

# 2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: \_\_\_\_\_

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 School 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:

English Learner Advisory Committee

\_\_\_\_\_  
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 \_\_\_\_\_  
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

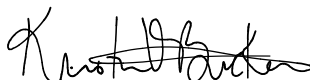
\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:



\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Dorado Elementary	39686766042543		

## Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

## Description

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.

## Engaging Educational Partners

## Resource Inequities

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

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

### Surveys

### Classroom Observations

### Analysis of Current Instructional Program

### Standards, Assessment, and Accountability

# Staffing and Professional Development

## Staffing and Professional Development Summary

- 22 of 26 El Dorado teachers are fully credentialed. 4 out of 25 has a preliminary credential.
- 2 Counselors - Full time, 1 counselor is also a credentialed teacher, 1 counselor is currently earning her PPSC
- 1 Program Specialist
- 1 Instructional Coach
- 1 Instructional Assistant and 2 SDC Assistants
- 1 TK Assistant
- 8 of 25 El Dorado teachers, the principal, assistant principal, counselor, program specialist, SDC assistant are AVID trained (thirteen different pathways) and have attended AVID XP Summer Institute.
- 1 of 5 El Dorado middle school teachers are trained and have implemented a Project Lead The Way (PLTW)
- 19 of 26 teachers participated in a lesson study cycles focusing on building the teachers' capacity centered around Number Sense and Fluency (number sense routines and accountable talk) and problem solving (teachers learned how to facilitate a problem-solving lesson that focuses on student thinking).
- Additionally, we focused on building capacity around the use of effective research based strategies to build "thinking classrooms."
- Staff Development for 2023-2024 will focus on AVID/Writing, Mathematics/Number Sense, Educational Equity, and EL Strategies
- Focus teams will be developed to ensure access, engagement, relevance, and rigor.
- Teachers have access to the El Dorado Program Specialist to assist with technology and curriculum needs.
- El Dorado teachers collaborate using the PLC process on the second and fourth Tuesday of every month.
- El Dorado teachers will have the opportunity to participate in vertical collaboration once each trimester.

## Staffing and Professional Development Strengths

Teachers were provided five hours of collaboration (grade level and whole staff) per month and were offered additional compensation for collaboration outside of contract hours.

Fifteen hour long sessions of STEM professional development, aligned to the Next Generation Science Standards were offered during the 2022-2023 school year.

In partnership with SJCOE, El Dorado teachers and staff participated in a lesson study cycle centered around number sense, fluency and problem solving.

To build capacity and encourage reflective conversations about teaching and learning in mathematics, teachers and staff were given a copy of "Building Thinking Classrooms." Six core staff members met each month as part of a book study cohort. The cohort discussed each chapter, how strategies were implemented in the classroom, and the impact on their professional practice.

In the second year of implementing BTC strategies, El Dorado teachers agreed to a school wide implementation of at least two of the fourteen strategies.

El Dorado began school wide implementation of AVID during the 2021-2022 school year, focusing on aligning practices across grade levels. The team chose to focus on the implementation of 2-3 AVID strategies from Kindergarten to eighth grade.

Professional development and collaboration focused on demonstrating the alignment between district and school goals and how the components of AVID, PLTW/ Interventions embedded in Science inquiry, executive functions instruction, trauma informed teaching practices, restorative practices, SEL, and building thinking classrooms when implemented consistently and purposefully, come together to provide an effective support system for student learning.

Thirteen teachers attended either in person or virtually, the Learning and the Brain Conference held in February 2023. The conference focused on the brain science behind disruptive behaviors, executive deficits, emotional dysregulation, and learning disorders. Participants explored evidence-based strategies for dealing with challenging behaviors, ADHD, autism, LD, and bullying and for improving emotional self-regulation, executive skills, classroom management, discipline, and school climate. Attendees

Five staff members will attend the PLC conference in Las Vegas, Nevada in June 2023.

On-site coaching

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Professional Development is needed for El Dorado's AVID site team to effectively lead AVID implementation. **Root Cause/Why:** Implementation of AVID strategies, monitoring practices, and evidence collection were not done consistently. El Dorado's AVID team was not fully developed and did not meet on a regular basis. Expectations were not clear, therefore, the support for school wide implementation was lacking.

**Needs Statement 2 (Prioritized):** Professional Development is needed for teachers and all support staff in social emotional learning and strategies to address student behavior and engagement. **Root Cause/Why:** El Dorado has a large transient population. Students new to El Dorado exhibited challenging and sometimes violent behaviors that negatively impacted the school's culture.

**Needs Statement 3 (Prioritized):** On going professional development in adopted curriculum, SIPPS and Heggerty intervention is needed. **Root Cause/Why:** 2022-2023 was the first year of implementation for SIPPS and Heggerty.

**Needs Statement 4 (Prioritized):** On going professional development in AVID to address collective commitments, expectations for staff and students, and evidence collection is needed. **Root Cause/Why:** The AVID site team was not fully developed and did not meet regularly during the 2022-2023 school year.

Expectations for AVID strategy implementation and process for monitoring and collecting evidence was not clear to staff.

**Needs Statement 5 (Prioritized):** To develop high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed. **Root Cause/Why:** Teams are at different stages of PLC development and currently there is not a strong monitoring system in place to support true PLC function and purpose.

# Teaching and Learning

## Teaching and Learning Summary

All El Dorado TK - 6th grade teachers adhere to the required 300 minutes of daily instruction.

All El Dorado 7th - 8th grade teachers adhere to the required 309 minutes of daily instruction.

All El Dorado teachers use the district adopted curriculum (Benchmark, Pearson Learning, and Ready Math) and follow the district's pacing guidelines.

All El Dorado EL students receive ELD ( K-6th - 30 minutes, 7th/8th - 50 minutes) daily. In addition, newcomers are provided with access to a program that provides accurate and real time translation to their primary language as well as materials and resources to support their English language development.

Students in 7th - 8th grade have opportunity to participate in the following PLTW modules; Design and Modeling

One instructional Assistant provides direct support to students in grades TK-1st grade in Math and ELA. Additionally, she facilitates Science embedded intervention (PLTW based) for students in grades TK - 6th.

All El Dorado teachers provide one on one and small group instruction and have time built into their daily schedule for intervention. Additionally, students in grades 1-3 who need support with phonics and foundational reading skills platoon to receive additional small group instruction daily. Teachers use I-Ready, Benchmark and Pearson data to create small groups and plan intervention. During this time, students work independently on their iReady pathways or AR (accessing MyOn, Epic, and libraries) while the focuses on small group intervention.

AVID strategies for reading, math, social studies, and science are implemented school wide.

