

Robot Kits

Interactive Classroom Projectors

Books/Supplies/Materials – 43110 - Books/Supplies/Materials – \$40,000

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
960	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
116,116	4000 Series	Books & Supplies
7,852	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goals for Suspension:

By June 2022, El Dorado's school wide suspension rates for all students will decrease by a minimum of 3% (compared to 2019-2020 data) 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 2022, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 2% (compared to 2019-2020 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.

School Goal for Attendance/Chronic Truancy:

By June of 2022, El Dorado will decrease the chronic absentee rate by 3% from 30.51% to 27.51% at minimum, as measured by attendance data and reported on the California Dashboard.

By June of 2022, El Dorado will increase the school-wide attendance rate by 2% from 90.80% to 92.80% as measured by the district's P2 attendance report.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

a - School Climate

As part of our DL PBIS plan, the additional Title I funds allocated to El Dorado for 20-21 will be used to provide additional compensation for teachers who engaged in outreach with students and families beyond their contract to facilitate the return to school.

11500 - Teachers Additional Comp. $\$60 \times 25 \text{ Teachers} \times 4 \text{ hours} = \$6,000$ (Allocating \$5,735)

2021-2022 Strategy Adjustment

a 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, and community building activities), 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.

No Allocation

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

The 5th Grade Teacher/TCA and counselors will provide additional support for teachers and students to promote school safety and social emotional supports (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities). PD to be offered both in class (modeling/coaching cycle), requiring substitutes, and before or after school. The TCA and counselors will be paid additional comp for prep and planning of lessons and coaching. Supplementary materials and supplies will be purchased to support teachers in developing positive and culturally responsive classroom management skills. Materials and supplies will be purchased to support students in developing self-efficacy, cultural values and relationships and mentoring.

11500 – Teacher Additional Comp. \$60 per hour x 12 hours x 27 teachers = \$19,440 (allocated \$20,000)

(TCA) Teacher Additional Comp. \$60 per hour x 33 hours x 1 = \$2,000

21500 - Instructional Assistant - Additional Comp. \$16 per hour x 25 hours = \$400

Special Education Assist Additional Comp \$25 per hour x 25 hours x 2 = \$625

43110 – Books/Materials/Supplies - \$5,000

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
22,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
1,025	2000 Series	Classified Additional Comp (including benefits)
5,000	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

a The school counselor will be planning and scheduling PBIS, CARE/SST, and Attendance Team meetings for the 21-22 school year. The counselor will be preparing all required documentation and training materials for professional development for teachers related to the SAP process, SEL topics, PBIS procedures and activities, and required awareness and intervention topics.

12500 - Counselor - Additional Comp. \$85 x 25 hours (up to) = \$2,125

2021-2022 Strategy Adjustment

a 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 2021-2022 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. PBIS lesson activities will include student handouts, activity materials and communication to parents about lessons and school wide PBIS initiative.

12500 - Counselor Additional Comp. \$5,000 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a - 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 2021-2022 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. PBIS lesson activities will include student handouts, activity materials and communication to parents about lessons and school wide PBIS initiative.

12500– Counselors Additional Comp. \$85 per hour x 60 hours - \$5,100

Counselor Additional Comp. \$45 per hour x 60 hours - \$2,700

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,800	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

a 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).

11500 – Teacher Additional Comp. - \$5,000 – Title I

19500 – Program Specialist Comp - \$1,500 – Title I

11700 – Teacher Substitute - \$4,000 – LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
6,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
4,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a El Dorado will continue work with Dr. Shelley Holt for the 2021-2022 school year. Dr. Holt will engage teachers/staff in professional development around equity and the application of equitable instruction. Funds will be used to purchase the book, “Culturally and Linguistically Responsive Teaching” and CLRTL – Classroom Practices for all staff. Description: Culturally and Linguistically Responsive Teaching leverages and utilizes the cultural learning tools that students bring to the classroom. Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. We will also engage in a book study/club with “Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally Linguistically Diverse Students”

43110 - Books/Supplies/Materials

40 x \$24.50 each = \$980

40 X \$82 = \$3,280

40 x \$40 = \$1,600

TL: \$5860

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
5,860	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

a 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. This strategy will be implemented fully during the 2021-2022 school year. The attendance team will review data and develop an action plan to share with teachers, students, and parents. No Allocation

c Progress Monitoring

- Ongoing monitoring of school –wide discipline data and communication between teams

No Allocation

d Support Positions 1.5 FTE Counselors and .40 FTE Mental Health Clinician 5th grade teacher/Teacher Community Ambassador (TCA) 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) Teacher Community Ambassador The position of TCA has been eliminated for the 2021-2022 school year. The teacher currently in this position will be teaching 5th grade here at El Dorado next year. TCA programs, responsibilities and supports will be modified.

Funds will be allocated for the following:

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- Release time (2x per month) for student forums and parent town hall meetings
- Additional Comp. for prep and planning of student, parent, and staff presentations/forums
- Additional Comp for before school drum group and after school young men’s awareness program
- Additional Comp. for family outreach
- Conferences and/or professional development related to TCA programs Not to Exceed \$10,000

e Awareness Program, Sports – Recess, Drumming, mentorship programs, community philanthropy opportunities The 5th grade teacher/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

11500 – Teacher Additional Comp. \$5,000 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

b 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

The PBIS team will meet 1x per month (2nd Thursday of each month) regularly to develop specific procedures and goals, plan activities and supports for students as we transition back to full in person learning next school year. The PBIS team will review data and develop an action plan to share with teachers, students, and parents. The team will consist of the following:

- TK-2 Teacher
- 3rd – 5th Teacher
- 6th – 8th Teacher
- Yard Supervisor/CSA
- Administrator(s)
- Counselor
- Student Council Representative: 3rd – 8th
- Student Ambassador: K-2nd (will attend specific meetings)

The PBIS team will review data and develop an action plan to share with teachers, students, and parents and provide professional development through teacher and staff collaboration.

11500 – Teacher Additional Comp. \$60 per hour x 27 teachers 3 hours - \$4,860
 13201 – Assistant Principal Additional Comp. \$70 per hour x 47 hours = \$3,390

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8,250	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

c 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

No Allocation

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

a 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

No Allocation

b Attendance Team 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

11500 – Teacher Additional Comp. \$60 per hour x 9 teachers 10 hours - \$5,400

11700 – Teacher Substitute - \$200 per day x 10 days = \$2,000

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,400	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

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Not applicable.

Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, El Dorado School will increase parent involvement by 5% overall (compared to 2019-2020 data, due to Covid-19 & school closures) as measured by parent attendance to school events including; Parent Town Hall Meetings, ELAC, SSC, and DLAC meetings, parent workshops, assemblies, family nights, student academic conferences and orientation meetings.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$3,127.

2021-2022 Strategy Adjustment

a 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 (i.e. chart paper, markers, pens/pencils, highlighters, paper, binders, folders, general office supplies, and instructional handouts/books purchased to facilitate parent workshops, PTA activities, and "make and take" activities. El Dorado will provide opportunities for parents to join PTO/PTA. (i.e. PTA activities and parent conferences)

43400 - Parent Meeting - \$1,614 – Title I – 50647

11500 – Teacher Additional Comp. - \$60 x 9 Teachers x 4.5 Hours - \$2,500 – Title I – 50672

11700 – Teacher Substitute - \$200 per day x 15 days = \$3,000 – LCFF – 23035

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

* California State PTA Regional Leadership Conference – 2021-2022 Two parent leaders, site administrator, site teacher, and counselor will attend the conference (not yet scheduled for 2021-2022)

52150 – Conference - \$1,500 – Title I – 50647

11500 – Teacher Additional Comp. - \$60 x 9 Teachers x 3.5 Hours - \$2,000 – Title I - 50672

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,614	4000 Series	Books & Supplies
1,500	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

a The purpose of this strategy is to increase parent involvement and connectedness of parents to El Dorado School. The 5th grade teacher/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 position of TCA has been eliminated for the 2021-2022 school year. The teacher currently in this position will be teaching 5th grade here at El Dorado next year.

TCA programs, responsibilities and supports will be modified. Funds will be allocated for the following:

- Release time (2x per month) for student forums and parent town hall meetings
- Additional Comp. for prep and planning of student, parent, and staff presentations/forums
- Additional Comp for before school drum group and after school young men's awareness program
- Additional Comp. for family outreach
- Conferences and/or professional development related to TCA programs

11500 – Teacher Additional Comp. - \$60 x 50 Hours = \$3,000 – Title I – 50672

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

To support the work of the TCA, funds will be allocated for substitutes for release time 2- 3 times per month.

11700 – Teacher Substitutes - \$200 per day x 20 days = \$4,000

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,000	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

EL DORADO								2/28/2020				INITIAL BUDGET/DATE				2/9/2021				REVISED BUDGET/DATE				50647 - inc by \$337			
TITLE I		TOTAL ALLOCATION		\$ 167,810		LCFF		TOTAL ALLOCATION		\$ 169,920		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,127											
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 167,810				TOTAL BUDGET DISTRIBUTED BELOW		\$ 169,920				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,127											
		TO BE BUDGETED (Should be \$0.)		\$ -				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0											
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET											
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS						
Personnel Cost-Including Benefits																											
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 15,080	0.000	\$ 1,699	0.000		0.000	\$ 5,736	0.000		0.000	\$ -	0.000	0.000	\$ -	0.000	\$ 22,515									
11700	Teacher Substitute (incl benefits)	0.000	\$ 1,032	0.000	\$ 83	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000	\$ -	0.000	\$ 1,400	0.000	\$ -	0.000	\$ 2,515								
12151	Counselor			0.000		0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000	\$ 5,000								
30000	Statutory Benefits	0.000				0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
12500	Counselor-add Comp (incl benefits)	0.000	\$ 1,530	0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000									
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000				0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
19101	Program Specialist	0.300	\$ 30,888	0.700	\$ 72,072	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 102,961									
30000	Statutory Benefits	0.000	\$ 12,987	0.000	\$ 30,410	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
19101	Instructional Coach	0.000	\$ -	0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -								
21101	Instructional Asst/CAI	0.600	\$ 17,600	0.400	\$ 10,611	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000	\$ 28,211									
30000	Statutory Benefits	0.000	\$ 12,588	0.000	\$ 7,976	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
21500	Inst Asst/CAI-Add Complincl benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
21500	BI Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
22601	Library Media Assistant	0.000		0.000	\$ -	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
22901	Community Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
29101	Parent Liaison	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -								
30000	Statutory Benefits	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000									
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000	0.000	0.000	0.000	0.000	\$ -								
Sub Total - Personnel/Benefits			\$ 91,705	\$ 122,851	\$ -	\$ -	\$ -	\$ 10,736	\$ -	\$ -	\$ -	\$ 1,400	\$ -	\$ -	\$ 161,202												
Books & Supplies																											
42000	Books			\$ -		\$ -									\$ -		\$ -										
43110	Instructional Materials	\$ 9,269	\$ 29,053	\$ -	\$ 5,640												\$ 43,962										
43200	Non-Instructional Materials	\$ -	\$ 2,000	\$ -	\$ -										\$ 3,127		\$ 5,127										
43400	Parent Meeting							\$ 3,000	\$ -	\$ -							\$ 3,000										
44000	Equipment	\$ 50,000	\$ 8,000														\$ 58,000										
Sub Total - Books & Supplies			\$ 59,269	\$ 39,053	\$ -	\$ 5,640	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,127	\$ 110,089													
Services																											
57150	Duplicating		\$ 500					\$ -									\$ 500										
56530	Equipment Repair		\$ -														\$ -										
57250	Field Trip-District Trans																\$ -										
56590	Maintenance Agreement	\$ 550															\$ 550										
52150	Conference	\$ 2,550						\$ -									\$ 2,550										
58450	License Agreement	\$ -	\$ 476														\$ 476										
58720	Field Trip-Non-District Trans																\$ -										
58920	Pupil Fees																\$ -										
58100	Consultants-Instructional																\$ -										
58320	Consultants-Noninstructional																\$ -										
Sub Total - Services			\$ 3,100	\$ 976	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,076													
GRAND TOTAL			\$ 154,074	\$ 162,880	\$ -	\$ 5,640	\$ 13,736	\$ -	\$ -	\$ -	\$ 1,400	\$ 3,127															

School Plan for Student Achievement| SY 2020-2021
Version 3 – Board Approval 07/27/2021

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: E1		EL DORADO K-8										
RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203677	PROGRAM SPEC	0090	12303021E1	19101	0.7000	0.7000	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203677	PROGRAM SPEC	3010	15064321E1	19101	0.3000	0.3000	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70555761	INSTRUCTIONAL ASST	0090	12303010E1	21101	0.4000	0.4000	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70555761	INSTRUCTIONAL ASST	3010	15064310E1	21101	0.6000	0.6000	
TOTALS, THIS LOCATION:										218	2.0000	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On January 19, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval: Kristin V. Buckenham DATE: 1/19/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 6

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strate gy 1	Provide teachers with professional learning opportunities and support to supplement core instruction, such as site-based coaching (e.g., co-teach, demo lessons in the classroom, etc.), PLC collaboration process, conferences/training (e.g., AVID, MTSS, MAP, Common Core, UoS, Direct Instruction, Behaviors Systems, Illuminate, etc.), data analysis (including monitoring and fidelity), academic conferences based on current needs and data collection analysis, etc. focusing on evidenced based, instructional practices and implementation; writing, mathematics, integrated ELD strategies, CAFE, phonics, etc.			<p>Describe implementation of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe effectiveness of each component and include applicable data</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the significant material difference</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>	<p>Describe the changes made or proposed for the future</p> <p>a. coaching model</p> <p>b. PLC process</p> <p>c. training/professional learning</p> <p>d. etc. (where there other aspects of the strategy implemented but not specifically identified that roll into etc.?)</p>

Step 1:

Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors.

Step 2: (optional)

Label the different components using an alpha or numeric system and continue with color coding from step 1.

Step 3:

Begin answering each component starting with column A, next B, next C, and finally D. **Be sure to address all tasks/activities described in the strategies column.**

Step 4:

Review responses and obtain applicable clarification and feedback with the following groups:

☐ School Leadership Team
☐ Director
☐ ELAC
☐ School Site Council
☐ Parent/Community groups
☐ Student groups

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	<p>School Goal for ELA/ELD: <i>In June 2022, the percentage of El Dorado students on grade level or above in ELA will increase 10%, from 24% to 34%, for all students as measured by the iReady assessment.</i></p> <p>School Goal for Math: <i>In June 2022, the percentage of El Dorado students on grade level or above in Math will increase 10%, from 17% to 27%, for all students as measured by the iReady Diagnostic assessment.</i></p> <p>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.</p>	<p># of full/half day collaboration sessions with each grade level and/or vertical team</p> <p># of co-plan/co-teach coaching cycles</p> <p># of teachers attending conferences and district/site level training Pre/Post Assessment results</p> <p># of students that met/exceeded iReady growth targets in each class/grade level</p> <p># of students met/exceeded standards on iReady Diagnostics</p> <p># of students met/exceeded standards on SBAC</p>		<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 1a, teachers/staff participated in the following professional development during the 2020-2021 school year:</p> <p>Unbound Ed (District)</p> <ul style="list-style-type: none"> • Teachers <ul style="list-style-type: none"> ○ Focus: Instructional Equity • Equity Team <ul style="list-style-type: none"> ○ Focus: School wide equitable practices/coaching • District Level PD offered by Curriculum <ul style="list-style-type: none"> ○ New Tech ○ Curriculum (ELA/Math) ○ Virtual Platforms 	<p>Teacher Participation</p> <ul style="list-style-type: none"> ○ All TK-8th teachers ○ 9/21, 10/26, 1/11 ○ 18 hours <p>Equity Team Participation</p> <ul style="list-style-type: none"> ○ Principal, AP, Program Specialist, TCA ○ 9/30, 10/15, 10/29, 11/19, 12/8, 1/14, 2/10, & 2/25 ○ 35+ hours <p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Curriculum: 63% rated 4-5 • Site Based and Tech: 74% rated 4-5 <p>Professional Development Topics</p> <p>Rating Scale: 1- Least Beneficial up to 5 –Most Beneficial</p> <ul style="list-style-type: none"> • Curriculum/Content Specific: 68% rated 4-5 • Technology/Interactive Online Platforms: 63% rated 4-5 • Unbound Ed: 48% rated 4-5 • Equity with Dr. Holt: 69% rated 4-5 	<p>When we originally developed our 20-21 school plan, were not aware the Unbound Ed would be contracted to provide professional development for our teachers and staff as part of CSI schools’ support.</p> <p>We could not have anticipated that the pandemic would close schools and keep our students in distance learning mode when 20-21 school year opened.</p> <p>Due to significant changes in schedules, the need for new tech and PD for teachers on effective virtual teaching and learning, additional grade level and vertical collaboration opportunities were put on hold.</p>	<p>Goal 1 Strategy 1-a 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 content and instructional practices focusing on CCSS and newly adopted curriculum (Ready Math, Benchmark, Pearson, and HMH Science Dimensions-NGSS) implementation.</p> <p>Additional Professional Development focusing on HMH/NGSS and supplementary Science curriculum (PLTW) will be provided monthly during regular staff meetings</p> <p>CSI: Ongoing PD with Unbound Ed will depend on continuing the contract with SUSD. Unbound Ed’s interactive two-day Virtual Summit for teachers, coaches, and leaders emphasizes instructional planning in the complex era of COVID-19 and amidst a historical anti-racist movement. With an emphasis on grade-level curriculum, strategic supports, and equitable instruction, the Unbound Ed Virtual Summit moves educators through planning processes that can produce meaningful and engaging in-person and virtual</p>

