

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

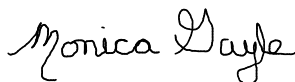
Committee

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	11/16/2023	06/20/2023

Purpose

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

El Dorado Elementary is implementing a Comprehensive Support and Improvement (CSI). The purpose of this plan is to guide services and supports to students so that rigorous instruction in academics and social/emotional supports and programs are in place to assist students and staff in meeting their needs and ensuring that ALL students learn at high levels.

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.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

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): Staff Professional development in the PLC process is needed to build 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.

Needs Statement 2 (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 3 (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 4 (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 5 (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.

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): 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 2 (Prioritized): Teachers need to replace outdated laminator and copy machine in order to create and produce Text rich learning environment that promotes academic language, display School Wide Writing Norms and School Wide expected behavior posters. **Root Cause/Why:** Students require scaffolding support and visual cues to support academic and behavioral expectation and goals.

Needs Statement 3 (Prioritized): Students continue to need intensive intervention support in reading, writing, and mathematics **Root Cause/Why:** In order to provide the intervention we need supplemental resources to meet the needs of various subgroup needs. More opportunities are needed for students to receive differentiated support and academic intervention. Students need a consistent instructional practices across grade level.

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.

Needs Statement 5 (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.

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 SUSD'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 SUSD, and in the community.

Focus groups from SSC & ELAC determined we are in need of a Community Assist to assist with Back to school night, Monthly awards assemblies, family night events, parent coffee cafe', Parentvue, BeAmentor, Classes about vaping/drugs etc. How to use platforms such as Seasaw, Google Classroom, ClassDojo, IReady, and other key platforms to understand basics. Information and resources from adult Ed regarding GED and other activities to involve parents are organized to increase parent engagement and create a positive partnership between the parents and the school community. The group also determined there needs to be a space created so that parents can feel welcomed to come on campus and access resources.

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 needs to hire a parent support staff to increase parent involvement and participation. Parent need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity. **Root Cause/Why:** El Dorado needs a staff member that can maintain constant communication and impact parent volunteer at the school and make an impact. Due to staffing issues, El Dorado had limited opportunities for parents to participate in school activities/ events.

Needs Statement 2 (Prioritized): El Dorado has few parent volunteers thus limiting positive parent involvement with the school community. Parents need a staff member to walk them through the steps required to volunteer on campus including finger printing and using the Be A Mentor platform required to volunteer. **Root Cause/Why:** Process to be cleared through Beamentor.org is lengthy and often gets held up because it is a difficult process.

Needs Statement 3 (Prioritized): El Dorado needs to create a space where parents feel welcome and have access to resources on campus. Within this space parents need access to computers for presentations and trainings such as Rosseta stone and Google translate for better communication. Wellness equipment to support a positive safe space to socio-emotional health. **Root Cause/Why:** This will allow parents to feel more welcome and comfortable with engaging with the school and receive the support they need and encourage visits by parents and the sharing of their concerns.

Needs Statement 4 (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. Parents need to understand that attendance is directly related to academic success. **Root Cause/Why:** El Dorado is a high needs school in terms of supports needed for social/emotional development, behavioral and attendance interventions. Much of the time parents only get involved when there is a referral for services, or they have discipline issues. Parents need strategies & resources for getting students to school regularly & on time.

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
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- 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): Students are not getting adequate support services to deal with tier II and tier III social emotional needs. There is a need for mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups. **Root Cause/Why:** Lack of mentoring services to provide interventions for over-suspended subgroups, i.e. Hispanic, and African American subgroups.

Needs Statement 4 (Prioritized): Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions **Root Cause/Why:** Without this students are more likely to be suspended for negative behavior.

Needs Statement 5 (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 10 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

Staff Professional development in the PLC process is needed to build high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

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.

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.

Teachers need to replace outdated laminator and copy machine in order to create and produce Text rich learning environment that promotes academic language, display School Wide Writing Norms and School Wide expected behavior posters.

Students continue to need intensive intervention support in reading, writing, and mathematics

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.

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.

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. Parents need to understand that attendance is directly related to academic success.

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)

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.