Instructional leadership teams including teachers, administrators and the instructional coach to attend, monitor, and support collaboration meetings to maintain focus on curriculum and program implementation and decision making aligned with school and district goals and based on student outcomes. Outcomes of academic conferences to include development of targeted supports for teachers based on need as determined by student data (identifying needs for T1 high quality first instruction and T2 supports), teacher self evaluation, and curriculum resources.

Professional Development opportunities include curriculum implementation, AVID, PLTW, effective strategies for mathematics instruction, Accelerated Reader, MyOn online library, classroom technology applications, and iReady diagnostic analysis and planning.

One full time Program Specialist provides support for all teachers including teacher/student technology, curriculum and programs, EL Coordinator, and assessments.

One full time Assistant Principal assists with IEPs and student support (T2 and T3), one SLP, 1.5 RSP teachers, one instructional assist

1.5 counselors offer supports for teachers and students providing in class presentations (SEL, anti-bullying, anti tobacco, and crisis intervention), student groups, behavior intervention, coordinate SST/SAP meetings and supports, consultation and referrals to on site mental health clinician, and outside agency services.

## Teaching and Learning Strengths

- 24 out of 25 El Dorado teachers are fully credentialed. 1 out of 25 has a preliminary credential.
- Teachers were provided grade level and whole staff collaboration time twice a month and were offered additional compensation for collaboration outside of contract hours. Leadership and PBIS, and attendance teams were able to collaborate bi-monthly on school wide goals and expectations.
- Modifications were made to El Dorado's original plan for teacher professional development. All teachers were able to participate in demo lessons focused on mathematics instruction.
- El Dorado continues to build capacity with AVID, PLTW, and Building Thinking Classrooms training and implementation.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Students continue to need intensive intervention support in reading and mathematics **Root Cause/Why:** The impact of Covid/ school closure on learning, a significant rise in chronic absenteeism, and high SEL needs have hindered student learning

**Needs Statement 2 (Prioritized):** Monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations need to be made clear. **Root Cause/Why:** Effective first instruction using these strategies is not apparent in all classrooms. Expectations for implementation was not clear to staff.

**Needs Statement 3 (Prioritized):** Students struggled with engagement and seemed to lack motivation to pursue academic goals. Teachers were challenged with connecting and engaging with students to support and motivate them. Access to creative, hands on, inquiry-based content as well as environments that allow for student choice and movement are needed to reengage student learning. **Root Cause/Why:** Student learning has changed since the pandemic. Socialization, motivation and engagement have been negatively impacted. More students have or are facing mental health issues, depression and effects resulting from isolation.

**Needs Statement 4 (Prioritized):** Over the last two years, El Dorado has enrolled a higher number of newcomers who speak a variety of languages. To accurately assess their knowledge and provide access to curriculum content and instruction, we need the tools to effectively support them in English language acquisition. **Root Cause/Why:** Historically, we have not had the level of support needed for our newcomers and thus were not able to meet their educational needs.



# Parental Engagement

## Parental Engagement Summary

School, district, and community resources were provided to parents to increase parent involvement and engagement with their child's learning pathway. Trimester progress reports, report cards, and iReady diagnostic results were provided to parents to update them on their child's academic progress.

To support parents in their understanding of grade level content and instruction, they have access to lessons, assignments, and their child's progress on in class and homework assignments through Google Classroom, Class Dojo, SeeSaw, and/or ParentVue. Parents and teachers can also communicate regularly through these online platforms. Parents also have the option of requesting a conference with their child's teacher which can also include an administrator if needed or requested. Parent conferences for parents of middle school students are once per trimester. These conferences provide parents with information on SUSL's comprehensive and specialty high school programs, A-G requirements, GPA calculations, progress reports and report card schedules, adopted curriculum, school and classroom expectations and the importance of attendance.

The Title I presentation, El Dorado School's Class Dojo page, school and district websites, School Site Council (SSC), English Language Advisory Committee (ELAC) meetings, are open to all parents and communicate school goals, instructional focus, PBIS programs and incentives, After School Program schedules and events, as well as events happening at El Dorado, in SUSL, and in the community.

Back to school night, trimester awards assemblies, family night events, parent coffee cafe' and other activities to involve parents are organized to increase parent engagement and create a positive partnership between the parents and the school community.

## Parental Engagement Strengths

- Teacher/Parent/Student Conferences held in the 1st trimester and then as needed or requested by parent or teacher
- School Site Council meets composition requirements
- Regular parent communication about El Dorado School done via El Dorado's Class Dojo page, school website, and automated messaging system
- Increase of parents activation and use of ParentVue
- Administrators are available to parents and are provided with multiple contact options: Google Voice, email, in person walk in and appointments, Class Dojo messaging, and phone.
- Counselors are available to parents and provide both school-based and community resource options for parents and students.
- Parents are included in the decision making process pertaining to their child's academic success through SAP/SST, 504 plan development, or IEPs.
- Parent input is solicited through parent surveys and feedback, SSC and ELAC meetings, parent conferences, and the submission of written requests.
- El Dorado Counselors partnered with Child Advocates Parent Coaches (CAPC), Health and Human Services of San Joaquin, and San Joaquin Behavioral Health Services and provided monthly Parent Cafe meetings for parents.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** El Dorado wants and needs to increase parent involvement, however it is a challenge. **Root Cause/Why:** El Dorado has a very transient population, making difficult to recruit parents for committees or volunteer at the school. Due to staffing issues, El Dorado had limited opportunities for parents to participate in school activities/events.

**Needs Statement 2 (Prioritized):** Parent involvement in their child's education is important to student success. For most of El Dorado's parents, involvement in student academic progress is extremely limited. **Root Cause/Why:** El Dorado is a high needs school in terms of supports needed for social/emotional development and behavioral interventions. Much of the time parents only get involved when there is a referral for services, or they have discipline issues. The amount of time this takes, hinders staff's ability to focus on positive interactions and outreach opportunities.

**Needs Statement 3 (Prioritized):** El Dorado has few parent volunteers thus limiting positive parent involvement with the school community. **Root Cause/Why:** Process to be cleared through Beamentor.org is lengthy and often gets held up due to lack of staff at the district level.



# School Culture and Climate

## School Culture and Climate Summary

As part of our PBIS program, El Dorado School promotes positivity, self-efficacy, responsibility, acceptance and forgiveness. Student safety issues are a priority and students are accountable and supported as they learn to interact within the school community. This message is clearly communicated and modeled to students through daily morning announcements, daily classroom circles, in class SEL presentations, restorative circles, and recess and lunch time procedures.