							<p>classroom experiences. Teachers & coaches leave the Virtual Summit better prepared to make informed decisions that address unfinished instruction while remaining in grade-level curriculum, and leaders leave the Virtual Summit better prepared to make decisions that ensure students have equitable access to grade-level instruction.</p> <p>El Dorado will have a team of five, the Principal and 3 teachers and our Math Coach, attend the Unbound Ed, two-day Virtual Summit this summer. PD offered summer 2021 is funded by district.</p> <p>No Allocation</p> <p>Teacher Response to 20-21 SPSA effectiveness survey: Rating Scale 1-6 in order of priority</p> <p>Professional Development Needs Curriculum: 1 Technology: 2 SEL: 3 Assessment Data: 4 Instructional Equity: 5 Instructional Practices: 6</p>
G1, S1 – b	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			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 1b, teachers/staff participated in the following professional</p>	<p>PD with SJCOE: Teacher Participation:</p> <ul style="list-style-type: none"> • 12/15, 1/14 (Leadership), 4/6, and 4/20, 5/18 • 3 Hours <p>Vertical Articulation Session 1</p> <ul style="list-style-type: none"> • 7th/8th Math and Science teachers (2) • Date(s): 3/9 	<p>Due to significant changes in schedules, the need for new tech and PD for teachers on effective virtual teaching and learning, additional grade level and vertical collaboration opportunities were put on hold.</p>	<p>Goal 1 Strategy 1-b 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), specifically, number sense, fluency, and problem solving, and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction).</p>

	vocabulary through content rich non-fiction).			<p>development during the 2020-2021 school year:</p> <p>SJCOE/Matt Haber (Site)</p> <ul style="list-style-type: none">• Focus: Number Sense & Fluency, Problem Solving• All TK – 8th teachers, Admin, and Instructional Assists or Leadership Team <p>Middle School/High School (Stagg) Vertical Articulation (Site)</p> <ul style="list-style-type: none">• <i>Session 1 Focus:</i> Key shifts in Mathematics, Priority Standards, & Instructional Equity & Engagement• <i>Session 2 Focus:</i> Writing across the 6th – 10th grade continuum <p>Teacher PD Feedback Survey: 6 participants</p> <ul style="list-style-type: none">• The objectives of the vertical articulation session were clear and relevant to my teaching practice.<ul style="list-style-type: none">○ Strongly Agree: 33%○ Agree: 50%○ Disagree: 17% <p>Open Response:</p> <ul style="list-style-type: none">○ Collaborating with other teachers over "real" student work is always helpful to me. Productive conversations regarding the skill level of student work at various grade levels was good to see and discuss.○ I thought allowing us to go into break out rooms and discuss writing samples was very relevant to my teaching practice. Getting feedback and perspective from English teachers throughout the district was	<ul style="list-style-type: none">• 6 hours <p>Session 2</p> <ul style="list-style-type: none">• 6th, 7th, 8th grade ELA/SS teachers (4)• Date(s): 3/26• 6 hours <p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none">• Collaboration: 78% rated 4-5		<p>Beginning in September 2021 we will resume planned professional development with SJCOE/Matt Haber as follows:</p> <p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21)</p> <p>Funds will be used to purchase the book, “Building Thinking Classrooms” to be used as part of the professional development - lesson study cycles provided by Matt Haber and SJCOE. https://buildingthinkingclassrooms.com</p> <p>Description: Building Thinking Classrooms in Mathematics, Grades K–12 helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur. This guide Provides the what, why, and how of each practice and answers teachers’ most frequently asked questions Includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples Offers a plethora of macro moves, micro moves, and rich tasks to get started Organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.</p>
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				<p>reassuring and increased by perspective of the big picture. I felt really good knowing that other English teachers were pacing their instruction in line with what I had been experiencing.</p> <ul style="list-style-type: none">○ The thing that was most relevant to my teaching practice was opening the channel for discussing continuity across grade levels. Since our session, I have incorporate more positive language (such as discerning between procedure and the logic of why) and looked for ways to recognize skills that my students already have (and then articulating that recognition to them).○ writing vocabulary○ Much of the time was spent looking over assignments.○ Vertical review of writing samples and discussion around them <p>• On a scale from 1 to 5 my engagement was at a.....</p> <ul style="list-style-type: none">○ 1 – 0○ 2 – 0○ 3 – 17%○ 4 – 83% <p>Open Response:</p> <ul style="list-style-type: none">○ Being able to view various grade level work...not just vertical up a grade, but several grade levels.○ I enjoyed the topic being focused on my subject matter and really had a blast looking at writing samples and commenting on what I thought was happening with writing trends in grades 6-10.○ The best thing about this vertical collaboration session was a better understanding of the Common Core skills needed for success in high school.○ The specific examples given in the last 30 minutes.○ collaborative conversations about writing we see from our students			<p>LCFF (23030) - G1 - Student Achievement (Low Income): 43110 Books/Supplies/Materials 30 books x \$35 = \$1,050</p> <p>Lesson Study Cycle 1 <i>This cycle involves building the teachers’ capacity centered around Number Sense and Fluency.</i></p> <ul style="list-style-type: none">• <i>Focus will be on Number Sense Routines including student Accountable Talk</i><ul style="list-style-type: none">• Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion.• Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe.• <i>The participants debrief in order to identify important takeaways that become part of the teacher’s toolbox.</i> <p>Lesson Study Cycle 2 <i>This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking.</i></p> <ul style="list-style-type: none">• <i>The teachers will design a Cognitively Demanding task, and ensure the facilitation maintains the rigor.</i><ul style="list-style-type: none">• Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving.• <i>We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking.</i>
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							<ul style="list-style-type: none">• Day 2 - Same Lesson/Debrief as above. <p>Depending on Covid-19 guidelines, we will secure substitute teachers for and full day collaboration sessions for all grade levels to participate in the lessons study cycles</p> <p>Through our work with lesson studies we will develop a “Academic Excellence” Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated and walkthrough/observations are consistent.</p> <p>Title I (50643) - G1 - Student Achievement (Low Income), 11700 - Substitute Teachers \$200 (substitute rate) x 27 teachers x 2 days = \$10,800</p> <p>11500 - Teacher Additional Comp. \$60 x 27 teachers x 6 hours = \$9,720</p>
G1, S1 - c	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 instruction, and use of data analysis to inform instructional practices aligned across content areas and grade levels.			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 1c, teachers/staff participated in the following professional development during the 2020-2021 school year:</p>	<p>Due to distance learning during the 2020-2021 school year, this strategy was limited in its implementation</p> <p>Teacher Participation:</p> <ul style="list-style-type: none">• 5th Grade Teachers• Date(s): 11/16, 11/30, 12/4, 2/12, 3/8, & 3/26• 18 hours <p>Impact on Instruction:</p> <ul style="list-style-type: none">• Teachers were more purposeful (data driven) with their vocabulary lessons	<p>Due to the limitations of distance learning, opportunities for PLC development and conferences/trainings pertaining to lesson planning and design, etc., were not implemented.</p> <p>El Dorado received an additional \$22,895 in Title I. These funds were used to pay for registration costs and additional comp. for 5 teachers to attend the AVID Summer Digital XP.</p>	<p>Goal 1 Strategy 1-c</p> <p>Through the Data Teams Process and PLC development, classroom walkthroughs/reviews, conferences/trainings (e.g. AVID, CCSS alignment, iReady diagnostics, Lesson Study Cycles, CORE, NGSS, and PLTW), teachers will deepen their skills in lesson planning and design, providing rigorous first instruction, and use of data analysis to inform instructional practices aligned across content areas and grade levels.</p>

				<p>New Leaders – Lesson Study (Site)</p> <ul style="list-style-type: none">• Focus: Vocabulary Acquisition	<ul style="list-style-type: none">• Accessed specific resources and techniques needed to support vocabulary acquisition• Front loading vocabulary to scaffold content <p><i>Impact on Learning:</i></p> <ul style="list-style-type: none">• iReady Comparison Teacher A <p>D3 – 28 students</p> <p>D2 – 27 students</p> <ul style="list-style-type: none">○ On or Above Grade Level<ul style="list-style-type: none">▪ D3 – 14%▪ D2 – 8%○ One Grade Level Below<ul style="list-style-type: none">• D3 – 43%• D2 – 35%○ Two Grade Level Below<ul style="list-style-type: none">• D3 – 43%• D2 – 44% <ul style="list-style-type: none">• iReady Comparison - Teacher B <p>D3 – 27 students</p> <p>D2 – 23 students</p> <ul style="list-style-type: none">○ On or Above Grade Level<ul style="list-style-type: none">• D3 – 11%• D2 – 15%○ One Grade Level Below<ul style="list-style-type: none">• D3 – 41%• D2 – 41%○ Two Grade Levels Below<ul style="list-style-type: none">• D3 – 48%• D2 – 57% <p><i>Teacher Reflection:</i></p> <ul style="list-style-type: none">• Peer Collaboration was a good experience• Data is key!• Getting to know teaching partner and teaching styles was important		<p><i>Title I (50643) - G1 - Student Achievement (Low Income): 11700 - Teacher Substitute - \$8,000</i></p> <p><i>LCFF (23030): - G1 - Student Achievement (Low Income) 11500 - Teacher Add Comp - \$2,500</i></p> <p><i>11700 - Teacher Substitute - \$5,000</i></p> <p>The additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to pay two (2) teachers up to eight (8) hours each for their participation in a lesson study.</p> <p><i>Title I (50643) – G1 – Student Achievement (Low Income) 11500 - Teacher Additional Comp.</i></p> <p><i>\$60 per hour x 2 teachers - \$120</i></p> <p><i>\$120 x 8 hours = \$960</i></p> <p>In addition, in an effort to expand AVID at El Dorado and move towards school wide certification, El Dorado will have a team of 13 attend the three-day AVID Summer Digital XP. This includes; Principal, AP, Counselor, Program Specialist, 2nd grade teachers (2), 3rd grade teachers (3), 5th grade teacher (1), and 7th/8th grade teachers (2), and SPED instructional assistant (1)</p> <p>The additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to pay the registration fees for 3 additional teachers/staff to attend the three-day AVID Summer Digital XP as well as provide additional compensation for 8 attendees.</p>
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					<ul style="list-style-type: none">• Start of slow with introducing a few words at a time and then build on that• Frayer Model is a helpful tool to use with EL students• Use of a vocabulary journal in the morning to start the day wakes up the brain!		<p>The additional staff includes; 3rd grade teachers (2), and a 5th grade teacher (1)</p> <p>Title I (50643) – G1 Student Achievement (Low Income)</p> <p>52150 - Conferences Registration Fee \$850 x 3 = \$2,550</p> <p>11500 - Teacher Additional Comp. 8 teachers \$60 per hour x 6 hours x 3 days = \$1,080 \$1080 x 8 = \$8,640</p> <p>12500- Counselor Additional Comp. \$85 per hour x 6 hours x 3 days = \$1,530</p> <p>Accounting Notes: *Move 3,000 from 15067110E143200 \$1,200 to 15064321E119500 \$450 to 1506431E121500 \$1,350 to 15064310E111500</p> <p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21).</p> <p>Additional Comp for 1 teacher, 1 Special Education Assist, and the Assistant Principal (June 21-23) will be paid from this funding source. they will attend the AVID Summer Digital XP July 19th – 21st.</p>
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							<div><div>Title I (50643) - G1 - Student Achievement (Low Income) 52150 - Conference - \$850 x 2 = \$1,700</div><div>Title I (50643) - G1 - Student Achievement (Low Income) 11500 - Teacher Additional Comp \$60 per hour x 6 hours x 3 days = \$1080 \$1080 x 1 teacher = \$1080 21500 - Special Education Assist Additional Comp \$25 per hour x 6 hours x 3 days = \$450 13201- Assistant Principal Additional Comp. \$70 per hour x 8 hours x 3 days = \$1,680</div><div>El Dorado will also expand the implementation of Project Lead the Way at the middle school level. Two teachers will be trained in the following PLTW modules: Automation and Robotics (1) Medical Detectives (1) These modules will be offered as electives during the 2021-2022 school year.</div><div>The PLTW Advisor will develop projects/lessons/inquiries across grade levels</div><div>Title I (50643) G1 – Student Achievement (Low Income) 11500 – Teacher Additional Comp. - \$3,000</div><div>During the Summer Learning Academy, El Dorado will be providing intervention through Science content. Students will be engaging in a hands on learning experience involving a multiday science inquiry project adapted to</div></div>
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							<p>all grade levels K-7 (SLA). This model will become the framework for intervention during the 21-22 school year.</p> <p>The additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to pay the lead Science Teacher for PD prep and planning for SLA and the 21-22 school year.</p> <p><i>Title I (50643) – G1 Student Achievement (Low Income) 11500 - Teacher Additional Comp.\$60 x 40 hours (up to) = \$2,400</i></p> <p>The additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to pay teachers for a 1-hour Summer Learning Academy informational/planning meeting prior to their SL A start date on 6/1/21 and a 1-hour science PD to prepare for the SLA program.</p> <p><i>Title I (50643) – G1 Student Achievement (Low Income) 11500 - Additional Comp - Teacher \$60 x 2 hours x 9 teachers = \$1,080</i></p> <p>To improve learning and inform instruction, El Dorado will purchase a yearly license with ESGI – Easy Progress Monitoring. This program will allow teachers in grades TK-2nd grade to give one-on-one assessments electronically and provide real time comprehensive student progress reports that will be used to inform instruction.</p>
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							LCFF (23030) – G1 Student Achievement (Low Income) 58450 – License Agreement 10 ESGI Lic. X \$225 = \$2,250 \$2,250 - \$213 (discount) = \$2,130
G1, S1 – d	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.			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 1d, teachers/staff participated in the following professional development during the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Grade Level PLCs – 3 hours per month • Staff PLCs – 2 hours per month 	Professional development offered was limited due to time the demands of DL lesson planning.	Money that was allocated but not used for additional compensation for teacher/staff training was redistributed within the budget and used to purchase new classroom technology, including interactive projectors for each classroom and new printers.	<p>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.</p> <p><i>*Allocation under CSI additional funding</i></p>
G1, S1 – e	.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			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 1e, the Program Specialist during the 2020-2021 school year focused on:</p>	<p>The Program Specialist has done an exceptional job managing the Americorps tutoring program as well as meeting providing support for teachers and students during the transition to DL.</p> <p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p>	None	<p>Goal 1 Strategy 1-e</p> <p>.40 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 3) 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</p>

	<p>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.</p> <p>.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).</p>			<ul style="list-style-type: none">• Management and monitoring of the Americorps Tutoring program,• ELPAC and iReady testing and support,• Monitoring and distribution of new tech equipment for teachers and students• Distance learning tech support for teachers and students• EL programs and committees.• Progress monitoring of EL students on iReady and ELPAC assessments	<p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none">• Program Supports: 74% rated 4-5		<p>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.</p> <p>.60 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).</p> <p>Title I (50643) - G1 - Student Achievement (Low Income): 19101-.40 FTE Program Specialist - \$58,542</p> <p>LCFF (23030) - G1 - Student Achievement (Low Income): 19101 - .60 FTE Program Specialist - \$87,815</p> <p>Title I (50650) - G1 - Student Achievement (English Learners): 11500 - Additional Comp. Teacher - \$5000</p> <p>LCFF (23020) - G1 - Student Achievement (English Learners): 11500 - Additional Comp. Teacher - \$\$2,000</p> <p>11700 - Teacher Substitute - \$3,000</p>
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2								
G1, S2 – a		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.			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal 1/Strategy 2a, the focus of intervention shifted to students struggling with distance learning at all grade levels.</p> <p>Teachers modified instruction based on virtual platforms used.</p> <ul style="list-style-type: none"> • Increased use of visuals and video presentations, • Utilized online curriculum resources • Provided work packets, quarterly • Created “office hours” outside of the AB77 instructional for students to access additional support <p>EOY K-8 iReady Analysis</p>	Teachers learned how to utilize features in their virtual platforms that allowed them to meet with students for small group and one on one instruction 2-3 times per week. Students also had access to extra help and support daily, during teachers’ “office hours”.	None	Goal 1, Strategy 2 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 2021-2022 school year. The content foci of the intervention will be taught through Science curriculum.

				<p>Four Key Areas of Analysis:</p> <ul style="list-style-type: none">• Proportion of students at grade level and 2/3 years or more below grade level overall, by grade and key subgroups <p>School Wide: At or above: ELA: 10% Math: 8% 1 Year Below: ELA: 48% Math: 51% 2 Years Below: ELA: 18% Math: 21% 3+ Years Below: ELA: 25% Math: 20%</p> <ul style="list-style-type: none">• Proficiency level growth and % of no growth, some growth, and typical/stretch growth met overall, by grade, and disaggregated by subgroups.• Domain strengths and challenges• i-Ready lesson completion: <p>See EOY iReady Analysis Report for additional data points.</p>			
G1, S2 – b	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			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal 1/Strategy 2b, the instructional aide provided intervention during the 2020-2021 school year:</p> <ul style="list-style-type: none">• The instructional assistant as well as a full	<p>Instructional Assistant</p> <p>Reading – 1st – 2nd Grade Number of students total: 29</p> <p>16 students – Avg. increase of 32 points from iReady D1 to D2 5 students – Avg. decrease of 64 points from iReady D1 to D2 5 students did not have D1 or D2 scores to compare 3 students did not have scores for D1 or D2</p> <p>Math – 3rd & 6th Grade Number of students total: 25 17 students – Avg. increase of 24 points from iReady D1 to D2</p>	Due to DL, virtual tutoring sessions were the only option for our tutors to support students. There were issues with consistency due to lack of attendance.	G1, S2-b 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.