Professional Development, Collaboration, and Ongoing Instructional Support Plan PLC in conjunction with district funded PLC consultant training. We will use consultant training, videos, and other resources from PLC consultants such as Solution Tree to train staff on the PLC process, data analysis, RTI, and assessments. 90% of the staff at El Dorado has not had PLC training in over 4 years and most of them have never had an in person consultant training from Solution Tree. These trainings will build capacity of the staff to improve student success through efficient teacher collaboration. Quarterly Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on decreasing the achievement gap that was magnified during distance learning. Solution Tree consultant Professional development training & Resources. PLC's to focus on ELA, writing strategies, reading comprehension, Common Formative Assessments (CFA's), rubrics through collaboration and data driven decisions. PLC calendar unpacking standards, essential outcomes, assessments, intervention, and enrichment. Provide teachers with professional learning opportunities to supplement core instruction and increase engagement such as; co-teach, demo lessons in the classroom, conferences including virtual (e.g. AVID, iReady, PLC, Step-Up to Writing, SeaSaw, Peardeck, Kami, Nearpod, DII, RTI, etc.), data analysis, extended collaboration time, etc. focusing on evidenced based, instructional practices; integrated ELD strategies, CAFE, phonics, etc. increase student academic achievement through a comprehensive instructional support system. Through the PLC process, teachers calibrate their instruction and monitor student achievement through Common Formative Assessments (CFAs). Opportunities for re-teaching and mastery of essential outcomes identified through data analysis within PLCs. The PLC process also reinforces the use of AVID strategies school-wide and identifies ways to increase rigor through cross-curricular implementation of site-adopted strategies. Site-based Professional Development provides an opportunity for teachers to receive additional training that reinforces adopted instructional practices school wide. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies

50345- Three onsite staff BTC training consultant PD \$ 20,000- CSI

11700 - Teacher Substitute - \$8,000 - LCFF

11700 - Teacher Substitute -\$20,000 - CSI

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. Equipment such as Make Wonder Classroom subscription with supplemental pre-build lessons, data tracking, coding, and JavaScript for challenging experience with technology.

21500 - Additional Comp. Instructional Assistant - \$1,000- CSI

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

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)

1. I

Research based writing program such as Step Up to Writing to be a supplemental instructional resource for all grades to improve literacy.

Monthly Staff Development in the Writing program to focus on writing exemplars and calibration of school wide writing model. Writing will be used to assist teachers & students to reach school wide writing expectations. Each grade level will create SMART goals for genre (narrative, expository, summary etc). Cornell Notes, color coded paragraph construction. Strategies such as sentence stems, word banks, and graphic organizers. This writing program will be a supplemental instructional resource for all grades to improve literacy. Monthly Staff Development in this Writing program will be used to focus on writing exemplars and calibration of school wide writing model Teachers will be provided trainings by the research based writing program, such as Step-Up-to Writing, consultants on ways to use the program resources, strategies, and create SMART goals for various writing genre's.

1.J Equipment - Projectors & bulbs, Lamenators, SmartBoards, copying/duplo machine and technology

to support instruction and student engagement. Equipment Repair of technology to ensure applicable use during instruction. Copying machines are old/outdated and need to be replaced in the teachers work room. Lamenators will support supplemental supplies for creating a print rich environment and reinforce AVID strategies such as creating sentence frames, visual poster cues, and word walls. Copy machines/ Duplo cost about \$15,000

- Equipment \$25,000- LCFF

52150- Writing Consultant-\$4,100 x 2 days= \$8,200 CSI

52150- Solution Tree Consultant 4 days= \$32,500

11700 - Substitute Teachers - \$20,000- CSI

11500 - Teacher Additional Comp -\$20,000 - CSI

11500 - Teacher Additional Comp -\$16,000- Title I

19500 - Instructional Coach Additional Comp. - \$1,500 - CSI

19500 - Program Specialist Additional Comp. - \$1,500 - 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)
\$500	50345 - CSI 2022/23
\$67,200	50643 - Title I
\$100,800	23030 - LCFF (Site)
\$15,000	50345 - CSI 2022/23
\$1,000	50643 - Title I
\$1,000	50643 - Title I
\$12,300	50345 - CSI 2022/23
\$10,000	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
\$57,700	50345 - CSI 2022/23
\$20,000	50345 - CSI 2022/23
\$6,500	50345 - CSI 2022/23
\$4,249	23030 - LCFF (Site)
\$500	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)

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 is 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 Step Up to Writing Strategies to support small group intervention for ELA.

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.