El Dorado will improve school climate and safety by providing students with social/emotional support and resources that positively impact student learning through:

- Student Supports
  - Continued implementation of a school wide PBIS program, monitored by our PBIS Team
    - Student incentives and awards
    - Recognition for individual and group achievement for meeting academic, attendance, and behavioral goals and expectations
  - Restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities).
  - Proactive classroom presentations by counselors as well as individual and group counseling support
  - Trauma informed care
  - On site mental health services to address social emotional concerns
  - Structured student engagement activities during non-instructional time to reduce discipline.
  - Care, Attendance, PBIS teams
- Student Leadership Opportunities
  - PLUS program
  - College and Career Readiness Presentations
  - Drama
  - AVID

## School Culture and Climate Strengths

### Student Supports

- Continued implementation of a school wide PBIS program, monitored by our PBIS Team
  - Student incentives and awards
  - Recognition for individual and group achievement for meeting academic and behavioral goals and expectations
- Restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities).
- Proactive classroom presentations by counselors as well as individual and group counseling support
- Trauma informed care
- On site mental health services to address social emotional concerns
- Structured student engagement activities during non-instructional time to reduce discipline.
- Care, Attendance, PBIS teams
- Student Leadership Opportunities
  - PLUS program
  - College and Career Readiness Presentations
  - Drama
  - AVID

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** There is concern for the safety of students and staff due to inadequate staffing and supervision. The extreme behaviors of students during this school year negatively impacted our school's culture and climate and increased chronic absenteeism, suspension and expulsion rates. **Root Cause/Why:** El Dorado is allotted one CSA and five yard duty staff. Many of the staff were out for extended periods of time making supervision challenging. The loss of our assistant principal and lead counselor interrupted PBIS programs and procedures and overwhelmed staff.

**Needs Statement 2 (Prioritized):** To restore the high level of positive school culture at El Dorado, expectations for student behavior must be clear and consistently upheld by all staff. Staff requires training in restorative practices and proactive supervision. **Root Cause/Why:** Lack of adequate staffing, absence of district support, and loss of key support staff for more than half of the school year contributed to inconsistencies with supervision and expectations for student behavior. In addition, these issues resulted in the inability to provide adequate behavioral supports for students.

**Needs Statement 3 (Prioritized):** El Dorado lacks supports for students in need of mentoring. The TCA program implemented in 2019-2020 proved to be highly effective and resulted in a reduction in discipline issues overall. Suspension rates decreased as well as our chronic absentee rate. This is a priority need for El Dorado. **Root Cause/Why:** The TCA position/program was cut before the 2021-2022 school year. Without this position, the mentoring program could not be sustained. In addition, other important services and supports could not continue.

# 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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

## Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) By June 2024, the percentage of El Dorado students on grade level or above in ELA will increase 10%, from 29% to 39%, for all students as measured by the iReady Diagnostic assessment. EL: By June 2024, per ELPAC, increase the number of students who reclassify by 15 students. School Goal for Math: In June 2024, the percentage of El Dorado students on grade level or above in Math will increase 10%, from 22% to 32%, for all students as measured by the iReady Diagnostic assessment.

## Identified Need

Professional Development is needed for El Dorado's AVID site team to effectively lead AVID implementation.

On going professional development in adopted curriculum, SIPPS and Heggerty intervention is needed.

On going professional development in AVID to address collective commitments, expectations for staff and students, and evidence collection is needed.

To develop high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

Students continue to need intensive intervention support in reading and mathematics

Monitoring of school wide implementation of "Building Thinking Classrooms" strategies aligned with AVID and Number Talks is a priority need and expectations need to be made clear.

Students struggled with engagement and seemed to lack motivation to pursue academic goals. Teachers were challenged with connecting and engaging with students to support and motivate them. Access to creative, hands on, inquiry-based content as well as environments that allow for student choice and movement are needed to reengage student learning.

Over the last two years, El Dorado has enrolled a higher number of newcomers who speak a variety of languages. To accurately assess their knowledge and provide access to curriculum content and instruction, we need the tools to effectively support them in English language acquisition.

Parent involvement in their child's education is important to student success. For most of El Dorado's parents, involvement in student academic progress is extremely limited.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students scoring grade level, mid or above on the iReady Diagnostic - Reading	29%	39%
Number of EL students meeting criteria for reclassification	to date 10 students have met criteria for reclassification	15 additional students will meet criteria for reclassification
% of students scoring grade level, mid or above on the iReady Diagnostic - Math	22%	32%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1.1.1

### Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

1-a This strategy focuses on adult learning. To continue forward momentum in the development of high functioning teams, teacher/staff will engage in reflective conversations and re-evaluate the functioning of professional learning community practices in order to re-establish norms, collective commitments, and a focus on learning. A secondary objective is to continue providing professional development opportunities and in class support, including coaching, for classroom teachers on content and instructional practices focusing on CCSS and the board adopted curriculum (Ready Math, Benchmark, Pearson, and HMH Science Dimensions-NGSS) implementation. Additional Professional Development focusing on HMH/NGSS and supplementary Science curriculum (PLTW), AVID, Number Talks, and "Building thinking classrooms" strategies will be provided monthly during regular staff meetings. Opportunities for professional development outside contract hours will be available. Professional development offerings through San Joaquin County Office of Education, Solution Tree, AVID, and STEM affiliates will be available for teachers/staff to attend. 52150 - Conferences - \$30,000 - CSI 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). 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 - Building Thinking Classrooms (BTC), Number Talks, 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. 11700 - Teacher Substitute - \$8,000 - LCFF 11700 - Teacher Substitute -\$20,000 - Title I 1-d El Dorado will also expand the implementation of Project Lead the Way to include The PLTW Advisor will expand the implementation of NGSS standards and will develop additional projects/lessons/inquiries across all grade levels to build capacity for the expansion of PLTW K-5. In addition, training for the instructional assist to facilitate and assist with implementation will be provided. Provide flexible seating and flex space materials to create a learning environment conducive to learning and application of NGSS standards and implementation of PLTW. 21500 - Additional Comp. Instructional Assistant - \$1,000- Title I 43200- Non-Instructional Materials and Supplies - \$20,000 - CSI 44000 - Equipment - 2,249 - LCFF 1-e 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, the instructional coach, assists, and program specialist. \*Allocation under CSI additional funding 1-f .40 FTE (Title I) Program Specialist will assist the Instructional Coach (1.0 FTE Instructional Coach - Centralized Service) with coordinating professional development and co-teaching opportunities for individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum (Year 4) and accessing resources to support all components of supplemental programs (AVID, SIPPS, SEL, Number Talks, Accelerated Reader/Myon). The program specialist also works with teachers after school and during grade level meetings to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes the 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 will oversee the implementation and coordination of academic intervention, supports and progress monitoring school-wide (part of CSI supports). 19101 - .40 FTE Program Specialist - \$67,200 - Title I 19101 - .60 FTE Program Specialist - \$100,800 - LCFF CSI: 1-g Beginning in August 2023 we will revisit and review and modify our original plan for professional development with SJCOE as follows: Lesson Study Cycle 1 (Kindergarten and 7th/8th grade) 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 (all teachers) 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. In addition, we will explore effective (research & Personal Practice) lesson design during PD sessions coupled with peer coaching sessions in order to aid in the transfer back to the classroom focusing on student engagement and development of critical thinking skills. 1-h The AVID site leadership team will meet weekly for the first month of the 2023-2024 school year and then monthly or as needed. Professional development will address the following: Alignment of AVID, Building Thinking Classrooms, Number Talks, and PLCs. Developing and implementing the goals in the Site Plan and creating individual commitment statements aligned to the goals. Collecting evidence to illustrate support for student access to, and success in, rigorous curriculum. Modeling and sharing effective WICOR strategies and academic success skills across content areas. Analyzing school and student data in order to provide relevant professional learning at their site. Setting high expectations for all students, faculty, and parents in regard to student achievement and college readiness. Addressing equity issues/barriers on campus. Supporting the needs of the AVID Elective (e.g., recruitment, tutor training, student support, college readiness and awareness) 11700 - Substitute Teachers - \$15,000- CSI 11500 - Teacher Additional Comp -\$20,000 - Title I 19500 - Instructional Coach Additional Comp. - \$1,500 - Title I 19500 - Program Specialist Additional Comp. - \$1,500 - Title I