	<p>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.</p>			<p>time district paid support substitute teacher, supported students in virtual classrooms and one on one and small group instruction in “breakout rooms”</p> <ul style="list-style-type: none">• Three Reading Corp tutors provided support to students in K-3rd, 5 days a week for approximately 20 minutes allotted for each student “virtual” tutoring session.• Two Math Corp tutors provided support to students in 4th -6th, 5 days a week for approximately 20 minutes allotted for each student “virtual” tutoring session.	<p>7 <i>students</i> – Avg. decrease of 15 points from iReady D1 to D2 1 <i>student</i> did not have D1 or D2 scores to compare</p> <p>Students in Kindergarten were added to the schedule after D2. Data will be updated when D3 becomes available</p> <p><i>Americorps – Mid-Year Report</i></p> <p><i>Reading Corps. 1st – 3rd Grade</i> Number of Tutors: 3 Number of Students: 42 Active: 29 Dropped: 13</p> <p><i>Avg. Weekly Growth: % Exceeding Weekly Growth Target</i></p> <p><i>1st Grade: 15 Students</i> Phonics: 58% Reading: 66.7% <i>2nd Grade: 10 Students</i> Reading: 30% <i>3rd Grade: 9 Students</i> Reading: 67%</p> <p><i>Math Corps.</i> Number of Tutors: 2 Number of Students: 18 Active: 14 Moved: 2 Dropped: 5 Number of sessions per week: 2 Avg. Minutes per Week: 64.3 Growth Data not available <i>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</i> <i>Rating Scale: 1- Not Effective up to 5 -Highly Effective</i></p> <ul style="list-style-type: none">• Academic Support Intervention: 74% rated 4-5		<p>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.</p> <p>The instructional assistant will be trained in the new Science curriculum and PLTW in collaboration with the PLTW advisor and will support students, in part, using Science as intervention to build on students’ current skills.</p> <p><i>Title I (50643) – G1 Student Achievement – (Low Income)</i> <i>21101 - .60 Instructional Assistant - \$37,520</i></p> <p><i>LCFF (23030) - G1 - Student Achievement (Low Income): 21101 - .40 FTE Instructional Assistant - \$25,018</i></p> <p><i>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21).</i></p> <p><i>Title I (50643) – G1 Student Achievement – (Low Income)</i> <i>21500 - Instructional Assistant - Additional Comp.</i></p>
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							<p>\$16 per hour x 20 Hours = \$320</p> <p>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.</p> <p>*This is dependent on whether the district is going to renew the contract with Americorps.</p>
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3							
G1, S3 – a	<p>Student Learning - Technology</p> <p>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.</p>	<p># of student increasing Lexile level</p> <p># of students independent reading levels</p> <p># of student usage</p>		<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal1/Strategy 3a, students were provided with the technology, materials and supplies needed for distance learning access during the 2020-2021 school year.</p>	<ul style="list-style-type: none"> • 1:1 Chromebook and hot spot distribution • Teachers modified and adapted their instruction through use of virtual classroom platforms, including; Seesaw, Google Classroom, Google Meets, and Class Dojo. • Teachers engaged students with online instructional tools such as Padlet, Flipgrid, Seesaw, and Google Classroom. • Online platforms were purchased with district funds • Students were provided with materials and supplies through weekly/monthly 	<p>Money that was allocated but not used for additional compensation for teacher/staff training was redistributed within the budget and used to purchase new classroom technology, specifically, interactive projectors for each classroom and new printers</p> <p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21) as well as a second allocation in the amount of</p>	<p><i>G1, S3 - a Student Learning - Technology</i></p> <p><i>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.</i></p>

	<p>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.</p> <p>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).</p> <p>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).</p>				<p>distribution from the school site.</p> <ul style="list-style-type: none">• Deliveries of materials and supplies, Chromebook and hot spots were made to student homes as well.• Noon Duty Supervisors worked in shifts to provide support for parents and students coming by to pick up materials and supplies <p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none">• Student Learning Supports: 90% rated 4-5• Noon Duty Supervisors: Outreach and Support:62% rated 4-5	<p>\$162,876 (to be spent by 9/30/22)</p>	<p>Books/Supplies/Materials: 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, 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.</p> <p>Title I (50643) - G1 - Student Achievement (Low Income): 43110 - Books/Supplies/Materials - \$13,008</p> <p>Title I (50650) – G1 Student Achievement (English Learner) Books/Supplies/Materials - \$5,000</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Equipment Repair - \$500: To be used to repair/replace technology.</p>						<p>LCFF (23030) - G1 - Student Achievement (Low Income): 43110 - Books/Supplies/Materials - \$7,582</p> <p>LCFF (23020) - G1 - Student Achievement (English Learner): Books/Supplies/Materials - \$5,000</p> <p><i>Equipment -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, Accelerated Reader).</i></p> <p>Title I (50643) - G1 - Student Achievement (Low Income): 44000 - Equipment - \$15,240</p> <p>LCFF (23030) - G1 - Student Achievement (Low Income): 4400 - Equipment - \$9,875</p> <p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21):</p> <p><i>To strengthen and support our academic programs and to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, El Dorado will purchase 17 classroom/site licenses from Renaissance Learning for Accelerated</i></p>
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						<p>Reader. Accelerated Reader will also be used to provide enrichment options for students. Teachers will be able to monitor and assess students' independent reading practice.</p> <p>Title I (50643) - Student Achievement (Low Income) 58920 - License Agreement (450) - \$7855</p> <p>Maintenance Agreements - 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.</p> <p>Title I (50643) – G1 Student Achievement (Low Income) 56590 – Maintenance Agreement - \$500</p> <p>Duplicating: expenses are for student materials in larger quantities such as plays, short stories, agendas to be used as additional resources/manipulatives for student learning.</p> <p>Title I (50643) – G1 Student Achievement (Low Income) 57150 – Duplicating - \$500</p> <p>LCFF (23030) – G1 Student Achievement (Low Income) 57150 – Duplicating - \$500</p> <p>El Dorado will also expand the implementation of Project Lead the Way at the middle school</p>
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							<p>level. Two teachers will be trained in the following PLTW modules:</p> <p>Automation and Robotics (1)</p> <p>Medical Detectives (1)</p> <p>The Lead Teacher for PLTW will develop projects/lessons/inquiries across grade levels</p> <p>Title I (50643) G1 – Student Achievement (Low Income) 11500 – Teacher Additional Comp.(Barrera) - \$3,000</p> <p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21). To be allocated, in part, for PLTW teacher professional development</p> <p>Title I (50643) – G1 Student Achievement (Low Income) 52150 - Conference Registration Fee \$1,200 x 2 = \$2,400</p> <p>Supplementary materials and supplies to support the implementation of the newly adopted Science curriculum and PLTW expansion.</p> <p>Equipment -</p> <ul style="list-style-type: none">o 3D Laser Printers -3o Student mini computerso Heavy Duty Sewing Machineo Building Toolso Digital Camera and Biological Compound Microscopeo Coding Hardwareo Robot Kits <p>Title I (50643) – G1 Student Achievement (Low Income) 44000 – Equipment - \$35,000</p>
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							Books/Supplies/Materials - o Medical Detectives Materials and Supplies: \$2,500 o Automation & Robotics Materials and Supplies: \$15,000 o Design and Modeling: \$715 Title I (50643) – G1 Student Achievement (Low Income) 43110 - Books/Supplies/Materials – \$18,500

To add a row:
1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab
Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	Goal 2 - SMART Goal/School Goal Update for 2021-2022		# of student being referred for social/emotional issues		Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.	Adapting PBIS strategies to distance learning was challenging but ultimately proved to be effective. Strategies focused on cyber safety, digital platform expectations for students and teachers, strategies and resources for mindfulness and engagement.	Distance Learning, no in person instruction until April 2021	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, and community building activities), 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.
	School Goals for Suspension: By June 2022, El Dorado’s school wide suspension rates for all students will decrease by a minimum of 3% (compared to 2019-2020 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.	# of student involved in the PLUS program						
	To address disproportionality in discipline/suspension rates of African American and Hispanic students:	# of students successful in the classroom						
	By June 2022, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 2% (compared to 2019-2020 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.	# of PLUS meeting/forums						
	School Goal for Attendance/Chronic Truancy:	# of students academically engaged						
		# of student attending school			Pertaining to Goal 2/Strategy 1a, the focus of this strategy shifted to providing supports students struggling with distance learning at all grade levels. <ul style="list-style-type: none">• PBIS strategies were modified to address behaviors and supports needed through distance learning.• The PBIS team reviewed distance learning classroom management challenges and provided support for teachers and students to maintain school and district policies and safety protocols.• Teachers were provided with PBIS resources specific to distance learning. These included classroom management/engagement	Teacher/Staff Response to 20-21 SPSA effectiveness survey: Rating Scale: 1- Not Effective up to 5 -Highly Effective <ul style="list-style-type: none">• PBIS: 58% rated 4-5• 5 IS alerts were received on students at risk for suicide• 0 disciplinary incidents were reported in TK – 3rd• 25 incidents in 4th – 8th (14 students)<ul style="list-style-type: none">○ Bullying○ Disruption○ Obscene Acts, profanity Teacher/Staff Response to 20-21 SPSA effectiveness survey:		

	<p><i>By June of 2022, El Dorado will decrease the chronic absentee rate by 3% from 30.51% to 27.51% at minimum, as measured by attendance data and reported on the California Dashboard.</i></p> <p><i>By June of 2022, El Dorado will increase the school-wide attendance rate by 2% from 90.80% to 92.80% as measured by the district's P2 attendance report.</i></p> <p>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.</p>	<p>instructional time</p> <p># of student being referred for social/emotional issues</p> <p># of students referred for on-site/off-site therapy</p>		<p>strategies, SEL lessons and activities</p> <ul style="list-style-type: none">• PLUS provided additional resources and support for students and teachers• Teachers adapted classroom “circles” to the distance learning platforms and continued to check in with students on a daily basis.• El Dorado was a food distribution site ensuring that students received meals.	<p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none">• SEL Learning: 68% rated 4-5• PBIS (DL): 57% rated 4-5• Counseling Outreach and Support: 71% rated 4-5• Mental Health Outreach and Support: 57% rated 4-5• Food Services Outreach and Support: 66%		<p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21).</p> <p>The 5th Grade Teacher/TCA and counselors will provide additional support for teachers and students to promote school safety and social emotional supports (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities).</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. (TCA) - \$2,000</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 12500– Counselors Additional Comp. (Bonzi & Aguilar) - \$5,000</p> <p>As part of our DL PBIS plan, the additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to provide additional compensation for teachers who engaged in outreach with students and families beyond their contract to facilitate the return to school.</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 11500 - Teachers Additional Comp. \$60 x 25 Teachers = \$1,500 1,500 x 4 hours = \$6,000</p>
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2						Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	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			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal 2/Strategy 2a, the focus of this strategy shifted to adapting some elements our current PBIS program and student activities during distance learning.</p> <ul style="list-style-type: none">Counselors modified their classroom presentations to align with distance learning platformsCreated videos and online resources for staff, students, and parents on self-care strategies and mental health resources specifically to address the impacts of the global pandemic.	<p>Student Presentations</p> <ul style="list-style-type: none">4-part Suicide Prevention Presentation (7th grade)I am Not a Replacement video–WhiteOUT campaign3 Character Trait videos (PLUS)Attendance3 Forums (4th and 5th grades)Kindness Week CampaignA-G requirements and GPA, credits and options for specialty high schoolsSpecialty School PresentationsRed Ribbon Presentation <p>Parent Presentations</p> <ul style="list-style-type: none">Signs of Suicide PresentationA-G requirements and GPA, credits and options for specialty high schoolsBack to School Video (School Climate)Attendance3 SEL Coffee HoursI am Not a Replacement video–WhiteOUT campaign	None	G2 S2-a 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 2021-2022 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. Duplicating - PBIS lesson activities will include student handouts, activity materials and communication to parents about lessons and school wide PBIS initiatives.	

	handouts, activity materials and communication to parents about lessons and school wide PBIS initiatives.			<ul style="list-style-type: none">• Counselors created virtual environments and hosted lunch time programs for students.• Our PLUS team created videos as tools for teachers to promote and teach students about our district’s monthly character traits.• Using online tools and resources they adapted in-person forum activities to be used in the virtual environment.	<ul style="list-style-type: none">• See Something, Say Something• Virtual Paint Night• Provided financial aid, homelessness, and food resources for parents <p>All videos were posted for students and parents on Class Dojo.</p> <ul style="list-style-type: none">• Average of 10 students and as high as 30 students participated in “lunch bunch” activities 3x a week. <p><i>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</i></p> <p><i>Rating Scale: 1- Not Effective up to 5 -Highly Effective</i></p> <ul style="list-style-type: none">• Counseling, M.H. Supports: 90% rated 4-5		<p><i>Title I (50671)- G2 Learning Environment (School Climate) 12500 - Counselor Additional Comp. \$5,000</i></p> <p>The school counselor will be planning and scheduling PBIS, CARE/SST, and Attendance Team meetings for the 21-22 school year. The counselor will be preparing all required documentation and training materials for professional development for teachers related to the SAP process, SEL topics, PBIS procedures and activities, and required awareness and intervention topics.</p> <p>The additional Title I funds allocated to El Dorado for 20-21 (\$22,895) will be used to pay the school counselor for PD prep and planning 21-22 school year.</p> <p><i>Title I (50671) - G2 - Learning Environment (School Climate) 12500 Counselor - Additional Comp. \$85 x 25 hours (up to) = \$2,125</i></p>
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 3					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S3 – a	<p>Teacher Professional Development</p> <p>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).</p> <p>Substitute Pay Calculation: 57.5 days X \$200 = \$11,500 Additional Hourly for teachers - \$7,000 \$2,000 - 2020-2021 PBIS Conference – TBD</p>				<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 3a, teachers/staff participated in the following professional development during the 2020-2021 school year:</p> <p><u>Equity Work with Dr. Shelley Holt - Session 1 February 11, 2021 1:30 – 4:30 pm</u></p> <ul style="list-style-type: none"> • Goal: Identifying Inequity in the History of Public Education • 1st Session Creating Safe Space and Overview of History of Public Ed <p><i>Equity Work with Dr. Shelley Holt - Session 2</i></p>	<p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none"> • Staff PD: 63% rated 4-5 • Administrative Support: 86% rated 4-5 <p>Staff PD on Equity Survey Results</p> <p>Rating Scale: 1-Not at all, 2-I'm open but I need more information, 3-I am starting to make connections and reflect on my own practices, 4-I have clear a clear understanding of historical and current inequities and am ready for change, 5-I'm all in! I'm ready to lead the change!</p>	<p>Due to distance learning schedules and adherence to AB77 minutes PD was held during contract hour, virtually after school eliminating the need for substitute teachers</p> <p>PBIS conference was not attended due to Covid-19 restrictions</p> <p>Teachers were paid 1.5 hours beyond their contract for each session for a total of 4.5 hours of pay</p>	<p>G2 S3-a Teacher Professional Development</p> <p>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).</p>

				<p><u>April 1, 2021</u> <u>1:30 – 4:30 pm</u></p> <ul style="list-style-type: none">• Goal: Seeing and Understanding Privilege• 2nd Session Defining Identity and Understanding Privilege <p><i>Equity Work with Dr. Shelley Holt - Session 3</i> <u>May 6, 2021</u> <u>1:30 – 4:30 pm</u></p> <ul style="list-style-type: none">• Goal: Understanding Cultural Values and Perspectives Through Storytelling <p><i>Total Hours: 8.5 hours</i></p>	<p><i>Reflection and Feedback Questions:</i></p> <p><i>Session #1</i></p> <p>I now have a clearer understanding of history of institutional racism in education and its connection to the systems that remain in place today.</p> <p>1 – 0 2 – 4% 3 – 29% 4 – 52% 5 – 15%</p> <p>I am able to recognize inequitable practices within the current educational system and the impact on student achievement.</p> <p>1 -0 2 – 4% 3 – 34% 4 – 50% 5 – 12%</p> <p>I am able to recognize inequitable practices in my own teaching or in my interactions with students and the impact that has on student achievement</p> <p>1 – 0 2 – 0 3 – 39% 4 – 46% 5 – 15%</p> <p><i>Session #2</i> <i>Rating Scale: 1-Not at all, 2-I’m open but I need more information, 3-I am starting to make connections and reflect on my own practices, 4-I have clear a clear understanding of historical and current inequities and am ready for change, 5-I’m all in! I’m ready to lead the change!</i></p>		<p>El Dorado will continue work with Dr. Shelley Holt for the 2021-2022 school year. Dr. Holt will engage teachers/staff in professional development around equity and the application of equitable instruction.</p> <p><i>Title I (50671) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. \$3,000 11700 -Teacher Substitute - \$2,000</i></p> <p><i>LCFF (23034) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. - \$2,000 11700 – Teacher Substitute - \$2,000</i></p> <p><i>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21):</i></p> <p>El Dorado will continue work with Dr. Shelley Holt for the 2021-2022 school year. Dr. Holt will engage teachers/staff in professional development around equity and the application of equitable instruction. Funds will be used to purchase the book, “Culturally and Linguistically Responsive Teaching” Description: Culturally and Linguistically Responsive Teaching leverages and utilizes the cultural learning tools that students bring to the classroom. Culturally Responsive Teaching is an</p>
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				<p>I now have a clearer understanding of the importance of cultural identity and the impact of one's values, beliefs, and cultural norms on learning.</p> <p>1 – 0 2 – 4% 3 – 37% 4 – 48% 5 – 11%</p> <p>I am able to identify the different types of "privilege" and how not belonging to one or more of those groups can negatively impact a person's mental health, sense of self-worth and success in school.</p> <p>1 – 0 2 – 7% 3 – 33% 4 – 41% 5 – 19%</p> <p>Session #3 Rating Scale: 1-Not at all, 2-I'm open but I need more information, 3-I am starting to make connections and reflect on my own practices, 4-I have clear a clear understanding of historical and current inequities and am ready for change, 5-I'm all in! I'm ready to lead the change!</p> <p>I now have a clearer understanding of how childhood experiences (trauma, memories, absence of privilege, racism, family history) shape identity and impact learning</p> <p>1 – 4% 2 – 0 3 – 29% 4 – 52% 5 – 15%</p>	<p>approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color.</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 43110 - Books/Supplies/Materials 30 x \$15 each = \$450</p>
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					<p>I am able to identify barriers to equity with in the educational system.</p> <p>1 – 4%</p> <p>2 – 7%</p> <p>3 – 41%</p> <p>4 – 37%</p> <p>5 – 11%</p>		
					<p>I am able to recognize aspects of my own teaching practices or interactions with students as barriers to equity.</p> <p>1 -0</p> <p>2 – 4%</p> <p>3 – 37%</p> <p>4 - 48%</p> <p>5 – 11%</p>		
					<p>I recognize the power of storytelling, the importance of acknowledging others' perspectives and the potential both have for building a positive school culture.</p> <p>1 – 0</p> <p>2 – 4%</p> <p>3 – 29%</p> <p>4 – 56%</p> <p>5 – 11%</p>		
					<p>I can recognize and acknowledge the negative impact of racism on students' lives and its impact on student achievement.</p> <p>1 – 0</p> <p>2 – 4%</p> <p>3 – 25%</p> <p>4 – 56%</p> <p>5 – 15%</p>		

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S4 – a	<p>Address Issues of Equity and Disproportionality</p> <p>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.</p>			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 4a, the focus shifted mainly to attendance as there were minimal to no disciplinary issues during the 2020-2021 school year:</p> <ul style="list-style-type: none"> • Modifications were made to strategies for improving attendance due to the challenges of distance learning • The attendance team continued to meet weekly. • Developed an Attendance Response flow chart to streamline the attendance referral process and establish attendance protocols for teachers/staff and the team. • Bi-Monthly Chronic Absentee and weekly attendance reports 	<ul style="list-style-type: none"> • There were no suspensions during the 2020-2021 school year. <p>Chronic Absentee Rates by Month</p> <ul style="list-style-type: none"> • August: 20.63% • September: 22.54% • October: 27.62% • November: 26.70% • December: 27.23% • January: 27.72% • February: 28.31% • March: 28.87% • April: 26.46% • May: 30.51% <p>Chronic Absentee Rates 10% or more by Subgroups</p> <p>BOY – August 2020 TK – 8th 481 Students</p> <ul style="list-style-type: none"> ○ Black/AA: 24.43% (26) ○ Hispanic: 20.28% (72) ○ Asian: 6.67% (1) ○ Two or More: 28.57% (8) ○ White: 12.12% (4) ○ Special Ed: 15.69% (8) ○ EL: 11.11% (1) ○ Foster: 35.29% (18) ○ Homeless: 0% 	<p>Distance Learning attendance was challenging for many students and parents. Challenges included:</p> <ul style="list-style-type: none"> • Technology issues • Connectivity issues • Parent loss of job, housing, and/or transportation • Parents working, relying on babysitters or older siblings to monitor DL for their children • Lack of knowledge or distance learning platforms and technology in general • Parent/students whereabouts unknown 	<p>G2, S4 -a Address Issues of Equity and Disproportionality</p> <p>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.</p> <p>This strategy will be implemented fully during the 2021-2022 school year. The attendance team will review data and develop an action plan to share with teachers, students, and parents.</p> <p>No Allocation</p>