44000 - Equipment - \$29,306- CSI
43110 - Instructional Materials and Supplies - \$30,000- CSI
43110 - Instructional Materials and Supplies - \$7,000- 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)
\$7,438	50345 - CSI 2022/23
\$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)

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),resources needed to implement supplemental programs (SIPPS, Heggerty, Step Up to Writing) effectively, plan and manage small group instruction, integrate research based instructional strategies and deliver ELD group instruction. 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 kinesthetic learners (such as counters, playdough, dominoes, tiles, blocks etc.) for direct use in Math and ELA, whiteboards, pocket charts, expo markers, paper, pencil sharpeners, ink cartridge, computer printers, document cameras, folders, post-its, poster boards, organizing bins, colored paper, construction paper, color crayons and color pencils. 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. 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 & Leadership skills which will positively impact students' academic success through equitable access based on individual learning needs. Teachers will use various equipment such as the laminator, copier, scanner, Duplo, poster maker and access to virtual/ flipped classroom instruction. This equipment will require ink, tonner, and master roles. Organizational supplies to support AVID strategies such as pencil pouches, pencil boxes, and organizational containers for school supplies. In order to create a Print Rich Environment we will create: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, laminating writing and reprographics to reproduce classroom posters with visual sentence frames/prompts for Socratic Seminar/ Philosophical chair discussions, AVID posters with writing models, scaffolding strategies, and other printed resources from Step Up to Writing. We need to replace outdated laminator, printer, cartridge, and poster maker to reproduce to create the supplemental supplies for teacher use in classroom instruction using supplemental material from AVID & Step Up to Writing
****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."

Rosetta Stone license will accelerate language acquisition and retention for students in both English language learner programs will supplement core curriculum for EL students during our structured ELD intervention set in our daily schedule. enables teachers to provide students with extended speaking practice and real-time support. Learners spend the majority of their time in the program speaking aloud and this targeted speaking practice in a safe environment builds conversational proficiency and confidence.

Substitute Teacher needed to relieve primary teachers to provides group & individual intervention for TK-3 grade using SIPPS, assessment & data analysis for TK-3rd grade students that are far below grade level. To mitigate lost learning, these losses students identified as far below grade level (2 grades below) will participate in intensive intervention for 30 minutes a day 5 days a week. The instruction focused on phonics, high frequency words, fluency, basic vocabulary and reading comprehension. In addition, teachers of grades TK 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.

11700- Teacher substitute 8,000 CSI

58450-Rosetta Stone License agreement-\$3699- CSI

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

g. Subscription for School Wide electronic access to supplemental resources online to support the goals for AVID, Step Up To Writing, and Literacy across grade ALL levels (ex. Teachers Pay Teachers (TPT), Teacher Created Materials etc.). With TPT, teachers will only be allowed to use ELA or Math supplemental resources to support grade level standards. Teachers will come to the principal for approval for these purchases. License agreement
\$8,125

58720 - Transportation Non-District Buses - \$10,000 Title I
58720 - Transportation Non-District Buses - \$10,000 CSI

h. 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).

i. Step- Up to Writing supplemental program will be used to extend the literacy supports for all students. Writing instructional norms, visions & exemplars Vision and of a competent student writer Teachers will advance their Tier I and Tier II ELA/ELD curriculum delivery using color coded (high lighters) using Step-Up to- Writing strategies as an instructional resource to write precise paragraphs and stretched essays. These instructional strategies will be used in conjunction with AVID strategies in Cornell Note taking, reading & comprehension, writing routines, word banks, white boards/markers, easels & easel paper for AVID tutorial. Step Up to Writing/AVID Interactive Notebooks (at least 8 1/2 x 11) for graphic organizers, and glue sticks