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,000	50643 - Title I
\$8,000	23030 - LCFF (Site)
\$67,200	50643 - Title I
\$100,800	23030 - LCFF (Site)
\$20,000	50643 - Title I
\$1,500	50643 - Title I
\$1,500	50643 - Title I
\$20,000	50643 - Title I
\$2,249	23030 - LCFF (Site)
\$20,000	50345 - CSI 2021/22
\$15,000	50345 - CSI 2021/22

\$15,000	50345 - CSI 2021/22
\$30,000	50345 - CSI 2021/22
\$18,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1.1.2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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 second and third grade students during the 2021-2022 school year was considered by El Dorado's leadership team when identifying needed support at the primary grade levels. To mitigate lost learning, students in the 2nd and 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. In addition, selected students in 6th and 7th grade, who were considered three or more years below grade level in reading were provided with the opportunity for one-on-one support. The instruction focused on phonics, high frequency words, fluency, basic vocabulary and reading comprehension. During We will continue to replicate this support for tier 2 and tier 3 students through science content. In addition, teachers of grades 1st through 3rd will be implementing SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). SIPPS in an intervention program recently adopted by SUSD's Board of Education and is a research-based foundational skills program proven to help both new and struggling readers in grades K-12, including English learners. The instructional assist will provide additional support to students who are just short of meeting their iReady growth goal in reading. Additionally, students who are close to meeting their iReady growth goal in math will receive one on one or small group instruction. 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 FTE Instructional Assistant - \$38,357 - Title I 21101 - .40 FTE Instructional Assistant - \$25,571 - LCFF CSI: c. 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. - \$2,000 - CSI d. Implementation of science-based resources for all students. District wide data shows that students going from 8th grade into high school are not prepared for the rigor of the CTE pathways or A-G requirements. Students do not have the background or real-life experience required to meet the high school expectations, specifically in the areas of mathematics and science. Ultimately, this issue will impact student success and likelihood that students will graduate high school ready for college, vocational training programs, or begin a career in their chosen field. In order to "bridge the gap", K-8 schools must provide those opportunities and prepare students with high level first instruction in math and science beginning in TK/Kindergarten. In order to provide all students with equal opportunity and access to the science curriculum, real world math and science applications, and hands on lessons which include labs, schools need to have the space, resources, and equipment on hand, including appropriate lab furnishings that allow these subjects to be taught and learned at high levels. Science is a great equalizer; all students begin on a level playing field in terms of learning. Students will engage in observation, inquiry, data analysis, and collaboration and need the appropriate resources to do so. The goal is to create a learning environment that will provide students with more practical experiences to support their development as independent thinkers and problem solvers. These resources will not only better prepare students for success in high school math and science courses but will encourage more students, specifically females and students of color, to pursue science and math careers. This allocation will provide El Dorado school with a working science lab that all students from TK through 8th grade will have access to. Instructional materials and supplies include but are not limited to; beakers, test tubes, magnifying glasses, slides, slide kits, Bunsen burners, flasks, droppers, hot plates, journals, thermometers, tongs, brushes, weighing machines. spatulas, spring balance, ammeter, funnels, litmus and filter papers. 44000 - Equipment - \$29,306- CSI 43110 - Instructional Materials and Supplies - \$30,000- Title I

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$38,357	50643 - Title I
\$25,571	23030 - LCFF (Site)
\$30,000	50643 - Title I
\$2,000	50345 - CSI 2021/22
\$29,306	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1.1.3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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), college pennants and related college themed items, including college gear/shirts/sweatshirts for students, used to support AVID implementation (school culture), 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 - Instructional Materials/Supplies - \$15,000 - LCFF 43200 - Non-Instructional Materials and Supplies - \$6,513 - Title I b. To support the academic achievement of newcomers or ELL students in need of additional primary language support 6 site licenses for interact streamer will be purchased. "Introducing Streamer - Streamer is a new approach to captioning, note-taking and translation. Streamer users receive a private and secure website, created specifically for you, your firm, school, agency, or place of worship. Use your Streamer website as often as you like to caption and translate conversations with as many people as you want. User-friendly, accessible, private, and secure, Streamer has features to support all your communication needs in every situation." 58450 - License Agreement - \$600 - Title I c. 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 - \$5,000 - CSI d. 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 - \$5,000- Title I CSI: e. 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. In addition, teachers will have access to supplemental resources on Teacher Pay Teacher with the purchase of a site license. 58450 - License Agreements - Renaissance Learning - Accelerated Reader and Renaissance Learning - MyOn and TPT. Total: \$17,700 - CSI f. 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: 3D Laser Printers Student minicomputers Heavy Duty Sewing Machine Building Tools Digital Camera and Biological Compound Microscope Coding Hardware Robot Kits Interactive Classroom Projectors Student will also be able to attend fieldtrips - STEM Field Trips/Competitions 58720 - Transportation Non-District Buses - \$10,000 Title I 58720 - Transportation Non-District Buses - \$10,000 CSI g. 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, MyOn, and Interact Streamer). 43110 - Instructional Materials/Supplies/Books - \$21,000 - CSI

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$15,000	23030 - LCFF (Site)
\$600	50643 - Title I
\$10,000	50643 - Title I
\$6,513	50643 - Title I
\$5,000	50345 - CSI 2021/22
\$17,700	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$21,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1.1.4