				<ul style="list-style-type: none">• Student/parent contact and home visit reports	<p>In August 2020, Black/AA students accounted for just 20% of El Dorado's enrollment but had the highest chronic absentee rate at 24.43%</p> <p>Hispanic students accounted for El Dorado's largest subgroup at 65% and had a chronic absentee rate of 20.28%</p> <p>EOY – May 2021 TK – 8th 572 Students</p> <ul style="list-style-type: none">○ Black/AA: 43.51% (57)○ Hispanic: 30.16% (136)○ Asian: 9.52% (2)○ Two or More: 13.16% (5)○ White: 21.62% (8)○ Special Ed: 22.86% (16)○ EL: 27.83% (32)○ Foster: 0%○ Homeless: 67.92% (36) <p>At the end of May 2021, Black/AA students accounted for just 20% of El Dorado's enrollment but the highest chronic absentee rate at 43.51% (+78%)</p> <p>Hispanic students accounted for El Dorado's largest subgroup at 66% and have a chronic absentee rate of 30.16% (+48.71%)</p>		

G2, S4 – b	<p>PBIS Leadership Team</p> <p>PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness:</p> <ul style="list-style-type: none">• 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			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 4b, the focus shifted mainly to attendance as there were minimal to no disciplinary issues during the 2020-2021 school year:</p> <p>The PBIS team met virtually 4 times to discuss and adapt our PBIS plan around distance learning. The plan was modified to include:</p> <ul style="list-style-type: none">• Cyber Safety related to the virtual classroom environment• Effective DL classroom management strategies• Teacher/Staff and student resources for DL engagement• Drive through awards and recognition assemblies• Attendance incentives	<p>Adapting PBIS strategies to distance learning was challenging but ultimately proved to be effective. Strategies focused on cyber safety, digital platform expectations for students and teachers, strategies and resources for mindfulness and engagement.</p> <ul style="list-style-type: none">• 5 IS alerts were received on students at risk for suicide• 0 disciplinary incidents were reported in TK – 3rd• 25 incidents in 4th – 8th (14 students)<ul style="list-style-type: none">○ Bullying○ Disruption○ Obscene Acts, profanity	None	<p>G2, S4 - b PBIS Leadership Team</p> <p>PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness:</p> <ul style="list-style-type: none">• 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 <p>The PBIS team will meet 1x per month (2nd Thursday of each month) regularly to develop specific procedures and goals, plan activities and supports for students as we transition back to full in person learning next school year. The team will consist of the following:</p> <ul style="list-style-type: none">• TK-2 Teacher• 3rd – 5th Teacher• 6th – 8th Teacher• Yard Supervisor/CSA• Administrator(s)• Counselor• Student Council Representative: 3rd – 8th• Student Ambassador: K-2nd (will attend specific meetings)
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							<p>As part of CSI support, El Dorado received an additional \$95,996 in Title I funding (to be spent by 9/30/21):</p> <p>The PBIS team will review data and develop an action plan to share with teachers, students, and parents.</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. \$8,000 11700 -Teacher Substitute - \$5,000</p>
G2, S4 – c	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Ongoing monitoring of school –wide discipline data and communication between teams 			See Above	See Above	See Above	<p>G2, S4 - c</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> Ongoing monitoring of school –wide discipline data and communication between teams <p>No Allocation</p>
G2, S4 – d	<p>Support Positions</p> <p>1.5 FTE Counselors and .80 FTE Mental Health Clinician</p> <p>Teacher Community Ambassador</p> <p>Works with onsite counselors and mental health clinician. Advises Principal and Assistant Principal</p> <p>Provides instructional aid/coaching to teachers struggling with tier 3 students and families. Creates culturally based educational and</p>			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 4d, the work of the TCA’s focused on issues of equity during the 2020-2021 school year:</p> <ul style="list-style-type: none"> Attendance Monitoring and intervention 	<p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none"> TCA Outreach and Support: 67% rated 4-5 		<p>G2 S4 – d</p> <p>Support Positions</p> <p>1.5 FTE Counselors and .40 FTE Mental Health Clinician</p> <p>5th grade teacher/Teacher Community Ambassador (TCA)</p> <p>Works with onsite counselors and mental health clinician. Advises Principal and Assistant Principal</p> <p>Provides instructional aid/coaching to teachers struggling with tier 3 students and families.</p>

	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)			<ul style="list-style-type: none">• Attendance Team Point Person• Home Visits – 300+• Parent Conferences - attendance• Ensuring students had what they needed to effectively participate in DL• Supported teachers with DL classroom management and technology needs• Unbound Ed – Equity Influence Residency program team participant<ul style="list-style-type: none">○ 35+ hours of PD around equity in instruction and leadership			<p>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)</p> <p>The position of TCA has been eliminated for the 2021-2022 school year. The teacher currently in this position will be teaching 5th grade here at El Dorado next year. TCA programs, responsibilities and supports will be modified. Funds will be allocated for the following:</p> <ul style="list-style-type: none">• Release time (2x per month) for student forums and parent town hall meetings• Additional Comp. for prep and planning of student, parent, and staff presentations/forums• Additional Comp for before school drum group and after school young men's awareness program• Additional Comp. for family outreach• Conferences and/or professional development related to TCA programs• Not to Exceed \$10,000
G2, S4 – e	Awareness Program, Sports – Recess, Drumming, mentorship programs, community philanthropy opportunities The TCA will facilitate outreach to students and families most in need to						G2 S4 - e Awareness Program, Sports – Recess, Drumming, mentorship programs, community philanthropy opportunities The 5 th grade teacher/TCA will facilitate outreach to students and families most in need to

	<p>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</p> <p>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.</p>						<p>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</p> <p>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</p> <p>Title I (50671) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. \$3,000</p> <p>LCFF (23034) – G2 Learning Environment (School Climate) 11500 – Teacher Additional Comp. - \$2,000</p>
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Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 5					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S5 – a	<p>This strategy focuses on improving attendance school-wide with a specific attention on chronic absenteeism.</p> <p>Professional Development Continue professional development for teachers, administration, instructional coaches, and support staff in research based strategies that center on connectedness and building relationships.</p> <p>Trauma informed teaching, Restorative Practices, Cultural Proficiency, Equity, Executive Functions, and Attendance Incentives</p>			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 5a, Teachers/staff were provided with resources to support student/family relationships during distance learning during the 2020-2021 school year.</p>	<p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <p>• Teacher/Staff PD (DL): 67% rated 4-5</p>	None	<p>G2 S5 - a</p> <p>This strategy focuses on improving attendance school-wide with a specific attention on chronic absenteeism.</p> <p>Professional Development Continue professional development for teachers, administration, instructional coaches, and support staff in research based strategies that center on connectedness and building relationships.</p> <p>Trauma informed teaching, Restorative Practices, Cultural Proficiency, Equity, Executive Functions, and Attendance Incentives</p> <p>No Allocation</p>	
G2, S5 – b	<p>Attendance Team Established during the 2019-2020 school year</p> <p>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</p> <ul style="list-style-type: none">• Point person for each grade level• Provides input and manages PBIS activities and incentives for attendance			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 5b, the attendance team continued to meet virtually each week.</p>	<p>EOY - Chronic Absentee Rate: 30.51%</p> <p>2020-2021 P1 Attendance: 90.78%</p> <p>2020-2021 P2 Attendance: 90.80%</p>		<p>G2 S5 - b</p> <p>Attendance Team Established during the 2019-2020 school year</p> <ul style="list-style-type: none">• 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	

	<ul style="list-style-type: none"> 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 			<p>during the 2020-2021 school year.</p> <p>The Attendance meet weekly on Tuesdays from 10:00 – 11:00 am via Zoom. The following information was reviewed</p> <ul style="list-style-type: none"> Chronic Absentee reports bi-monthly Updates documented in Synergy regarding student attendance and parent contact Communications about attendance with grade level team Attendance incentives Referrals for home visits Resolving attendance barriers 	<p>Teacher/Staff Response to 20-21 SPSA effectiveness survey:</p> <p>Rating Scale: 1- Not Effective up to 5 -Highly Effective</p> <ul style="list-style-type: none"> Attendance Team Support – 80% rated 4-5 Office Staff Outreach and Support: 91% rated 4-5 	None	<ul style="list-style-type: none"> 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 <p>No Allocation</p>
G2, S5 – c	<p>SAP Process/CARE/SST</p> <ul style="list-style-type: none"> 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 <p>In class presentations: – social emotional development, Student groups, Individual and group check-ins, Restorative circles</p>			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal2/Strategy 5c, CARE/SST Meetings were held virtually during the 2020-2021 school year.</p>	<p>See Above for details on presentations by counselors</p>	None	<p>G2 S5 - c SAP Process/CARE/SST</p> <ul style="list-style-type: none"> 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 <p>In class presentations: – social emotional development, Student groups, Individual and group check-ins, Restorative circles</p> <p>No Allocation</p>

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- 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	Goal 3 – Meaningful Partnerships	School Goal for Meaningful Partnerships: By June 2022, El Dorado School will increase parent involvement by 5% overall (compared to 2019-2020 data, due to Covid-19 and school closures) as measured by parent attendance to school events including; Parent Town Hall Meetings, ELAC, SSC, and DLAC meetings, parent workshops, assemblies, family nights, student academic conferences and orientation meetings.	# of meetings coordinated # of parents attending # of parent community meetings		Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned. Pertaining to Goal 3/Strategy 1a, we were not able to establish a PTO/PTA during the 2020-2021 school year. Materials were purchased and will be available for parent use next school year.	Strategy was not implemented. Teacher/Staff Response to 20-21 SPSA effectiveness survey: Teacher Reflection: Meaningful Partnerships Response Question Reflecting on the past year, please list 1 or 2 strategies that you found effective in communicating and building relationships with your families during distance learning. <ul style="list-style-type: none">• Keeping an open line of regular communication, responding promptly, and listening• Using Class Dojo, Seesaw, and Google Voice for texting with parents was effective• Having Mr. Girley as the TCA was extremely beneficially to the school. He did an amazing job conveying messages to parents. He was the bridge we needed to foster and nurture the relationships between school and families.• SEL lessons	None	G3 S1 – a 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 (i.e. chart paper, markers, pens/pencils, highlighters, paper, binders, folders, general office supplies, and instructional handouts/books purchased to facilitate parent workshops, PTA activities, and “make and take” activities). El Dorado will provide opportunities for parents to join PTO/PTA. (i.e. PTA activities and parent conferences) Light refreshments will be provided during parent meetings.

	<p>parents can play with their children at home. El Dorado will provide opportunities for parents to join PTO/PTA.</p> <p>Non-Instructional Materials - \$200 include: binders, folders, paper, and general office supplies used by parents during workshops, PTA activities and parent conferences.</p> <p>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.</p> <p>Duplicating - \$700: Costs associated with school to parent communication; flyers, newsletters, announcements, and letters</p>				<ul style="list-style-type: none"> Interacting with students and families with a smile on my face, making zoom sessions fun and interesting 		<p>Title I (50647) - G3 Meaningful Partnerships (Parents) 43400 - Parent Meeting - \$1,614</p> <p>LCFF (23035) – G3 Meaningful Partnerships (Community/Parents) 11500 – Teacher Additional Comp. - \$2,500 11700 – Teacher Substitute - \$3,000</p>
G3, S1 – b	<p>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)</p>	<p># of meetings coordinated</p> <p># of parents attending</p> <p># of parent community meetings</p>		<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal 3/Strategy 1b, parents were unable to attend conferences.</p>	Not Implemented	None	<p>G3, S1 – b Conference/Workshops/ Training - \$1,500: * California State PTA Regional Leadership Conference – 2021-2022 Two parent leaders, site administrator, site teacher, and counselor will attend the conference (not yet scheduled for 2021-2022)</p> <p>Title I (50647) – G3 Meaningful Partnerships (Parents) 52150 – Conference \$1,500</p> <p>Title I (50672) – G3 Meaningful Partnerships (Community/Parents) 11500 – Teacher Additional Comp. - \$2,000 11700 – Teacher Substitutes - \$2000</p>

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – a	<p>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.</p> <p>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.</p> <p>- Parent Conferences, SST Meetings, IEP Meetings, Attendance calls, Home Visits, Parent Town Hall Meetings (monthly)</p>			<p>Due to Covid-19, school closures, and distance learning schedules, this strategy was not implemented to the extent that was intended or planned.</p> <p>Pertaining to Goal 3/Strategy 2a, the TCA provided parent outreach and support to parents and families around attendance, technology, class support, motivation and SEL issues.</p>	<p>Parent and student outreach efforts by the TCA included:</p> <ul style="list-style-type: none"> • Home visits, welfare checks • Address verification • In home tech support • Attendance check ins • IEP/CARE/SST meetings 		<p>G3 S2 - a</p> <p>The purpose of this strategy is to increase parent involvement and connectedness of parents to El Dorado School. The 5th grade teacher/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</p> <p>The position of TCA has been eliminated for the 2021-2022 school year. The teacher currently in this position will be teaching 5th grade here at El Dorado next year. TCA programs, responsibilities and supports will be modified. Funds will be allocated for the following:</p> <ul style="list-style-type: none"> • Release time (2x per month) for student forums and parent town hall meetings • Additional Comp. for prep and planning of student, parent, and staff presentations/forums • Additional Comp for before school drum group and after

	<p>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.</p>						<p>school young men’s awareness program</p> <ul style="list-style-type: none">• Additional Comp. for family outreach• Conferences and/or professional development related to TCA programs <p>Title I (50672) – G3 Meaningful Partnerships (Community/Parents) 11500 – Teacher Additional Comp. - \$3,000</p>
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Comprehensive School Profile Data:

El Dorado School

Kristin V. Buckenham, Principal – Ambria Alston, Assistant Principal

Math & ELA/ELD - Continuous Improvement: Decision Making Model -- Essential Questions
2020-2021

--- CONFIRMS WHY ---

CONFIRMS HOW

--- CONFIRMS WHAT ---

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
Student Achievement Data 2020-2021 Updates: Demographics: English Learners: 17% SWD: 11% SES: 92% Hispanic: 63% African American: 20% Foster Youth: 1% Homeless: 10% Student Performance Due to Covid-19 and school closures the SBAC was not administered for the 20-21 school year. iReady Diagnostic School Wide: At or above: ELA: 10% Math: 8% 1 Year Below: ELA: 48% Math: 51% 2 Years Below: ELA: 18% Math: 21% 3+ Years Below: ELA: 25% Math: 20%	Student Achievement Goals 2020-2021 Updates: In June 2022, the percentage of El Dorado students on grade level or above in ELA will increase 10%, from 24% to 34%, for all students as measured by the iReady assessment. School Goal for Math: In June 2022, the percentage of El Dorado students on grade level or above in Math will increase 10%, from 17% to 27%, for all students as measured by the iReady Diagnostic assessment. EL: By June 2022, per ELPAC, increase the number of students who reclassify by 15 students. ELA Distance from standard or L3 Goal:	Overt and Underlying Causes 2020-2021 Updates: Due to Covid-19 and school closure students received instruction through DL until April 29, 2021. 2019-2020 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 PD • Lack of available substitutes for collaboration made academic conferences/collaboration inconsistent • T3 student behaviors and absenteeism continue to challenge the effectiveness of classroom instruction.	Planned Strategies 2020-2021 Updates: 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), specifically, number sense, fluency, and problem solving, and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction). • AVID, PLTW, Executive Functions, Curriculum Beginning in September 2021 we will resume planned professional development with SJC/OE/Matt Haber. Teachers will engage in 2 lesson study cycles focusing on number sense and fluency and problem solving and student thinking.	Support for Planned Strategies Budget • Release time (substitute teachers or add comp) for teacher collaboration and planning • AR Licensing, ESGI (online assessment and monitoring) • Release time (substitute teachers or add comp) for Curriculum Implementation Team for collaboration and development of school-wide best instructional practices, AVID implementation plan, and grade level/vertical team calibration of key shifts in ELA and Math • Teacher professional materials • A full time Program Specialist/EL Coordinator to support with program implementation, ELD, technology integration, coaching and support for	Measures of Effectiveness 2020-2021 Updates: Data to include: Teacher/Staff Response to 20-21 SPSA effectiveness survey and the 20-21 Staff Equity PD survey • Monitor student progress utilizing reports from online programs, iReady scores (F, W, SP), weekly/unit assessments, report cards, student work samples in ELA, & SBAC scores, and monitor ELPAC and RFEF rates. • Admin and Curriculum Implementation/Leadership Team o Classroom visits during ELA, ELD and Math with data collection • Student work samples in ELA & Math especially in listening, vocabulary, and writing • After School Program student rosters and reports

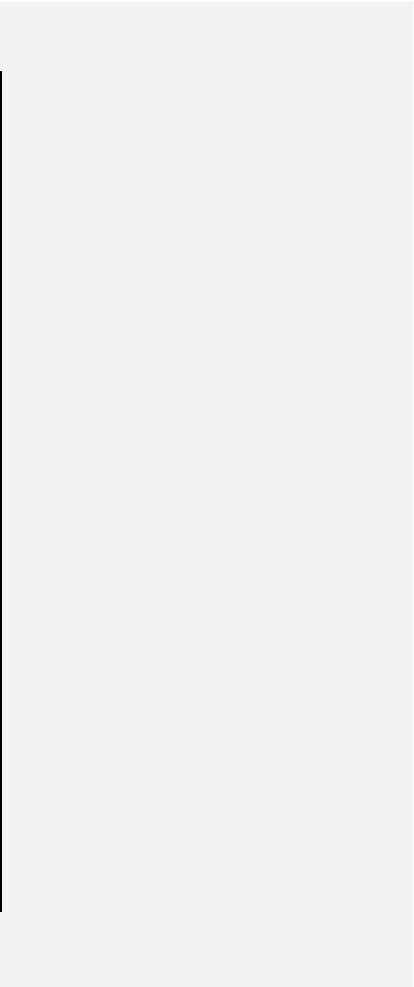
Commented [TA1]: Be sure to label the data points so the reader/audience knows what the data is and how it relates to the statements in the other columns.