j. Outdoor Education (Virtual & In Person) Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips and STEM activities. All students will participate in a hands on experiential learning opportunity, outside of school grounds. Students will have one pre assessment and one post assessment that allows them to demonstrate their understanding of real life experience connected with core instruction. K-2 opportunities for students will include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Children's Museum of Stockton, with a new exhibit that integrates STEM education and the inspiring story of a young Stockton boy who dreamed of becoming an astronaut. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. Fog Farm K-2 \$6 x 200 students + transportation \$1000= \$2,200 WOW museum in Lodi to practice STEM lessons. This Science Museum offers standards-based, hands-on science education for preschool through 6th Grade. During a WOW Field Study Trip, each group has the opportunity to explore our 70+ exhibits and enjoy a hands-on lesson in the WOW Lab based on the Next Generation Science Standards. Pixie Woods where students will get to pet & observe various animals and learn about their lifestyle in nature and enjoy the nature that surrounds them. Other science and/or social studies related places which might become available for students. \$200 per class x 6 classes + \$1,000 transportation= \$2,200 LCFF \$6.00 per student x 150 + \$1,000 transportation= \$1,900 LCFF Student Fees - \$1000 LCFF 3rd-8th opportunities for students will include: Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Other science and/or social studies related places which might become available for students. Six flags discovery kingdom or Boomers so students can experience physics in motion. Big Trees Field Trip 3rd & 4th grade students will receive lessons & activities aligned to NGSS LS1.B Reproduction is essential to the continued existence of every kind of organism. Earth systems & process. Plants and animals have unique and diverse life cycles. The giant sequoia's life cycle is unique because it lives so long. The guides will be able to point out the different stages in a giant sequoia's life cycle. From a seed - to seedlings - to young trees and finally to mature trees. These lessons will carry on to grade level projects created during vertical PLC collaborations to supplement ELA standards through our School Wide Writing goals

Teacher additional comp for PLC teams to create school wide lesson across grade level for project based science learning.
Teacher substitute for teachers on field trip

11500 -Teacher comp \$10,000 Title 1
11700 - Teacher sub \$ 10,000 LCFF
431100-Step Up to Writing Resources and license \$11,000- CSI

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)
\$1,301	50345 - CSI 2022/23
\$5,000	50345 - CSI 2022/23
\$600	50643 - Title I
\$10,000	23030 - LCFF (Site)
\$7,513	50345 - CSI 2022/23
\$5,000	50345 - CSI 2022/23
\$17,700	50345 - CSI 2021/22
\$10,000	50345 - CSI 2021/22
\$5,000	50345 - CSI 2021/22
\$17,513	50643 - Title I
\$10,000	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$10,000	50643 - Title I
\$18,003	50345 - CSI 2022/23
\$3,696	50345 - CSI 2022/23

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)

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.
- b. Purchase posters with visual cues for Kinder students to understand Life Skills & School Wide Norms such as ; How to line up, playground rules, walking & lining up in the halls, Kindness etc. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment.
- Duplicating and Reprograph- \$3,000- Title 1
Laminator/Printer equipment \$8,000 LCFF

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)
\$3,000	50643 - Title I
\$8,000	23030 - LCFF (Site)

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

Staff Professional development in the PLC process is needed to build high functioning and highly effective teams, continued and ongoing development of school wide, grade level, and vertical professional learning communities is needed.

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

Students continue to need intensive intervention support in reading, writing, 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 needs to hire a parent support staff to increase parent involvement and participation. Parent need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity.

El Dorado has few parent volunteers thus limiting positive parent involvement with the school community. Parents need a staff member to walk them through the steps required to volunteer on campus including finger printing and using the Be A Mentor platform required to volunteer.

El Dorado needs to create a space where parents feel welcome and have access to resources on campus. Within this space parents need access to computers for presentations and trainings such as Rosetta stone and Google translate for better communication. Wellness equipment to support a positive safe space to socio-emotional health.

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. Parents need to understand that attendance is directly related to academic success.

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.

Students are not getting adequate support services to deal with tier II and tier III social emotional needs. There is a need for mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions

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)

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.

c. Community Assist to facilitate, coordinate, and provides various training for parents and community engagement. Data from surveys taken from various committees such as ELAC, SSC, and Parent Coffee Hour will be used to identify parent needs for overall student success. This data will be taken to staff subcommittees for consideration and implementation as needed. Our Community Assist connects families to needed resources offered by the district and in the community such as food banks, Holiday gifts, housing, Families in transition, foster youth, and other Wellness needs. The Community Assist also collects and distributes needed clothing, hygiene, and other care packages for students of families in need. The Community Assist will use and aid parents in navigating programs & communications used at El Dorado for parent engagement such as; Rosetta Stone, Monthly Newsletters, Principal office hours via Zoom, Class Dojo, Parentvue, Google Drive, Adult Education classes, Blackboard, school Marquee, Peachjar, and the schools website. Communication to staff by arranging parent meetings and direct phone calls home for a a safe, collaborative environment with parents and the community. Helping to identify academic and behavioral needs in the home, participating in the CARE team process, calling home, arranging parent intervention meetings. Community Assist will ensure that various partnerships are obtained that will support with behavioral training, education and knowledge for both parents and students. Counselors, CWA, the SST, and admin will work with the Community Assist to create an attendance team to address the chronic absentee list. Community Assist ensures at least 40 phone calls per week are made on chronic absentee list encouraging parent participation.