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity



a. Provide students opportunities to: \*interact with their peers who will attend their kindergarten class promoting social skills, \*establish a connection between the kindergarten teacher and preschooler, \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and \*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

**Annual Review**

**SPSA Year Reviewed: 2022-2023** 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.

The following planned activities for Goal 1 strategy 1.1.1- adult learning were fully implemented: Sixteen (16) teachers participated in a full day collaboration and lesson study cycle (Building Thinking Classrooms) focused on Mathematics instruction and strategies to build students' critical thinking skills. Fifteen (15) sessions of site level STEM PD were offered on 9/9, 9/23, 10/7, 10/21, 11/4, 11/18, 12/2, 12/16, 1/27, 2/10, 2/24, 3/10, 3/24, 4/7, and 4/21. An average of six staff members attended each session. Thirteen (13) teachers/staff (K-3 and instructional assist, instructional coach) were trained in SIPPS intervention curriculum. Number talks training - PD provided to all teachers by Angela Pilcher on 10/11/22. PD session was followed by in class demo lessons on 10/13/22-10/14/22, 01/11/23 - 01/13/23, and 03/29/23 - 03/31/23. Heggerty trainings - TK - 2nd grade teachers participated in an additional PD session on 09/16/22. The following planned activities for Goal 1 strategy 1.1.2- Student Learning were fully implemented: SIPPS intervention - Data reflects the percentage of students meeting mastery on the end of the year assessment. Kindergarten Group 1 - 12% (letter naming) Group 2 - 40% (12% - letter naming, 28% - BL11-31) First Grade Group 1 - 75% (January 2023) Group 2 - 80% Group 3 - 75% Second Grade Group 1 - 85% Group 2 - 94% Group 3 -66% Third Grade Group 1 - 88% Group 2 - 65% Group 3 - 88% Intensive Intervention - Reading Small group and one on one tutoring targeted 13 students who were not making expected progress in the lowest SIPPS group. Following the 9-week intervention, students were given the ending SIPPS mastery assessment. Results are as follows: 85% of students learned all the letter names to mastery. 62% of students learned all of the letter sounds to mastery. 100% of students started short vowel readers. Tutoring Intervention - Mathematics Fall iReady scores were used to select 32 students from K-2 with the greatest academic need in mathematics. The following data reflects the percentage of students with a 10 point or higher gain on the spring iReady assessment by grade level: K - 100% 1st grade - 75% 2nd grade - 83% The middle school science teacher and instructional assistant developed, planned, and facilitated four unique sessions focused on hands on science projects/experiments in twenty classrooms per session. These sessions provided learning opportunities for teachers as well. AVID implementation goals were only partially met. Plan for monitoring and evidence collection has been developed and will be implemented during the 2023-2024 school year. The following planned activities for Goal 1 strategy 1.1.3- Student Learning - Technology were fully implemented: Accelerated Reader - El Dorado students read 4,600 books and 9,481,678 words. As a result, students learned 9,482 new words. MyOn - One hundred and eighty-seven students completed one or more Accelerated Reader quizzes. Two hundred and seventy-five students used the MyOn program. Students read 7,003 books, 118,847 pages, 7,028,959 words, and spent 44,296 minutes reading. 74% of students read daily for 15 minutes, 24% read 15-29 minutes per day, and 2% read daily for 30 minutes or more. 41% of the books students read were nonfiction and 59% were fiction. Grade Level Reading Engagement 1st grade -1.9% 2nd grade -68.3% 3rd grade -55.6% 4th grade -76% 5th grade - 56.3% 6th grade - 7.7% 7th grade -45.2% 8th grade - 26.4% The following planned activities for Goal 1 strategy 1.1.3- Student Learning - Technology were fully implemented: Four ELL students had access to interact streamer, a real time translation program designed to assist newcomers with English language aquisition. Students in 7th/8th grade participated in field trips to San Jose's Tech Museum, The Exploratorium in San Francisco, and Science Day and Great America.

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

The major difference between the intended implementation and/or the budgeted expenditures is that flexible seating options for all classrooms and some of the high-level science equipment, materials and furniture for the new science lab were not received until the end of the school year, therefore, implementation will happen for the 23-24 school year.

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.

The changes made for the 2022-2023 school year included the partial reallocation of funds intended for substitute teachers to release classroom teachers for professional development and additional compensation for teachers. These funds were reallocated to purchase instructional materials and supplies, pay for conference registration and accommodations. End of Year Staff Survey PD needs What are your PD needs for next year? Check all that apply. 61.9% - AVID 42.9% -Building Thinking Classrooms 61.9% - Number Talks 4.8% - Heggerty 23.8% SIPPS 28.6% -Restorative Practices 42.9% - Learning and the Brain 38.1% - PLC 42.9% - STEM

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goals for Suspension: In June 2024, El Dorado's school wide suspension rates for all students will decrease by a minimum of 16% (compared to 2021-2022 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: In June 2024, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 16% (compared to 2021-2022 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard. School Goal for Attendance/Chronic Truancy: In June of 2024, El Dorado will decrease the chronic absentee rate by 16% (compared to 2022 - 2023) from 59.45% to 50% at minimum, as measured by attendance data and reported on the California Dashboard. In June of 2024, El Dorado will increase the school-wide attendance rate by 3.68% (compared to 2022-2023) from 86.8% to 90% as measured by the district's P2 attendance report.

Identified Need

Professional Development is needed for teachers and all support staff in social emotional learning and strategies to address student behavior and engagement.

To develop high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

Students continue to need intensive intervention support in reading and mathematics

Students struggled with engagement and seemed to lack motivation to pursue academic goals. Teachers were challenged with connecting and engaging with students to support and motivate them. Access to creative, hands on, inquiry-based content as well as environments that allow for student choice and movement are needed to reengage student learning.

El Dorado wants and needs to increase parent involvement, however it a challenge.

Parent involvement in their child's education is important to student success. For most of El Dorado's parents, involvement in student academic progress is extremely limited.

There is concern for the safety of students and staff due to inadequate staffing and supervision. The extreme behaviors of students during this school year negatively impacted our school's culture and climate and increased chronic absenteeism, suspension and expulsion rates.

To restore the high level of positive school culture at El Dorado, expectations for student behavior must be clear and consistently upheld by all staff. Staff requires training in restorative practices and proactive supervision.

El Dorado lacks supports for students in need of mentoring. The TCA program implemented in 2019-2020 proved to be highly effective and resulted in a reduction in discipline issues overall. Suspension rates decreased as well as our chronic absentee rate. This is a priority need for El Dorado.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	15%	12.5%
School Wide Attendance Rate	86.8%	92.80%
Suspension Rate for African American and Hispanic Students	15%	12.5%
Chronic Absentee Rate	59.45%	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 (additional 1 FTE Counselor retained for 23-24), 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 required b. 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 counselors will be paid additional comp for prep and planning of lessons, coaching, attendance of professional development or team

meetings including leadership, BTC, AVID, PLC development, PBIS, Learning and the Brain, and collaboration. 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. provide flexible seating and flex space materials to create a learning environment conducive to student emotional self-monitoring and choice, calm down corners, small group SEL lessons, collaboration & community, and physical health. These resources are essential in addressing the needs of student subgroups including EL, Special Education, Foster Youth, and Socioeconomically Disadvantaged. 42000 Books/Reference Materials -\$5,000-CSI 12500 Counselor Additional Comp. - \$5,000 - Title I

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$5,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2.1.2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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 (2.0 FTE) will be responsible for proactive lessons delivered in the classrooms (3 lessons per grade level) during the 2022-2023 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 (collaboration and PBIS). 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 \$2,000 - LCFF 12500 - Counselor Additional Comp \$5,000 - CSI

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,000	23030 - LCFF (Site)
\$5,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2.1.3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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, 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. - \$10,000 - LCFF 42000 Books and Reference Materials - \$1,500 - LCFF CSI: b. El Dorado will engage teachers/staff in professional development around equity and the application of equitable instruction, increase their knowledge of trauma informed teaching practices that support challenging students with the goal of keeping students in class and engaged. Teachers/staff will attend the Learning and the Brain conference at the Fairmont Hotel in San Francisco, CA, February 22-24, 2024. Virtual and in person options. Behavior problems in schools continue to rise in the wake of the pandemic. A recent Education Week survey found that 44% of all school and district leaders say that they are receiving more threats of violence from students and over 66% of them say kids are misbehaving even more than in 2019. A 2019 survey by the Education Advisory Board found rising misbehavior even before COVID with 81% of school administrators and 71% of elementary school teachers reported that the frequency of disruptive behaviors (tantrums, bullying, defiance) in schools was "more" or "significantly more" than during the three previous years. A 2018 study by the Journal of the American Medical Association found that the prevalence of ADHD has increased from 6.1% to 10.2% over the last 20 years. El Dorado is experiencing a significant rise in students with these behaviors since 2020. Students need additional supports both inside and outside the classroom. Staff need support in the form of professional development on strategies to deal with challenging students in a way that benefits that child as well as the other children in the classroom. This conference will focus on the brain science behind disruptive behaviors, executive deficits, emotional dysregulation, and learning disorders. Explore evidence-based strategies for dealing with challenging behaviors, ADHD, autism, LD, and bullying and for improving emotional self-regulation, executive skills, classroom management, discipline, and school climate. Estimated cost per attendee: Conference: \$599 Lodging: \$405 x 2 nights (including taxes and services charges) = \$810 Meals: \$190 Transportation: \$110 per vehicle Tolls: \$7 per vehicle Estimated total for substitutes for 5 teachers x 1 day x \$300 = \$1,500 Estimated total per in person attendee:



\$1,716 x 7 = \$12,012 Estimated total per virtual attendee: \$599 x 5 = \$2,995 Estimated total for all attendees: \$16,507 52150 - Conference - \$25,000-CSI 42000 - Books/Reference Materials - \$5,000 - CSI 11700 - Teacher Substitute - \$1,800 -CSI 52170 - Webinar - \$15,000 -CSI 19500 - Program Specialist Additional Comp. - \$5,000 - CSI 19500 - Instructional Coach Additional Comp. - \$5,000 - CSI

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,000	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$25,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$1,800	50345 - CSI 2021/22
\$15,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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. The attendance team will review data and develop an action plan to share with teachers, students, and parents. No Allocation b. Progress Monitoring Ongoing monitoring of school -wide discipline data and communication between teams No Allocation c. Support Positions 2.0 FTE Counselors and .60 FTE Mental Health Clinician are a part of the school's leadership team. They provide support and training (SEL, trauma informed teaching, behavior plans) to teachers struggling with tier 3 students and families as well as best practices for inclusion, equity, and creating a positive classroom/school culture. They will work with site administrators and leadership to analyze school data (attendance, discipline, academic progress, and various student, parent, and teacher surveys) and evaluate school wide practices and procedures and program implementation. In collaboration with site administrators, they will provide support, planning and/or facilitation of regular and as needed meetings centered around the needs of all students (CARE/SST, IEP, 504, parent conferences, individual or small group student counseling, family support and available resources, consultation with teachers). In addition, they will provide training to teachers, school yard supervisors and other staff around effective classroom management strategies that promote equity, help to recognize cultural biases and the impact on student success. no allocation d. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.5

Students to be Served by this Strategy/Activity

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

## Strategy/Activity

a. SAP Process/CARE/SST \* A TK-3 counselor, grades 6-8 counselor, 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, SEL activities and events, and college and career readiness. 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, Drama Club and other activities \* Provide academic supports via distance learning when medical, personal or mental health issues prevent attendance at school

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

## Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

The following planned activities for Goal 2 strategy 2.1.1- adult learning were fully implemented: Counselors and the Mental Health Clinician provided support to students and staff. Teachers implemented restorative practices, including classroom circles. At the start of the school year the assistant principal developed a meeting schedule for the PBIS team to discuss and implement PBIS supports, procedures, and incentives for attendance. Goal 2 strategy 2.1.3 Thirteen teachers/ staff attended the Learning and the Brain, Behaved Brains conference. The attending team met on 03/01/23 to debrief the conference and plan professional development. Attendees provided the 1st in a series of PD to the rest of the staff on 03/21/23. El Dorado saw a significant increase in discipline issues, suspension rates and expulsions during the 2022-2023 school year. Suspension rate increased from 8.5% to 15% Suspension rate for African American and Hispanic students increased from 6% to 15% Expulsions increased from 0 to 4. El Dorado saw a significant increase in the percentage of Chronic Absenteeism Chronic Absenteeism increased from 30.51% to 59.45% School Wide Attendance Rate P2 - decreased from 90.80% to 86.80% Teacher End of Year Survey: Responses: Teacher: 81% Other Permanent Staff: 19% 1. How would you describe working at El Dorado? Responses: The staff is very friendly and supportive. Nice Most days are good. However, some days (with students) can be stressful. Some student behavior has gotten out of control. Good Teachers get along with the administration and are committed to student achievement. I enjoy working at El Dorado because of the staff. Tough and draining. The staff is great but dealing with student issues (behavior, parent involvement, participation, learning levels) is draining by the end of the day I feel like I have no energy left. By the end of the year, I can tell that I have no energy left. I love it! I feel supported by the principal and my fellow staff. this year, more stressful than any other year. Awesome. I really enjoy working with all of the staff and students. It's good for the most part. The staff is great, but I feel the kids should be removed from our school. Especially when they repeat the same offense. It was difficult but very supportive on the administration side and staff side. "it's always something" but also deeply fulfilling to my life's purpose. Tough love Supportive staff I love working here. The staff is amazing, but some parents and students are challenging (to put nicely). I really enjoy working at this sight however recently it has been unpredictable and somewhat unstable. Challenging at times but the staff makes it worth it. 2. Do you feel that there are adequate supports and processes in place to help you find success with students? Responses: Yes - 61.9% No -38.1% If you answered "yes" to the question above, please explain why. (Enter N/A if not applicable) N/A NA Grade level staff has great communication. There are also supplemental curriculum being used to help students in need. I don't know first hand but I do feel as if staff is supported with students here more than any other site I've worked at Supportive admin and staff For the most part, academically speaking, we are adequately supported. Procedurally, we are not. We need to be better prepared for evacuations, lockdown drills (how should restrooms be supervised, where do we walk to lunch, where do we pick up the kids, etc.) and more. We shouldn't have to ask how, where, or when to do it. We should create a mini flip book or posters with all these procedures to post in the classroom. These are helpful for subs as well. I would like more assistance from a counselor for my students. Yeah, but it could always be better. The time out room has helped tremendously. N/a Everyone here is very helpful. Yes, I feel we do the best we can, but we still need more support. I get support and help in every academic area I need Coaches, Administrator, Counselors, Resource staff Usually there is adequate support, however this year was different with Ms. Bonzi out and a new VP, it seemed a little under staffed. My answer is yes based on what I do. If I don't know something, I ask. If you answered "no" to the question above, please explain what is needed. (Enter N/A if not applicable) N/A n/a NA I feel that there is support within staff. However, I feel that we do not have enough staff to deal with all of the issues we currently have with our students. We need more support staff to help deal with the extreme behaviors we deal with daily. None that I can think of. There are not enough counselors. Additionally, we need more personnel that can do home visits. Students get away with a lot of behaviors and are given little to no consequences some of the times. Other students see this behavior and it leads to further issues that impact the ability to teach. More and more students require more than just tier 1 & tier 2 interventions, many come with trauma, issues from home or outside the classroom, or just with behavior problems that prevent them from doing their best job in the classroom. They often prevent learning from taking place. This number used to apply to maybe 1 or 2 in a class, but it seems that number grows each year. It's overwhelming trying to keep up with them, and still be an effective teacher to the rest. Having our VP leave abruptly caused a lot of turmoil for everyone. Processes were not explained to me/not posted. support with behavioral issues. positive and overall cohesive mindset amongst adults. TCA support staffs. enrichment programs/electives for students. Consistency in the PBIS strategies we have agreed to implement. More staff! More Edgar's and Ms. Pat! I love the detention that was set in place! That needs to be a permanent fixture at El Dorado. We need to go back to strict guidelines in terms of what is acceptable (ie wearing pjs, eating Takis outside or during recess, being disrespectful with staff, firm lunch guidelines and everyone trained in that position etc. Do you feel safe and have a sense of belonging? Why? I do feel safe. I feel like I belong because everyone has been so welcoming. Yes staff always makes me feel welcomed and respected Yes, I feel safe. I feel that the staff at El Dorado is my second family. Most of time. Yes, the professional environment creates a sense of belonging and shared experiences. I do because of the support from everyone. No, there have been several incidents with students and threats of violence that cause me to no always feel safe on site. I do have a sense of belonging as we are all in this together. Yes, I feel welcomed by other staff. I do worry about safety here. Absolutely!! Not planning on leaving any time soon! Staff is family! I feel sense of belonging, but I am always worried about safety and don't feel like there is enough training on how to handle fights, kids bringing weapons to school, and also there just isn't enough staff for basic supervision. Seems like staffing is always at a minimum and someone is always out sick without replacements. This is most concerning when it comes to yard supervision where a lot of problems occur. Students roaming campus, fights breaking out, etc. No, I don't feel safe. There are too many incidents to keep track of, that I have feared for my well-being. Yes. I feel safe, but I feel admin has their hands tied when it comes to disciplining some of our students. I don't think we get any support for some serious situations i.e guns, fights, robberies off campus, etc. from Stockton Unified PD. and our district office. Yes, students and staff know me and greet me. This year I would say, there has been times I didn't feel 100% safe yes because the staff is very supportive yes. most staff are friendly and understanding, setting a tone for candid discussion. Yes, I feel part of a group. Yes Yes, I do. I feel I get along with everyone here and enjoy everyone's company. I was a little concerned with the threats we had this year, but other than that, I feel safe. Sense of belonging for sure. I feel heard and