<p>2019-2020 Demographics: English Learners: 14.9% SWD: 11% SES: 87.5% Hispanic: 65% African American: 20.4% Foster Youth: ____% Homeless: 9.62%</p> <p>Student Performance Student Performance: Due to Covid-19 school closure the SBAC was not administered for the 19-20 school year.</p> <p>ELA iReady (Winter): [] Percentage of students that met or exceeded grade level standards: 21% (Green)</p> <p>79% have not met grade level standards</p> <p>Progress Towards English Language Proficiency ____% making progress towards English language proficiency.</p> <p>Reclassification Rate: ____%</p> <p>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%</p> <p>Student Performance</p> <p>18-19 SBAC ELA/ELD: Indicator: Orange</p> <p>Met or Exceeded Standard:</p>	<p>Students overall -59.4 ELs -76.5 SWD -143.7 Hispanic -62.8 AA -78.7</p> <p>2018-2019 MAP Target: Met Standards ELA/Math: Increase by 6% Met Growth Target ELA/Math: Increase by 6%</p> <p>18-19 SBAC Target:</p> <p>Met Standards: ELA: Increase by 6% to 28% Distance from Standard: decrease by 10 points to -59.5 Math: Increase by 6% to 19% Distance from Standard: decrease by 10 points to -95.7</p>	<p>Curriculum Implementation</p> <ul style="list-style-type: none"> Newly adopted ELA/ELD and Math curriculum First year of implementation <p>Teacher Support</p> <ul style="list-style-type: none"> District and Site Based PD - curriculum Coaching (2) split between 2 sites Pre Intern Teachers (0) New Teachers (4) Teachers new to site (1) <p>2018-2019 Instructional Leadership</p> <ul style="list-style-type: none"> 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 13 students and families at El Dorado. <p>Curriculum- Units of Study</p> <ul style="list-style-type: none"> 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 	<p>Additional Professional Development focusing on HMH/NGSS and supplementary Science curriculum (PLTW) will be provided monthly during regular staff meetings and offered after school on a voluntary basis.</p> <p>Intervention through Science</p> <p>El Dorado will have a team of five, the Principal and 3 teachers and our Math Coach, attend the Unbound Ed, two-day Virtual Summit this summer. PD offered summer 2021 is funded by district.</p> <p>Professional Development</p> <ul style="list-style-type: none"> Administrators will participate in district professional development <ul style="list-style-type: none"> New Leaders CORE Equity Coaching Leaders Continue development of teacher leaders to build capacity around the following: <ul style="list-style-type: none"> Implementation of guaranteed and viable curriculum aligned with CC Key Shifts in ELA Vertical Alignment of priority standards Instructional Equity Cultural Competency Provide professional development on effective AVID (develop school wide implementation plan) and CORE instructional strategies in all ELA domains, including writing, listening, and vocabulary acquisition. 	<p>ELD teachers, and progress monitoring of students (site funds)</p> <ul style="list-style-type: none"> Full time Instructional Assist <ul style="list-style-type: none"> The instructional assistant will be trained in the new Science curriculum and PLTW in collaboration with the PLTW advisor and will support students, in part, using Science as intervention to build on students' current skills. Intervention Teacher (retired) Program licenses and duplication of ELA materials to support students needing to develop ELA skills at the below grade, on grade level and beyond grade level. Equipment -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, Accelerated Reader).
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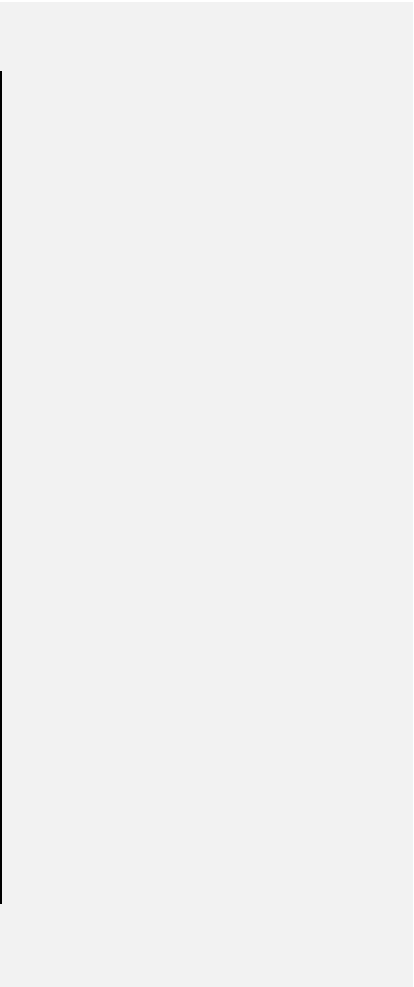
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<p>22% [-2] Distance from Standard: -69.4 (declined 6.5 points)</p> <p><u>Sub Groups Met Standards</u> EL: 1.8% (+1.8) SWD: 8.7%(+3.7) SES: Hispanic: 20%(-.1) AA: 16.2%(-6.8)</p> <p><u>Sub Groups- DFS/L3</u> EL: - 86.5 (increased 7.4) SWD: -153.7 (increased 10.6) SES: -68.7(declined 4.9) Hispanic: -72.8 (maintained -2.3) AA: -88.7 (declined 21.6)</p> <p><u>Progress Towards English Language Proficiency</u> 44.5% making progress towards English language proficiency.</p> <p><u>ELA Data Comparisons - EL</u> Current ELs: 139.7 points below standard (+6.1 points) # of students: 48</p> <p><u>RFP:</u> 25.6 points below standard (+15.2 points) # of students: 42</p> <p><u>EO:</u> 66.9 points below standard (-13 points) # of students: 220</p> <p>18-19 SBAC Math: Indicator: RED</p> <p><u>Met or Exceeded Standard:</u> 13% (+1%) Distance from Standard: -105.7 (Declined 11.2 Points)</p> <p><u>Sub Groups- Met Standards</u> EL: 2% (+2) SWD: - 11%(+6) SES: Hispanic: 10% (no change) AA: 10% (-1)</p> <p><u>Sub Groups- DFS/L3</u> EL: - 124.2 (declined 6.8)</p>		<p>integrated ELD</p> <p><u>Academic Support - Students</u></p> <ul style="list-style-type: none">• Loss of intervention teacher/program• T3 behaviors disrupt the learning environment• High volume of new students coming from outside district/state with low academics, history of behavioral and attendance issues. <p><u>Teacher Support</u></p> <ul style="list-style-type: none">• New coach split between 3 schools in 18-19.• Pre Intern Teachers (1)• New teachers (3)• Teachers new to site (2)	<ul style="list-style-type: none">• Provide students 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.• Intervention tutoring<ul style="list-style-type: none">◦ Targeted intervention in ELA for grades K-3◦ Targeted Math Intervention in Math for grades 4th – 8th• After School Program<ul style="list-style-type: none">◦ Alignment of academic program with school goals		
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<p>SWD: -180.5 (increased 18.3) SES: -68.7(declined 10.9) Hispanic: -107.6 (declined 10.9) AA: -116.8 (declined 12.7)</p> <p><u>Math Data Comparisons – EL</u> Current ELs: 145.8 points below standard (-10.2 points) # of students – 45</p> <p>RFP: 41 points below standard (maintained at -.5 points) # of students: 46</p> <p>EO: 53.9 points below standard (+17.6 points) # of students - 209</p> <p>2017-2018 <u>Demographics:</u> English Learners: 18% SWD: 10.2% SES: 91% Hispanic: 63.9% African American: 17.7% Foster Youth: 1.7% Homeless: 7%</p> <p>17-18 SBAC ELA: Indicator: Yellow <u>Met or Exceeded Standard:</u> 24% (+6) Distance from Standard: -62.9 (increased 10)</p>	<p>17-18 SBAC Target:</p> <p><u>Met Standards:</u> ELA: Increase by 6%</p> <p>Distance from Standard: Decrease 10 points to -52.9</p> <p>Math: Increase by 6%</p> <p>Distance from Standard: Decrease 10 points to -84.5</p>				
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<p><u>Sub Groups- Met Standards</u> EL: 0% (no change) SWD: 5%(+1) SES: Hispanic: 21%(+4) AA: 23%(+10)</p> <p><u>Sub Groups- DFS/L3</u> EL: -92.8 (declined 5.9) SWD: -150.9 (increased 5.5) SES: Hispanic: -70.5 (increased 8.7) AA: -67.1 (increased 15.9)</p> <p><u>Progress Towards English Language Proficiency</u> 51.2% not making progress towards English language proficiency.</p> <p><u>ELA Data Comparisons – EL</u> Current ELs: 145.8 points below standard (declined 10.2 points) # of students – 45</p> <p><u>RFP:</u> 4.1 points below standard (maintained -0.5 points) # of students: 46</p> <p><u>EO:</u> 53.9 points below standard (increased 17.6 points) # of students - 209</p> <p><u>EL Reclassification Rates</u> Percentage of students reclassified from English Learner to English Proficient 18-19' 36.8% 17-18' 25.8% 16-17' 20.6%</p> <p><u>ELPAC:</u> Percentage of students that are making progress towards English: 18-19 - 44.8% 17-18 ____%</p>					
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17- 18 SBAC Math:
Indicator: **Yellow**
Met or Exceeded Standard:
12% (no change)
Distance from Standard:
-94.5 (increased 9)

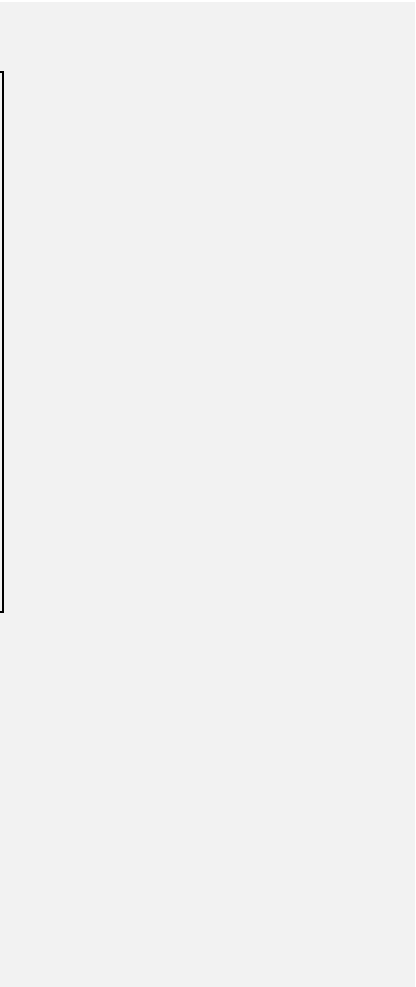
Sub Groups- Met Standards
EL: 0% (no change)
SWD: 5%(-1)
SES:
Hispanic: 10% (no change)
AA: 11%(+4)

Sub Groups- DFS/L3
EL: - 114.7 (declined 7.3)
SWD: -195.5 (declined 7.6)
Hispanic: -100.1 (increased 3.2)
AA: -104 (increased 27.7)

EIA Data Comparisons – EL
Current ELs: 158.4 points below
standard (declined 14.6 points)
of students – 45

RFP: 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



El Dorado School

Kristin V. Buckenham, Principal – Ambria Alston, Assistant Principal

School Climate/Chronic Absenteeism Continuous Improvement: Decision Making Model -- Essential Questions

2020-2021

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<p>Chronic Absenteeism</p> <p>Update for 2020-2021:</p> <p>Due to Covid-19 and school closures students participated in distance learning until April 29, 2021</p> <p>Chronic Absentee Rates by Month</p> <ul style="list-style-type: none"> August: 20.63% September: 22.54% October: 27.62% November: 26.70% December: 27.23% January: 27.72% February: 28.31% March: 28.87% April: 26.46% May: 30.51% <p>EOY - Chronic Absentee Rate: 30.51%</p> <p>2020-2021 P1 Attendance: 90.78%</p> <p>2020-2021 P2 Attendance: 90.80%</p>	<p>Chronic Absenteeism Target:</p> <p>Goals based on in person learning comparisons to the 2019-2020 school year</p> <p>By June 2021 the chronic absenteeism rate will be reduced by 3% or more</p> <p>By June 2021 P2 increase by 2% to 93.33%</p> <p>By June 2021 the chronic absenteeism rate will be:</p> <p>All students:27%</p> <p>African American: 41%</p> <p>Hispanic: 24%</p> <p>SWD: 26.3%</p> <p>SES: 27.5%</p> <p>BOY – August 2020</p> <p>TK – 8th 481 Students</p> <ul style="list-style-type: none"> Black/AA: 24.43% (26) Hispanic: 20.28% (72) Asian: 6.67% (1) Two or More: 28.57% (8) White: 12.12% (4) Special Ed: 15.69% (8) EL: 11.11% (1) Foster: 35.29% (18) 	<p>Student/Parent Engagement</p> <p>Lack of adequate support in the following areas:</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> 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 	<p>Planned Strategies</p> <p>Professional Development</p> <ul style="list-style-type: none"> Continue professional development for teachers, administration, instructional coaches, and support staff in research based strategies that center on connectedness and building relationships. <ul style="list-style-type: none"> Trauma informed teaching Restorative Practices Cultural Proficiency Executive Functions Attendance Incentives <p>Attendance Team</p> <p>Established during the 2019-2020 school year</p> <ul style="list-style-type: none"> Point person for each grade level 	<p>Support for Planned Strategies</p> <p>Budget</p> <p>Allocation in budget for:</p> <ul style="list-style-type: none"> 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 Additional Comp for teachers/staff <p>Progress Monitoring</p> <ul style="list-style-type: none"> Weekly/Bi-Monthly Attendance Team Meetings Define Roles and Responsibilities of team members 	<p>Measures of Effectiveness</p> <p>2020-2021 Update:</p> <p>Data to include:</p> <p>Teacher/Staff Response to 20-21 SPSA effectiveness survey and the 20-21 Staff Equity PD survey</p> <p>The attendance team will review data and develop an action plan to share with teachers, students, and parents.</p> <p>Data</p> <ul style="list-style-type: none"> 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

<p>Comparison by Year: 2017-2018: 26.3% 2018-2019: 30.1% 2019-2020: 22.79% (as of 2/18/20) 2020-2021:</p> <p>Mid-Year Comparison Due to School Closure(Covid-19): 2018 – 2019: 26.21% 2019-2020: 22.79% (-3.42%)</p> <p>Absence Rate 2019-2020: Reporting through mid-February due to Covid-19 school closure, detailed data not yet available:</p> <p>P1 Attendance: 92.95% (+1.62%) P2 Attendance: 92.80% (+.58%)</p> <p>2018-2019 30.1% (+3.8%) # of students: 685 Indicator: RED</p> <p>Student Groups:</p> <p>RED African American (139) – 42.4% (+14.6) SWD (75) – 29.3% (maintained) Hispanic (437) – 27% (+2.2%) SES (619) - 30.5% (+4.3%)</p> <p>ORANGE ELs (117) – 18.8% (Maintained -0.4%) Homeless (76) - 39.5% (-5.1%) 2 or more (36) – 33.3% (-0.9%) White (41) – 26.8% (-6.5%)</p> <p>2018-2019 P1 Attendance: 91.33% (-3.08%) P2 Attendance: 92.22% (-1.08)</p> <p>2017-2018</p>	<p>o Homeless: 0%</p> <p><i>In August 2020, Black/AA students accounted for just 20% of El Dorado's enrollment but had the highest chronic absentee rate at 24.43%</i></p> <p><i>Hispanic students accounted for El Dorado's largest subgroup at 65% and had a chronic absentee rate of 20.28%</i></p> <p>EOY – May 2021 TK – 8th 572 Students</p> <ul style="list-style-type: none"> o Black/AA: 43.51% (57) o Hispanic: 30.16% (136) o Asian: 9.52% (2) o Two or More: 13.16% (5) o White: 21.62% (8) o Special Ed: 22.86% (16) o EL: 27.83% (32) o Foster: 0% o Homeless: 67.92% (36) <p><i>At the end of May 2021, Black/AA students accounted for just 20% of El Dorado's enrollment but the highest chronic absentee rate at 43.51% (+78%)</i></p> <p><i>Hispanic students accounted for El Dorado's largest subgroup at 66% and have a chronic absentee rate of 30.16% (+48.71%)</i></p>	<ul style="list-style-type: none"> attendance for our students and their families. <p>Homeless: 9.62% Foster Youth:</p> <ul style="list-style-type: none"> Transportation, destabilization of families, meeting basic needs. El Dorado's homeless population is the highest in the zone, higher than the district's comprehensive high schools, and almost three times that of the entire district. <p>Peer Leaders Uniting Students (PLUS) student survey data 4th-8th:</p> <p>Areas of Concern: 2019-2020</p> <ul style="list-style-type: none"> Students reported not having activities that they want to participate in. (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%) <p>Areas of Concern: 2018-2019</p> <ul style="list-style-type: none"> Students do not always perceive themselves as being treated fairly by staff Question 10 threshold 63%, El Dorado – 71%) Students feel there is 	<ul style="list-style-type: none"> 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 <p>SAP Process/CARE/SST</p> <ul style="list-style-type: none"> 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. <p>The school counselor will be planning and scheduling PBIS, CARE/SST, and Attendance Team meetings for the 21-22 school year. The counselor will be preparing all required documentation and training</p>	<ul style="list-style-type: none"> Create school wide attendance monitoring process Develop incentive plan and define resources <p>Communication/Outreach Maintain communication to parents about the importance of attendance through social media accounts and monitor responses</p> <ul style="list-style-type: none"> School website Instagram PeachJar ParentVue Class Dojo 	<p>during monthly Coordination of Services with admin & support staff.</p> <ul style="list-style-type: none"> Monitor RTI and PBIS program implementation and make adjustments as needed for targeted students. Parent, student, and Survey Responses <ul style="list-style-type: none"> PLUS Surveys CHKS Survey ELAC TCA program surveys Teacher communication and PD feedback forms
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<p>26.3% (+2.9%) # of students: 685 Indicator: RED</p> <p>Student Groups:</p> <p>RED</p> <p>SWD (75) – 29.3% (+5.6%) Hispanic (431) – 24.8% (+5.9%) SES (626) – 26.2% (+2.4%) 2 or more (38) – 34.2% (+3.9%) White (45) – 33.3% (+5.2%)</p> <p>ORANGE</p> <p>African American (133) – 27.8% (-2.6%) ELs (125) – 19.2% (+3.1%) Homeless (65) – 44.6% (-13.4%)</p> <p>2017-2018 P1 Attendance: 94.41% P2 Attendance: 93.3%</p>		<p>not a trusted adult on campus.</p> <ul style="list-style-type: none"> Overall result indicate a need to improve school climate and create an atmosphere of safety and belonging. <p>Areas of Concern: 2017-2018</p> <ul style="list-style-type: none"> Feeling Safe (Question 11, 6th- 8th Threshold 75%, El Dorado – 65%, 4th-5th Threshold 82%, El Dorado 69%) Students do not always perceive themselves as being treated fairly by staff. (6th – 8th only - Question 10 threshold 72%, El Dorado – 66%) Overall result indicate a need to improve school climate and create an atmosphere of safety and belonging. 	<p>materials for professional development for teachers related to the SAP process, SEL topics, PBIS procedures and activities, and required awareness and intervention topics.</p> <ul style="list-style-type: none"> Counselors to take a proactive approach <ul style="list-style-type: none"> In class presentations: <ul style="list-style-type: none"> – social emotional development Student groups Individual and group check ins Restorative circles <p>5th Grade/Teacher Community Ambassador (TCA) Retain the TCA position to continue supporting our students and families,</p> <ul style="list-style-type: none"> 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 		
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El Dorado School

Kristin V. Buckenham, Principal – Ambria Alston, Assistant Principal

School Climate/Suspension Rate- Continuous Improvement: Decision Making Model -- Essential Questions

2020-2021

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<p>Conditions & Climate</p> <p>Suspension Rate by Year: 2020 – 2021: N/A 2019 – 2020 – Not yet available 2018 - 2019 – 12.1% 2017 - 2018 – 6.8% 2016 - 2017 – 5.3%</p> <p>Suspension Details:</p> <p>2020-2021 Discipline Data during distance learning:</p> <ul style="list-style-type: none"> 5 IS alerts were received on students at risk for suicide 0 disciplinary incidents were reported in TK – 3rd 25 incidents in 4th – 8th (14 students) <ul style="list-style-type: none"> Bullying Disruption Obscene Acts, profanity <p>2019-2020 Suspension Rate Dashboard Data not yet available</p> <p>Suspensions through 3/12/20 Due to Covid-19 School Closure # of Suspensions: 60 #ISS: 6</p>	<p>Suspension Rate Target:</p> <p>By June 2022 – Decrease suspension rates of all student groups by a minimum of 3%</p> <p>To address disproportionality in discipline/suspension rates of African American and Hispanic students:</p> <p>By June 2022 – Decrease suspension rates of African American and Hispanic students by a minimum of 5%</p> <p>Update:</p> <p>2019-2020 Suspension data will be reported up to 3/12/20 due to the Covid-19 school closure:</p>	<p>Overt and Underlying Causes</p> <p>Due to Covid-19 and school closure there were no suspensions reported for the 2020-2021 school year.</p> <p>High Rate of Transiency</p> <ul style="list-style-type: none"> As of 3/5/19 Enrolled 191 new students Lost 120 students (2018- 2019) <p>Mental Health Needs</p> <ul style="list-style-type: none"> 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) <p>Lack of Knowledge/Skill or Resources</p> <ul style="list-style-type: none"> lack of cultural 	<p>Planned Strategies</p> <p>2020-2021 Update: Unbound Ed PD Teacher Participation</p> <ul style="list-style-type: none"> All TK-8th teachers 9/21, 10/26, 1/11 18 hours <p>Equity Team Participation</p> <ul style="list-style-type: none"> Principal, AP, Program Specialist, TCA 9/30, 10/15, 10/29, 11/19, 12/8, 1/14, 2/10, & 2/25 35+ hours <p>El Dorado will continue work with Dr. Shelley Holt for the 2021-2022 school year. Dr. Holt will engage teachers/staff in professional development around equity and the application of equitable instruction.</p> <p>The position of TCA has been eliminated for the 2021-2022 school year. The teacher currently in this position will be teaching 5th grade here at El Dorado next year. TCA programs, responsibilities and supports will be modified. Funds will be allocated for the following:</p>	<p>Support for Planned Strategies</p> <p>Budget</p> <p>Provide release time (substitutes or add. Comp) for:</p> <ul style="list-style-type: none"> Academic Conferences/Collaboration that includes classroom and school wide discipline data analysis and goal setting Professional Development (see list) PBIS Team Planning Meetings <p>PBIS Allocations</p> <ul style="list-style-type: none"> Incentives , awards, activities & resources A TK-3 Counselor, grades 4th -8th Counselor, and Mental Health Clinician to have CARE Teams/SSTs/IEPs with students with higher than average 	<p>Measures of Effectiveness</p> <p>2020-2021 Update: Data to include: Teacher/Staff Response to 20-21 SPISA effectiveness survey and the 20-21 Staff Equity PD survey</p> <p>Data</p> <p>PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness:</p> <ul style="list-style-type: none"> 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

<p>Total: 66 # of Suspension Days: 93 # of ISS Days: 6.5 days Total: 99.5 days</p> <p>2018-2019 Suspension Rate: 12.1% suspended at least once (+5.3%) Indicator: RED</p> <p>Suspensions: # of Suspensions: 186 #ISS: 35 Total: 221 # of Suspension Days: 221 # of ISS Days: 29.5 days Total: 250.5 days</p> <p>Student Groups: 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%)</p> <p>ORANGE SWD (78) – 14.1% suspended at least once (-1.6%) White (44) - 11.4% suspended at least once (-.09%)</p> <p>2017-2018 Suspension Rate: 6.8% suspended at least once (+1.5%) Indicator: RED</p> <p>Suspensions: # of Suspensions: 113 # of ISS: 4 Total: 117 # of Suspension Days: 207</p>	<p>Comparison made to 2018-2019 date of 3/12/19:</p> <p>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</p> <p>Outcomes:</p> <p># of Suspensions reduced by 56% # of ISS reduced by 74% Total reduced by 58%</p> <p># of Suspension days reduced by 43% # of ISS days reduced by 67% Total reduced by 48%</p>	<ul style="list-style-type: none"> 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 with students and families <p>Achievement Gap</p> <ul style="list-style-type: none"> Achievement gap for student of color Disproportionality of suspension rates for student of color Shift in demographics: increase in African American student population <p>17-18: 11% 18-19: approximately 19% and rising</p>	<ul style="list-style-type: none"> Release time (2x per month) for student forums and parent town hall meetings Additional Comp. for prep and planning of student, parent, and staff presentations/forums Additional Comp for before school drum group and after school young men's awareness program Additional Comp. for family outreach Conferences and/or professional development related to TCA programs <p>Not to Exceed \$10,000</p> <p>Professional Development</p> <ul style="list-style-type: none"> 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 <p>PBIS</p> <ul style="list-style-type: none"> High interest activities 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, 	<p>behavior incidents to interpret data, set goals, and provide incentives as well as reach out to parents. (Same, District Funds)</p> <p>The PBIS team will meet 1x per month (2nd Thursday of each month) regularly to develop specific procedures and goals, plan activities and supports for students as we transition back to full in person learning next school year. The team will consist of the following:</p> <ul style="list-style-type: none"> TK-2 Teacher 3rd – 5th Teacher 6th – 8th Teacher Yard Supervisor/CSA Administrator(s) Counselor Student Council Representative: 3rd – 8th Student Ambassador: K-2nd (will attend specific meetings) <p>Position: Teacher Community Ambassador</p> <ul style="list-style-type: none"> Works with FFSJ trauma team and onsite counselors and mental health clinician. Provides instructional aid/coaching to teachers struggling with tier 3 students and families. Runs a mentorship for young men of color – <p>Cultural Awareness Program</p> <ul style="list-style-type: none"> Advises Principal and Assistant Principal Creates educational and extracurricular programs aimed at struggling tier 3 students: <ul style="list-style-type: none"> Awareness Program Sports – Recess 	<p>targeted students which includes updating and</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> Ongoing monitoring of targeted students which includes updating and Ongoing monitoring of school –wide discipline data and communication between teams <p>Data points:</p> <ul style="list-style-type: none"> Student performance Report Cards/Grades Daily/Weekly/Monthly attendance Parent/Family participation in school events Referrals to community resources Committee attendance rates Discipline Referrals: Suspensions Rate PLUS Forum Surveys Climate Surveys SAP/CARE Referrals Attendance FFSJ Therapy Referrals Academic Performance Indicators
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<p># of ISS Days: 4 Total: 211</p> <p>Student Groups: 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%) 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%)</p>			<p>counseling groups, sports, drum group, and other lunch time activities</p> <ul style="list-style-type: none"> Provide T2 and T3 interventions utilizing mentoring programs, cultural awareness curriculum, restorative practices, CARE room, trauma informed response, TCA interventions <p>Position: Teacher Community Ambassador (TCA) - Certificated Teacher</p> <ul style="list-style-type: none"> Working and training with FFSJ trauma team and onsite counselors. Provide instructional aid/coaching to teachers struggling with tier 3 students and family. Provide strong leadership to new and incoming teachers to El Dorado school. Develop a mentorship program for young men of color Advise Principal and Assistant Principal Create educational and extracurricular programs aimed at struggling tier 3 students Create and utilize non-traditional educational interventions (ie: spoken word, music and art appreciation art exhibits, in-depth cultural African - American or Latino history and literature) Illicit parent buy in by engaging parent and giving supportive feedback. Commit to ongoing training in trauma informed educational training with at risk students. 	<ul style="list-style-type: none"> Drumming 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. <ul style="list-style-type: none"> Parent Conferences SST Meetings IEP Meetings Attendance calls Home Visits Parent Town Hall Meetings Creates and utilize non-traditional educational interventions (ie: spoken word, music and art appreciation art exhibits, in-depth cultural African -American or Latino history and literature) <ul style="list-style-type: none"> Drumming Awareness Program Commit to ongoing training in trauma informed educational training with at risk students. <ul style="list-style-type: none"> Restorative Practices PD Unbound Ed Parent Engagement PD Instruct actual class of tier 3 students- boys of color. <ul style="list-style-type: none"> Awareness Program <p>In Development:</p> <ul style="list-style-type: none"> Provide monthly trainings to teachers, school yard or liaison staff members Provides strong leadership to new and incoming teachers to El Dorado school. 	
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			<ul style="list-style-type: none">• Provide monthly trainings to teachers, school yard or liaison staff members• Instruct actual class of tier 3 students boys of color <p>Research-American University, UC Davis, John Hopkins University collaborative study on 3rd grade students:</p> <p>Key Findings:</p> <p>-On average having had at least one black teacher in grades 3-5 reduces (black) males' dropout probability by about eight percentage points, effectively halving the ... rate.</p> <p>- <u>Exposure to at least one black teacher</u> in third, fourth or fifth grade has significant outcomes for black males.</p> <p>- <u>Exposure to at least one black teacher</u> in third, fourth or fifth grade has significant outcomes for black males.</p> <p>-Teachers of color serve as role models and cultural liaisons for their students," states a document on Hispanic teacher recruitment from the Department of Education.</p>		
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Attendance

Mr. Girley is a part of the Attendance Team and is the attendance point person for sixth grade:

Sixth Grade Attendance:

August – 94.1 % September – 95.3% October – 91.25% November – 92.3 *December – 90.8% *January – 89.4%

*Attendance needs to be recalculated pending CE dropping students from system changing overall attendance results

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:

Discipline:

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%

Class Suspensions: 1 day (2 individual students) ▼67%

ISS: 4 days (4 individual students) ▼78%

Suspension: 56 days (27 individual students) ▼54%

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 5 or more incidents (8 max): 6 students

Class Suspensions: 3 days (15 individual students)

ISS: 18 days (20 individual students)

Suspensions: 122 days (61 individual 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:

Conflict/Inappropriate Social Interactions/Bullying/Aggression

3

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=1tNwbBRX55toULyFVSBtleuWjXdclYsz->

Other Indicators:

Student Surveys

Staff Feedback

– Included in Google folder

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

Participation

93%

Fall

97%

Winter

Spring

On Track

21%

Fall

15%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

2+ Below

44%

Fall

45%

Winter

Spring

No Gro...

35%

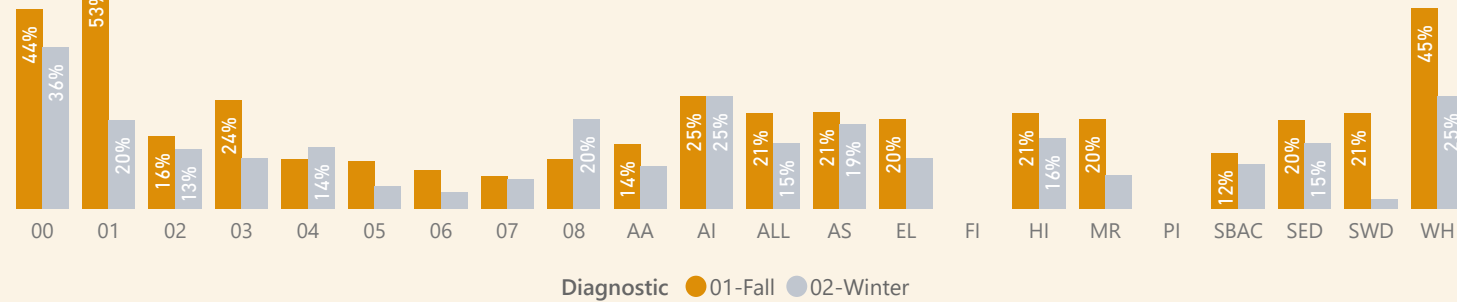
All

29%

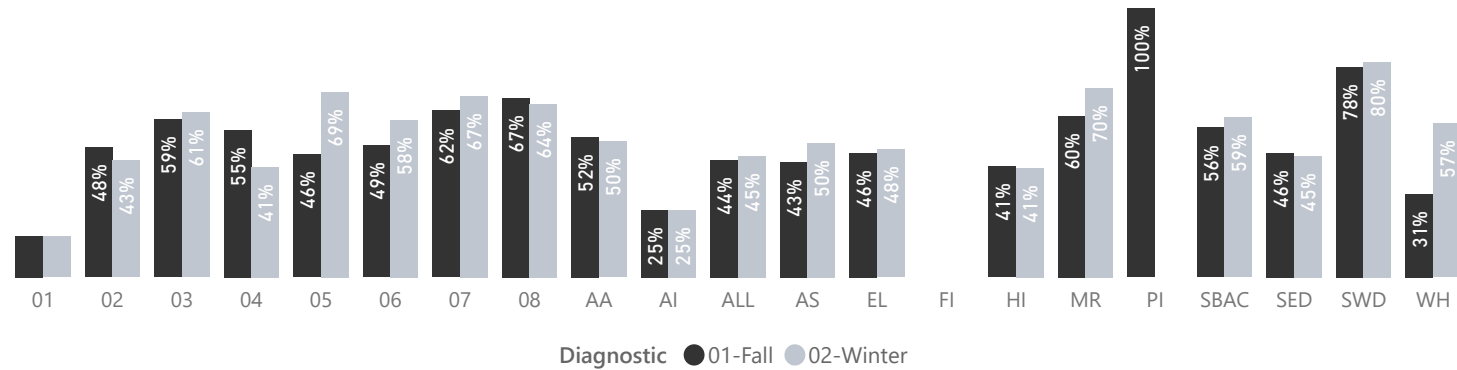
Winter

Spring

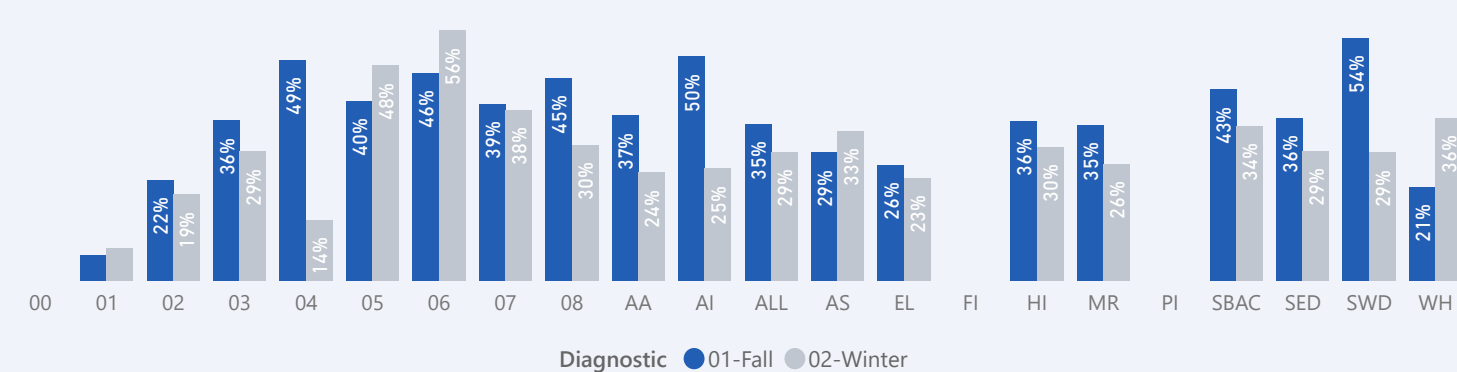
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



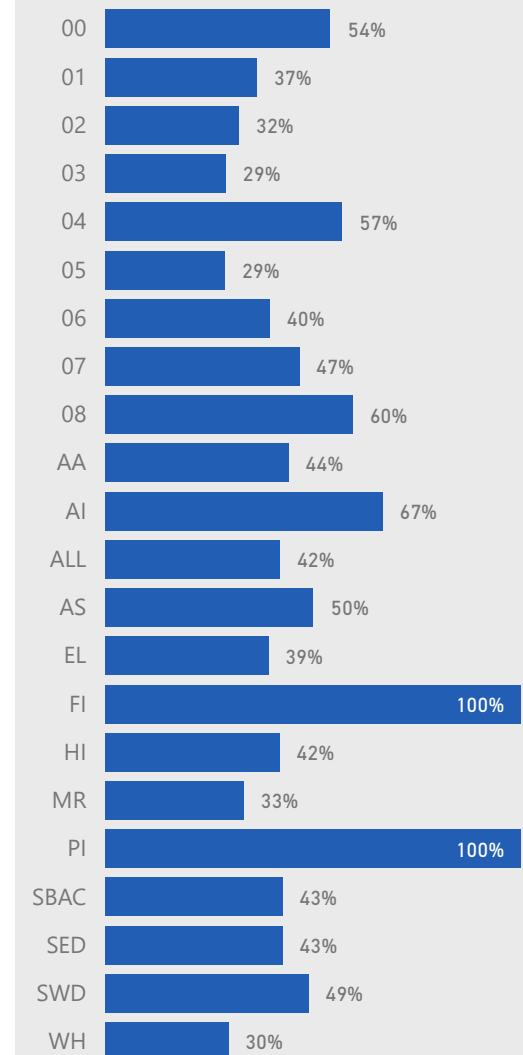
F-W Growth

42%

All

F-S Growth

iReady F-W Typical Growth



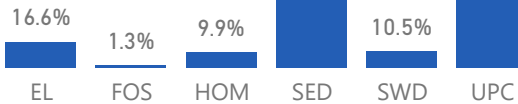
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



554

Enrollment



Winter

Academics



Participation

96%

ELA: K-11

On-Track

24%

Percent



Participation

97%

Math: K-8

On-Track

15%

Percent



Participation

(Blank)

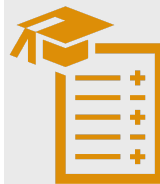
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



Reclassification

English Learners

ELPAC IA

83%

Percent GL Tested

ELPAC IA

15

Total Tested

Curriculum:

Tests Administered Through January

Benchmark

990

Total Test Count

Ready Class

965

Total Test Count

Saavas

279

Total Test Count



Plus Survey

School Climate

22.0%

78.0%

33.0%

67.0%



At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

December

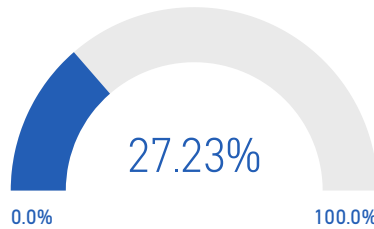
Engagement



CWA

22

Parent Outreach



Chronic Absenteeism

Enrollment

school search

El Dorado Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug

545

Enrollment

06-Jan

554

Enrollment

02-Sep

541

Enrollment

03-Oct

557

Enrollment

04-Nov

558

Enrollment

05-Dec

554

Enrollment

SUSD RA v1.1

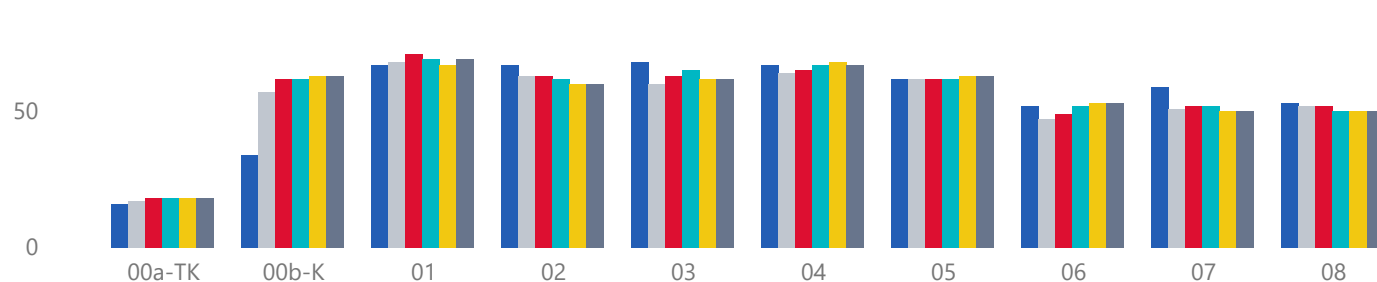
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

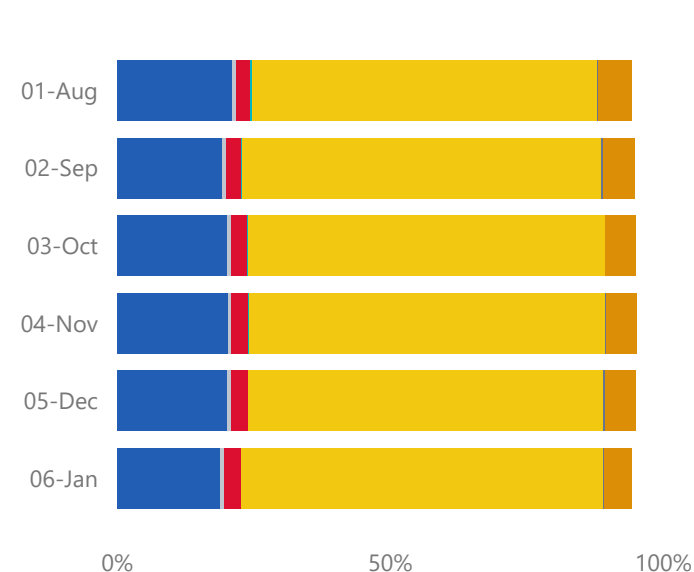
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



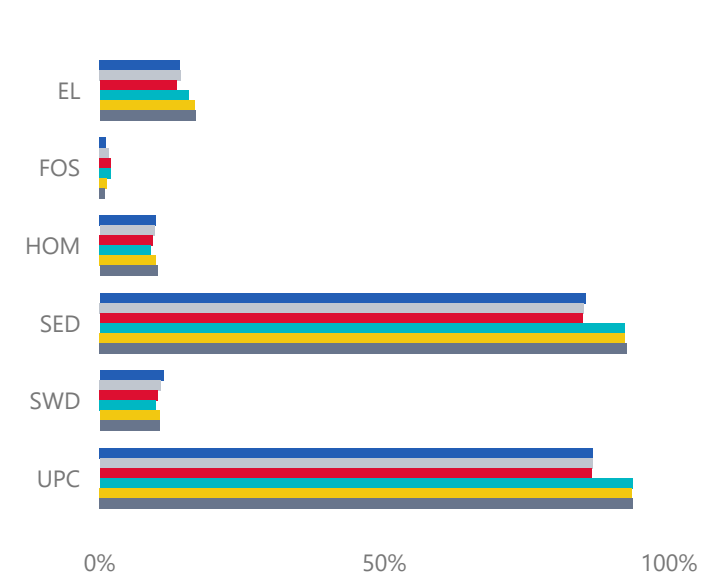
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

El Dorado Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.01↑

Nov - Dec change

01-Aug

20.63%

Rate

01-Aug

112

Count

02-Sep

22.54%

Rate

02-Sep

128

Count

03-Oct

27.62%

Rate

03-Oct

161

Count

04-Nov

26.70%

Rate

04-Nov

157

Count

05-Dec

27.23%

Rate

05-Dec

162

Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

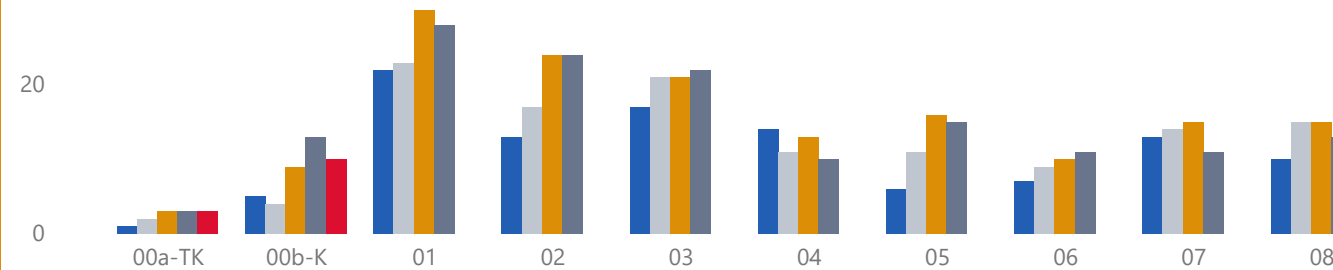
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

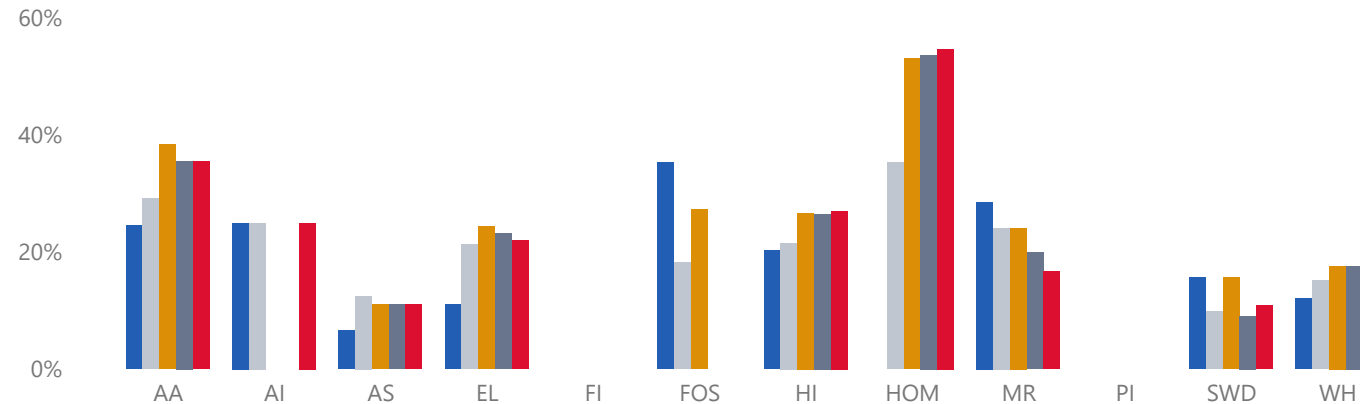
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



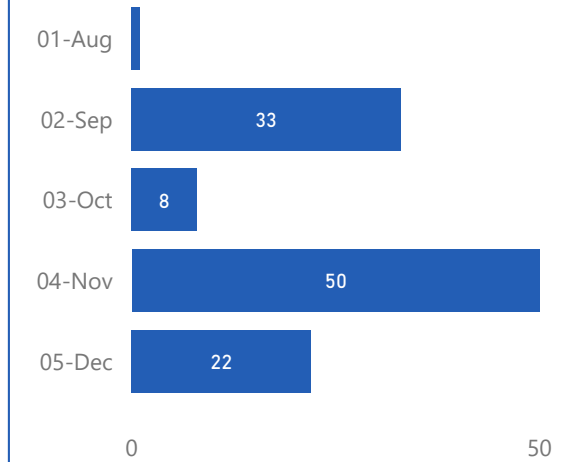
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec

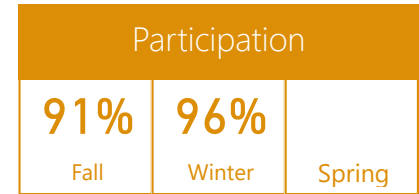


CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

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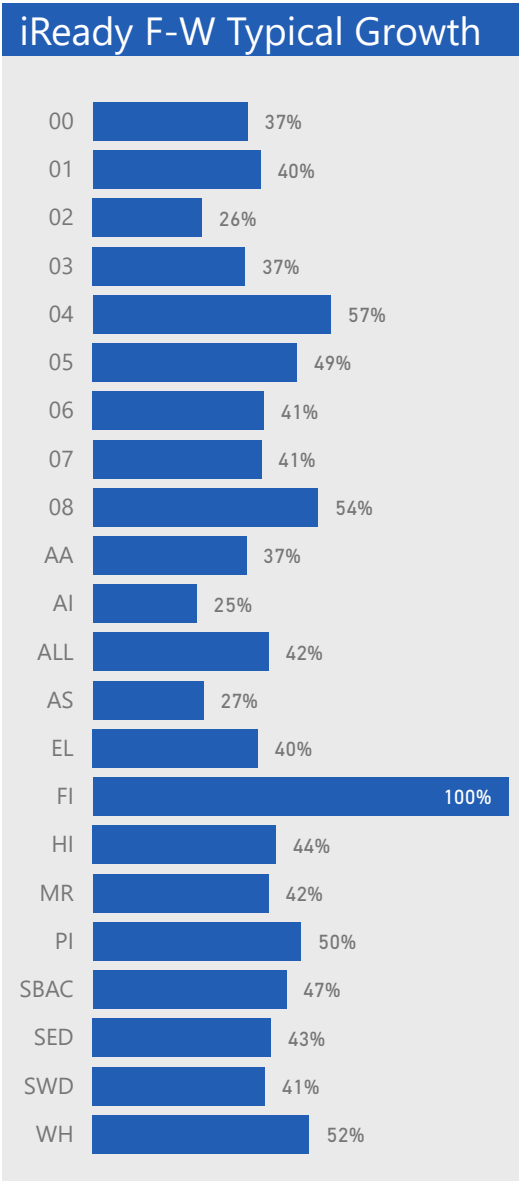
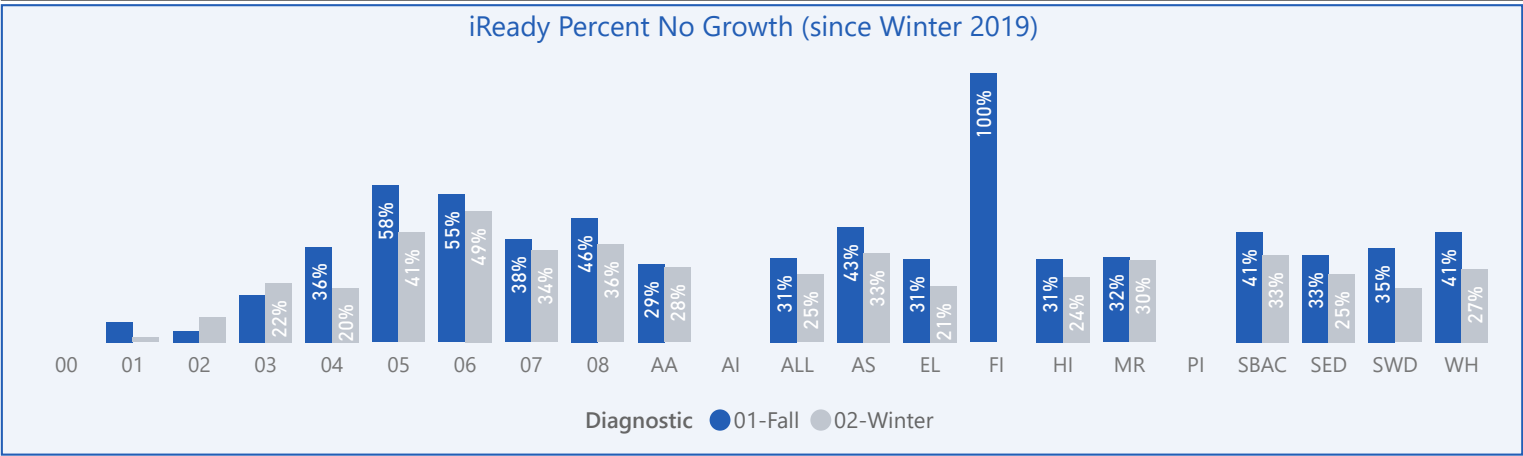
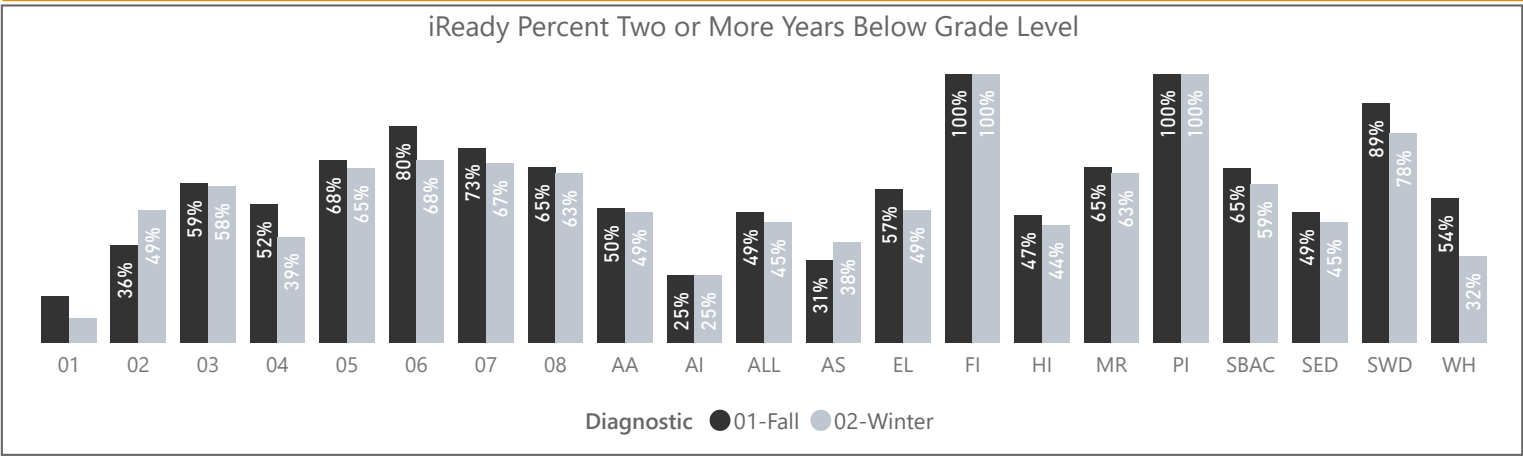
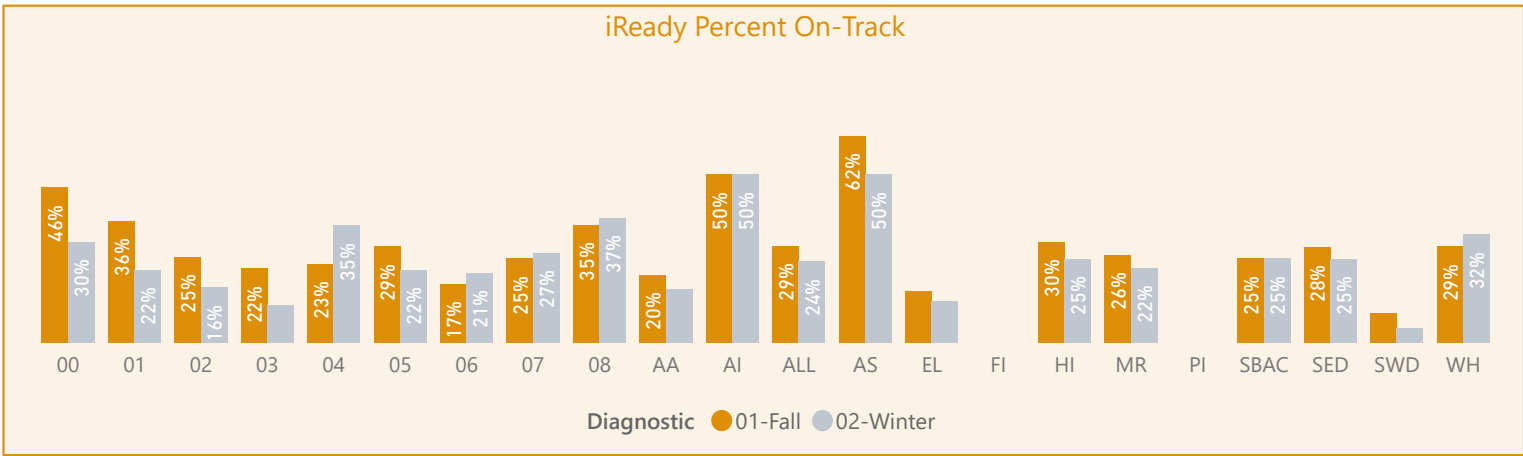
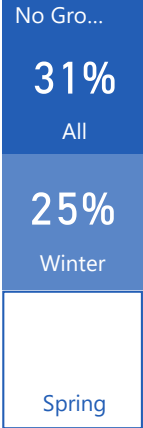
Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