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

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)
\$8,500	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)

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)
\$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)

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)
\$2,000	50345 - CSI 2022/23
\$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)

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.

b. Progress Monitoring

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

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.

d. Mentor Consultant such as Improve Your Tomorrow will work with staff to decrease suspensions & increase attendance we will redirect students back on track to college and career readiness through academic, behavior, and Socio-emotional Support services in our Reflection Center Cohort classes. Subgroups such as African American and Hispanic males are being suspended at alarming rates and much of the infractions occur during unstructured hours during recess and lunch. The Reflection Center will utilize an Assistant Principal that will oversee the Intervention System by maintaining, organizing, and coordinating services around supplemental academic supports, student discipline, and intervention for Tier II & III students identified through the SAP process. The Assistant Principal will meet regularly with Mentor, counselors, Reflection teacher, PBIS team, CARE/SST/IEP team, and attendance team to create SMART goals. A plan will be developed to support students in need of behavior intervention services in grade level cohorts (5-6th grade and 7-8th grade) that will run every 4 weeks. The administration team will work with parents, staff, Mentor- group and counselors to ensure appropriate support from all stakeholders. The Assistant Principal will include this data, solicit feedback, and input from teachers during staff meetings to better support students. These students (Tier II & III) will be referred for the intervention class based on attendance, academic concerns, discipline infractions, SAP/ CARE, and SST team referrals. The Intervention instruction will also include development of skills such as; narrative/reflective writing strategies, organization skills, coping with anger, grief, and other trauma; as well as antibullying lessons and life skills such as the importance of respect, responsibility, and time management. A credential teacher will provide targeted supplemental academic support, using the RTI model, created by grade level PLC teams to improve student achievement. A restorative component of this intervention will be Reflective & Narrative writing to support our School-Wide writing model. Students will also receive additional Intervention & Support in the form of targeted supplemental Social Emotional Learning (SEL) curriculum designed by TCM. The teacher will implement SEL curriculum in the Reflection Center 2-3 days a week (about 95 days in the school year). The teacher will collaborate with the counselors to provide additional prevention support in the Reflection Center through lessons delivered for students identified as needing Tier II & III supports. These students will be placed in a 4 week Cohort (two groups: 5-6 grade and 7-8th graders). They will receive a certificate of completion at the end of the course and an opportunity for PBIS incentives to encourage & reinforce positive behavior.

e. Organizations such as ELEVO and Playworks will provide profesional development and train teachers and staff on ways to engage students through play during recess to develope skills for cooroprative play, inclusivity, and problem solving. Playworks helps kids to stay active and build valuable life skills through play to develop conflict resolution and leadership skills. Many students often get into discipline issues during recess and while on the playground and Programs such as Playworks can assist with these issues. Playworks is a national nonprofit organization that provides training and support to schools and organizations that wish to support fun, teamwork, conflict resolution, safety and inclusiveness on their playgrounds at recess and throughout the school day.

Additional Comp teacher \$60 x 95 days in the year= \$5,700 CSI

Mentor Consultant- \$25,000
Playworks Consultant-\$15,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$40,000	50345 - CSI 2022/23

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 needs to hire a parent support staff to increase parent involvement and participation. Parent need support with accessing resources offered by the school, learn about ways to support their student, community outreach resources, parent trainings, coffee hour, and other outlets to bridge resources and build school connectivity.

El Dorado has few parent volunteers thus limiting positive parent involvement with the school community. Parents need a staff member to walk them through the steps required to volunteer on campus including finger printing and using the Be A Mentor platform required to volunteer.

El Dorado needs to create a space where parents feel welcome and have access to resources on campus. Within this space parents need access to computers for presentations and trainings such as Rosseta stone and Google translate for better communication. Wellness equipment to support a positive safe space to socio-emotional health.

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. Parents need to understand that attendance is directly related to academic success.