validated by my principal! But honestly, there have been times that I haven't felt completely safe this year. Yes. The staff is very welcoming. How do you perceive the support received from administrators? Admin is highly supportive. Couldn't ask for a better support system. Good My administration supports me tremendously. However, their hands are tied when it comes to severe student behavior. Good support all around for me. Excellent. Administrators have our back. I feel adequately supported. However, regarding the incident reports we sent via Synergy, we need a follow up email or a phone or a note to tell us what the consequences are, if any. I feel supported from my administrators, but also feel as if they are at their limit and do not want to ask for help from time to time. n/a Excellent from Mrs. B, not sure about Mr. Cortez, he's new. I think the administrators do what they can with the limited time and options available but it seems like there are a lack of major consequences for students that chronically break major rules, wander around, cut class, bang on doors, start fights, and have parents that do not help. I think if there was a systematic way to address students like this it would make the support from the administrators so much more effective. There should be some kind of standard where students that are disorderly have a consequence that is appropriate for what they are doing. N/a I feel we all get support from admin when needed, but it has been a difficult year with Ambria being gone and not enough support on the yard when people are absent. They always help when I ask for it, Very good absolutely with the transition in mind, it was definitely a tough year. with the amount of metaphorical fires being set this year, our metaphorical glue being literally ripped from us and the solution was to replace our glue with unexperienced professionals is extremely disheartening to the draining work we continue to show up to perform. I feel it is present, yet sometimes I don't agree or understand the outcomes to some student issues. welcoming I feel that my Principal is very supportive, accommodating, and always willing to help. However, I feel Mr. Cortez is a little too laid back. I think he wants to be supportive but he needs more direction. Principal is 100% supportive and doing her best with her hands tied by her superiors. But we need to feel supported by all administrators and I don't think that is the case. Supportive. Do you feel you work successfully with/on collaborative teams? Response: Yes: 100% No: 0% If you answered "yes" to the question above, what is working? (Enter N/A if not applicable) Open communication sharing of ideas. I'm pretty easy going Yes, we brainstorm ideas (share), we work collaboratively as a team, and across grade levels we plan, we support each other, we have the buddy system if a student needs a break from class. Working with staff and admin is not an issue. We are committed to finding strategies to help our students learn and become better thinkers. We are understanding of each other's needs and we like commonalities in our assessments. We work towards a common goal. Tuesday Teacher collaboration meetings. Being flexible and open to different instructional strategies, or guidance. Everyone is friendly, and respectful. My communication skills continue to guide me through my career. I think it's yes and no. Some grade levels are really into the PLCs, but we need more buy in with some of the teachers to create a meaningful agenda and follow through with it. I can go to my team for help at any time. Our staff is very supportive and open to ideas. collaboration is working meeting up with colleagues willingly about work and personal to build relationships. Communication among grade level Respectful and supportive of each others opinions. Collaborate frequently to go over lessons and assessments. I feel that I work with with others and am willing to work hard. Problem solving and making decisions collectively and by consensus. Make sure everyone understands the issues and ideas presented. A good team listens and is flexible and makes compromises if necessary. We must be open to suggestions, even if it means changing course. We meet often and we are able to discuss what the students' needs are. Do you feel that our instructional programs and strategies are aligned to our school's mission and vision? Please explain. Yes I do believe the instructional strategies are aligned to the mission and vision because the strategies that are used really help provide extra help for students in need. N/A No Yes, programs are aligned to one another. We are committed to developing lifelong learners and therefore us the programs and strategies available to us to help engage all students. i-Ready has been a wonderful program to statistically analyze data and find solutions to interventions and enrichment. Yes, I do feel they are aligned. Yes, but I feel it would be helpful to review the school mission and vision periodically through out the year to point out or review how our instructional programs and strategies actually do align with them. Yes, but I believe we lose focus a lot of times during the year. Yes. Because. Can't think of details but I feel strongly about this response. N/a Yes. Our programs are designed to raise student mastery, but they need to be utilized i.e i-Ready math and reading. I'm glad we are bringing in a writing component and getting the AVID strategies going to support our classes. I think adding a writing program next year will help meet the needs better. Yes, but could use some more trainings. Yes because we push rigor I do but i feel like a lot of them can be implemented stronger. I don't know. I feel our programs and strategies are pretty well aligned with mission and vision. However, I do not feel that parts math curriculum are not really useful. I don't believe key stakeholders (parents) are not involved enough to help reach our school mission and vision. I believe we have the instructional programs and strategies in place but even those need to be consistent. We need to decide what are non-negotiables are if we are to reach our goals and mission of El Dorado! WE NEED TO DETERMINE WITH PRECISION WHAT WE EXPECT STUDENTS TO KNOW AND DO! Yes.

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

Due to the following events/circumstances at El Dorado, there were major differences in the intended implementation and budgeted expenditures. Loss of our assistant principal in October and our lead counselor in January impacted the ability to fully and effectively implement PBIS supports, procedures and incentives for attendance. The ability to manage these important strategies was severely impacted by the loss of key staff members. In addition, the level of need of students this year was beyond our capacity and ability to appropriately and effectively support. Discipline, suspension rates, chronic absenteeism significantly increased and goals were not met.

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.

PBIS team did not meet from January 2023 on and the attendance team was unable to meet as well. Funds allocated for additional comp related to these two strategies was not used.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: In June 2024, El Dorado School will increase parent involvement by 5% overall (compared to 2022-2023 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.

Identified Need

El Dorado wants and needs to increase parent involvement, however it a challenge.

Parent involvement in their child's education is important to student success. For most of El Dorado's parents, involvement in student academic progress is extremely limited.

El Dorado has few parent volunteers thus limiting positive parent involvement with the school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation Rates	9%	14%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity  
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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) 42000 - Books and Reference Materials - \$700 - Title I 43200 - Non-Instructional Materials and Supplies - \$766 - Title I 43400 - Parent Meeting - \$2,000 - Title I

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$700	50647 - Title I - Parent
\$2,000	50647 - Title I - Parent
\$766	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

All strategies for goal 3 - Parent Involvement were minimally implemented. Parents did participate in back-to-school night and end of the year activities and events. El Dorado had an impressive number of parents and families turn on for back-to-school night held on 08/18/2022. Additionally, El Dorado TK-3rd grade students put on a performance and invited parents to their "Singing Celebration". Promotions for Pre-school, Transitional Kindergarten, Kindergarten and Eight Grade were well attended. El Dorado did have a full SSC/ELAC this year. The results from the 2022-2023 EL Survey. There were nine participants. Questions: 1. I feel that my child is in a safe environment 5 (1) 1(2) 1 (3) 1 (4) 1 (5) 2. I feel the benchmark Integrated Language program is working well for my child. 5 (1) 2 (2) 1 (3) 1(4) 0 (5) 3. I feel accepted and welcomed when I visit the school 7 (1) 1(2) 0(3) 0(4) 1(5) 4. I am informed of my child's progress 5(1) 2(2) 0(3) 0(4) 2(5) 5. I feel the designated ELD program is supporting my child's learning. 7(1) 0(2) 2(3) 0(4) 0(5) 6. Please tell us how you would like to spend the school site funds: I am worried that my child

is still weak in English, also I would like a stronger program and math help. More money towards teacher help for example, maybe more funds towards classrooms so students have more teacher to student ratios. Less kids equals one on one learning, help them achieve their goals and dreams, and better lunches.

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

Without key staff, including the lead counselor, TCA, and assistant principal, plans for additional events to increase parent involvement did not come to fruition. Funds allocated for parent involvement events and activities were not expended.

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.

No modifications were made going forward.

# 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	\$210,136.00
Total Federal Funds Provided to the School from the LEA for CSI	\$249,806.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$625,062.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$206,670.00
50647 - Title I - Parent	\$3,466.00

Subtotal of additional federal funds included for this school: \$210,136.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$165,120.00
50345 - CSI 2021/22	\$249,806.00

Subtotal of state or local funds included for this school: \$414,926.00

Total of federal, state, and/or local funds for this school: \$625,062.00

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Jennifer Bonzi	Leadership Team
Gabriel Loza	PBIS Committee
Angeles Cortes	English Language Advisory Committee
Saron Kan	Academic Support and Curriculum Implementation

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on (No date indicated.)

Attested:

Principal, Kristin Violet Buckenham on (No date indicated.)
SSC Chairperson, Jesus Garcia on (No date indicated.)



# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>



CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
---------	-------------

## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
---------	-------------

## K

Acronym	Description
---------	-------------

## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
---------	-------------

MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
---------	-------------

## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
------	--

## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)