965

Total Test Count

Saavas

279

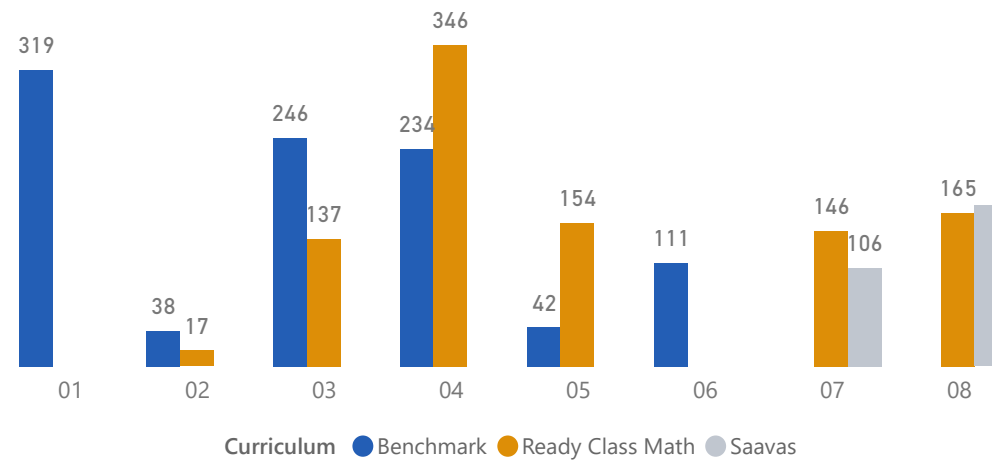
Total Test Count

Benchmark

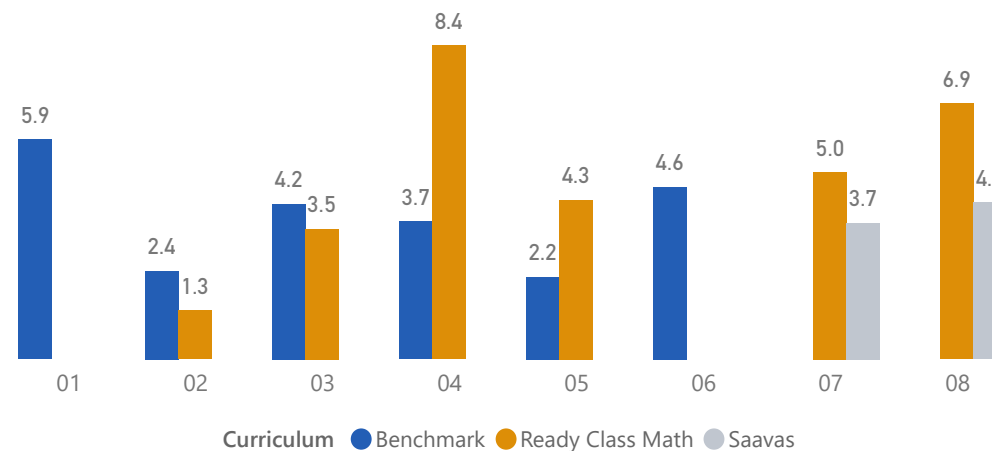
990

Total Test Count

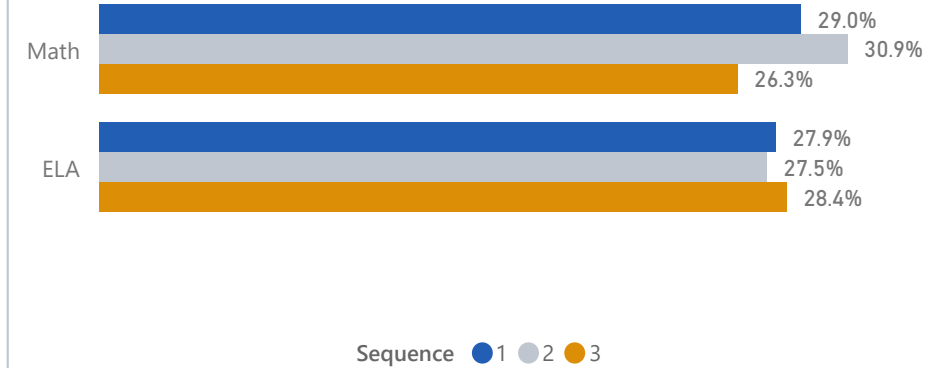
Curriculum: Test Count



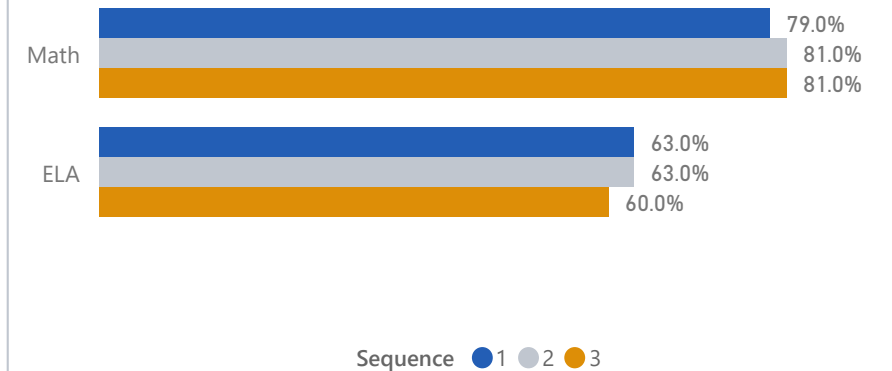
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

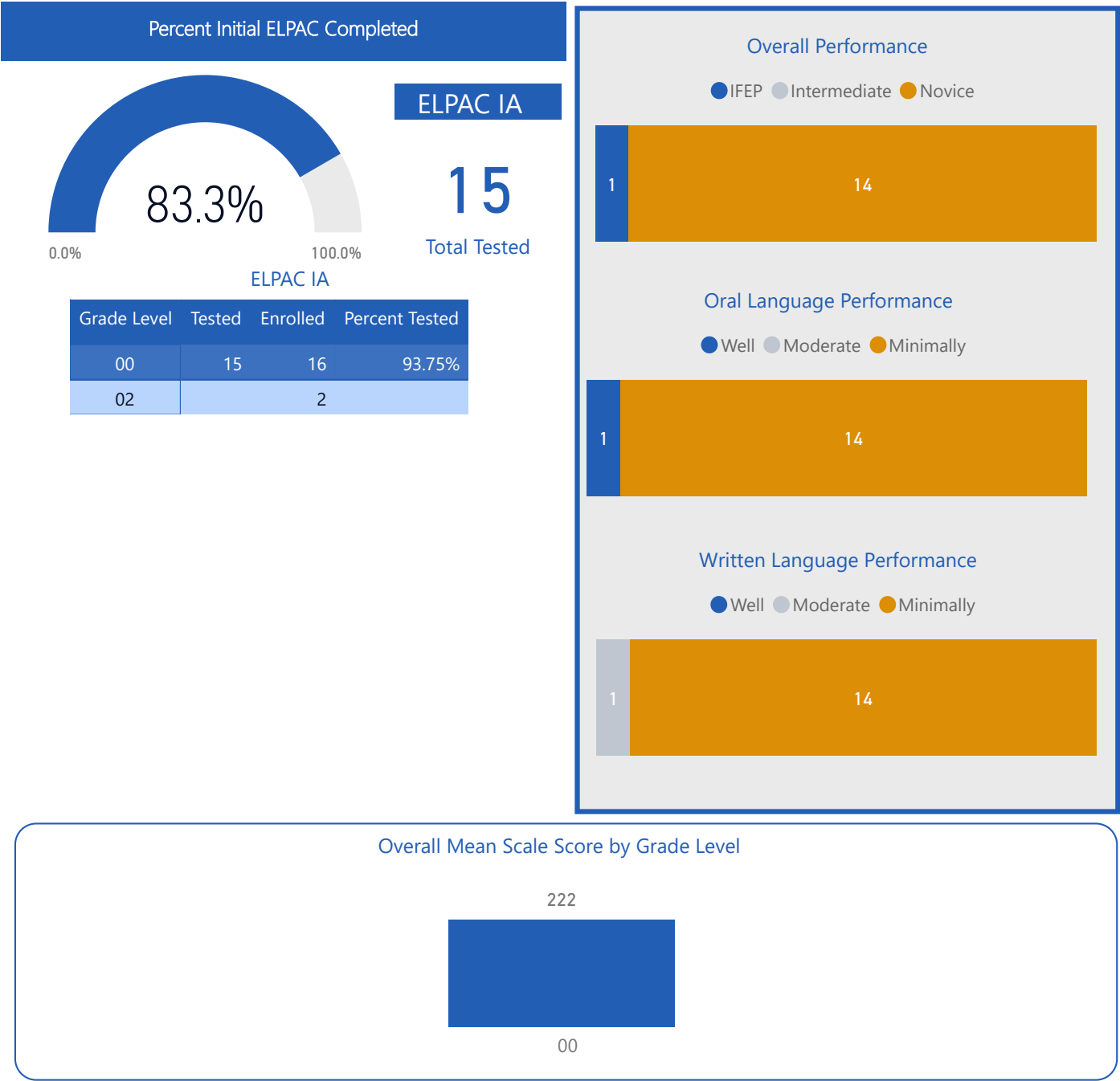
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



Reclassification

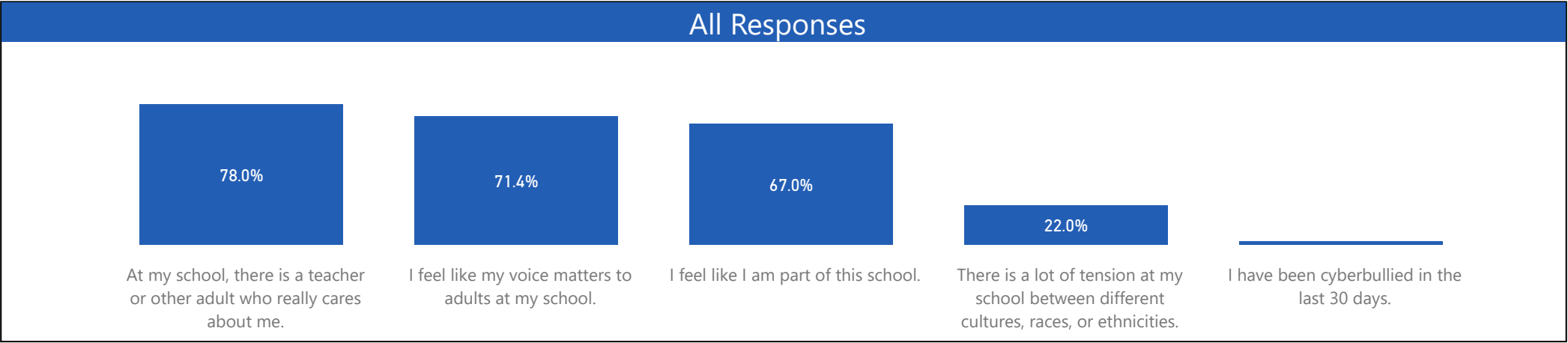
Reclassification by Grade Level

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

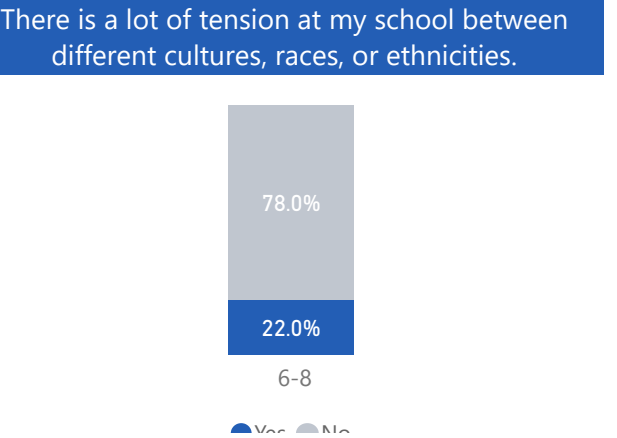
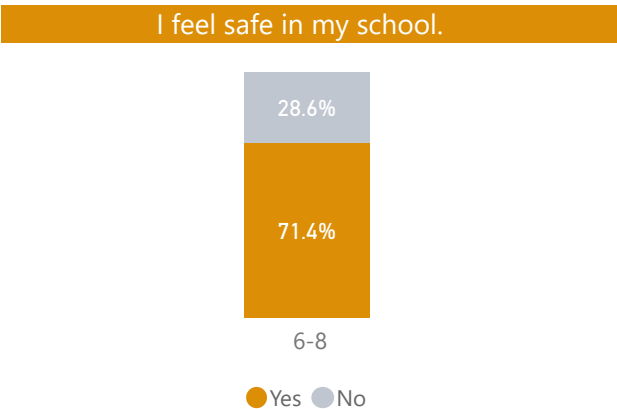
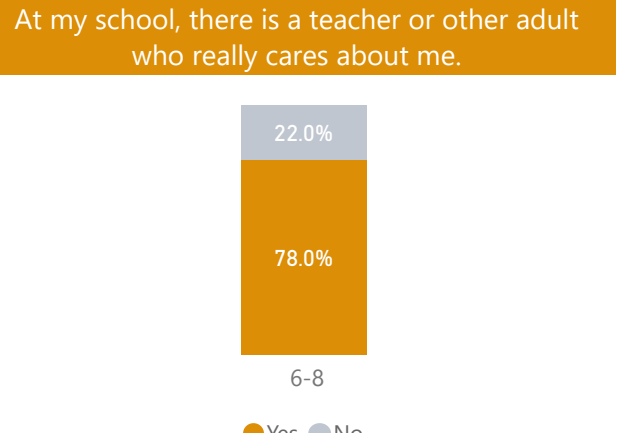
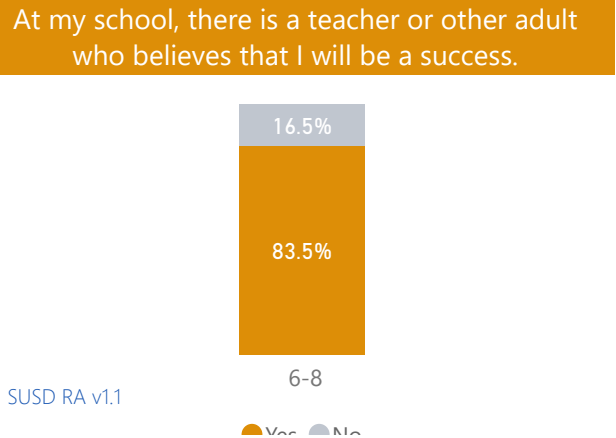
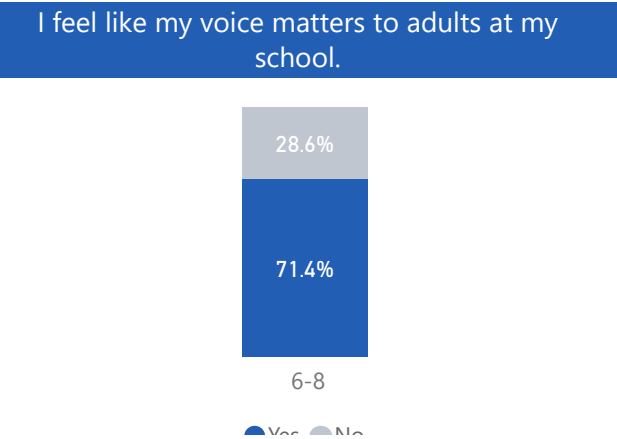
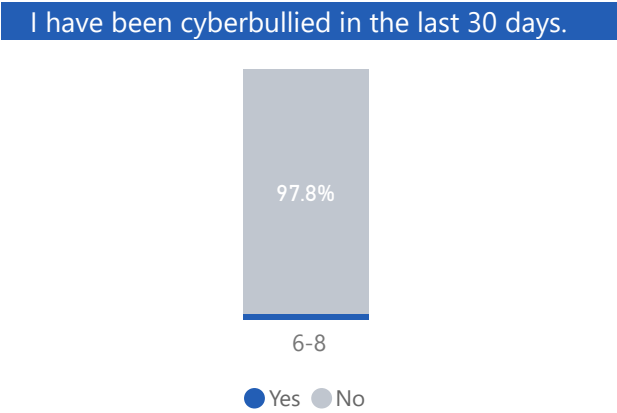
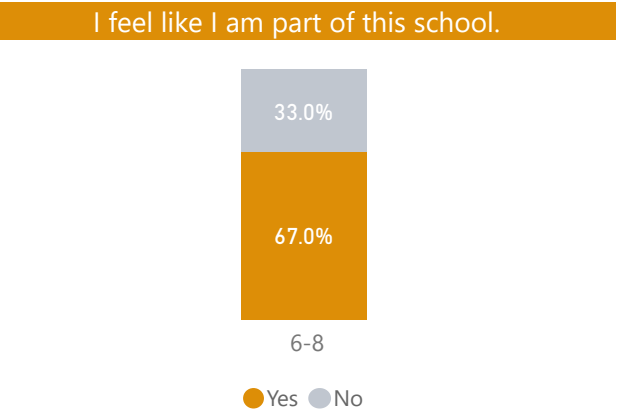
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	91	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy

Frequency: Reports are updated after at end of term, test: Updated: January 2021

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

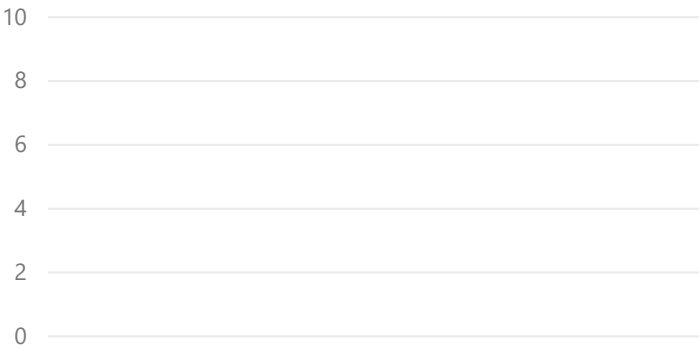
All

MDTP: Fall Diagnostic

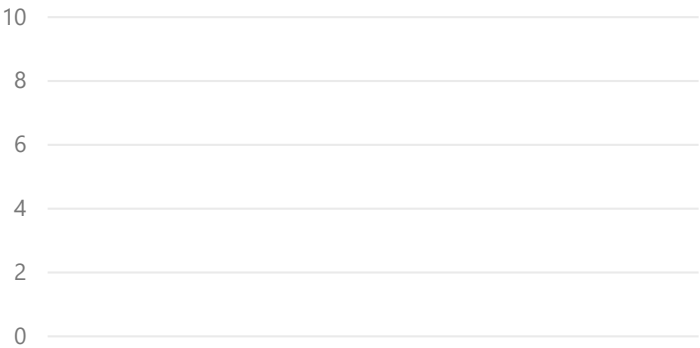
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Recommendations and Assurances:

Site Name: El Dorado School

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

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

English Learner Parent Involvement Committee

5.18.21

Date of Meeting

Other committees established by the school or district (list): _____

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 7.12.21

Date of Meeting

Attested:

Kristin V. Buckenham

Typed Name of School Principal

Signature

Kristin V. Buckenham

Signature of School Principal

7.12.21

Date