Students are not getting adequate support services to deal with tier II and tier III social emotional needs. There is a need for mentoring group to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

Students are in need of mentoring and active engagement during unstructured time in the common areas. Suspension data shows many infractions happen on the playground. Programs such as Elevo has curriculum that uses social and emotional learning through movement and games as a vehicle to engage students. to decrease behavior infractions that often leads to suspensions

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
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)

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).

b. Community Assist will facilitate, coordinate, and provides various training for parents and community engagement. Data from surveys taken from various committees such as ELAC, SSC, and Parent Coffee Hour will be used to identify parent needs for overall student success. This data will be taken to staff subcommittees for consideration and implementation as needed. Our Community Assist will consistently connect with families with needed resources such as our Wellness closet, resources offered by the district and in the community such as food banks, Holiday gifts, housing, Families in transition, foster youth, and other wellness needs. The Community Assist will also collect and distribute

needed clothing, hygiene, and other care packages for students of families in need Programs & communications used at El Dorado for parent engagement include; Rosetta Stone, Monthly Newsletters, Principal office hours, Class Dojo, Blackboard, school Marquee, Peachjar, BeAmentor, and the schools website. We also communicate through staff by arranging parent meetings and direct phone calls home by counselors, teachers, Community Assist, and administration provide a safe, collaborative environment with parents and the community while supporting communication needs (Spanish language support), connecting to resources/community agencies, identifying academic and behavioral needs in the home.

c. Community Assist and parents will use technology including computer, projector, printer, ink cartridge, & copier in order to create a Parent Resource Room for parent engagement. Community Assist will create a Parent Resource space to provide parents with support that empowers parents to be engaged in their student's learning such as parent/teacher conferences, parent/staff/community communication, after school & academic focused activities Community Assist will partner with local agencies to bring parenting classes/ workshops to El Dorado such as Wednesday Parent Coffee Hours, Family Resource & Referral services, Families in Transition, parenting classes, etc. Also, meetings and forums will be held to discuss the impact of truancy and suspensions. opportunities for parents to get connected to the school will be established such as SSC, ELAC , and volunteering. Regular written communication (calendar, flyers, etc.). School site will provide Non-Instructional Materials such as manipulatives, flashcards, Chart paper, markers, pens/pencils, highlighters, and paper, to facilitate parent workshops.

Parent Meeting - will include Light snacks refreshments \$2,000-Title 1 (parent)

Equipment/ Non-Instructional supplies - Interactive board for parent presentations/training and parent desktop computers for online training. The parent Resource space will require adult tables, shelves, and office furniture to make the space inviting and welcoming.

community Assist will work with teachers to facilitate involvement activities, such as literacy night, science night, Movie night, multicultural night, festivals, and school wide assemblies centered around student success and parent involvement. This resource is essential to provide hands-on activities for our families to learn together.

11500 - Teacher Additional Comp \$10,000 Title 1

Counselor Additional Comp- \$1500 Title 1

SMART Screen- \$5,000 Title 1

Computer Desktop- \$5,000 LCFF

Parent equipment- \$5,000 LCFF

The Community Assist will ensure that Improved communication exists between home and school by -Providing information about communication methods with school (newsletter, website, SUSD app, Blackboard, Peach Jar, etc.), Regularly contacting students on chronic absentee list, Providing/securing Spanish language support and home visits as needed. The Community Assist will ensure a Safe Environment for parent/Community collaboration by continuing to develop the Parent Resource Room connecting to resources/community agencies, identifying academic and behavioral needs in the home. The Community Assist will coordinate parent support with teachers such as training parents to make copies for teachers and coordinate informational workshops on topics such as PLC process, intervention resources for students, and school-wide instructional practices such as AVID, School Wide Writing strategies, PBIS initiatives & expectations. Appropriate furniture such as adult tables, shelves for resources, and cabinets are needed to to develop the Parent Resource Room.

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

21101- Community Assist (0.625)- \$ 51,000- Title 1

43200 - Non-Instructional Materials and Supplies - \$1,466 - Title I

43400 - Parent Meeting - \$2,000 - Title I

43200 - Non-Instructional Materials and Supplies - \$2,000 LCFF

Equipment \$5,000-LCFF

Parent equipment- \$3,000 LCFF

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	50647 - Title I - Parent
\$1,466	50647 - Title I - Parent
\$51,000	50643 - Title I
\$5,000	23030 - LCFF (Site)

\$5,000	50643 - Title I
\$1,500	50643 - Title I

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	\$412,587.00
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	\$796,513.00

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
50345 - CSI 2022/23	\$202,451.00

Subtotal of additional federal funds included for this school: \$412,587.00

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: \$827,513.00

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 11/16/2023.

Attested:

Principal, Kristin Violet Buckenham on 11/16/2023

SSC Chairperson, Jesus Garcia on 11/16/2023

Addendums

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

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

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

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

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

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
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	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov