



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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	10/03/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document El Dorado's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSL's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support & Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

El Dorado staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what El Dorado's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- October 26th, 2023
- November 16th, 2023
- January 18th, 2024
- February 14th 2024
- March 7th, 2024
- April 18th, 2024
- May 23rd, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year August 8, 2024
- English Language Advisory Committee on September 26, 2024
- English Language Advisory Committee on November 21, 2024
- English Language Advisory Committee on February 20, 2025
- English Language Advisory Committee on April 17, 2025
- Family Orientation July 25, 2024
- Open House January 31, 2025

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Special Meeting on December 5th, 2023
- Faculty Meeting on February 6th, 2024
- Leadership Meeting on September 7th, 2023
- Leadership Meeting on October 5th, 2023
- Leadership Meeting on November 2nd, 2023
- Leadership Meeting on December 14th, 2023
- Leadership Meeting on January 11th, 2024
- Leadership Meeting on February 1, 2024
- Leadership Meeting on March 7th, 2024
- Leadership Meeting on April 4th, 2024
- Leadership Meeting on May 2nd, 2024
- Special Leadership meeting September 23, 2024
- Staff meeting September 24, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At El Dorado, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	107.8 points below standard (red)	111.7 points below standard (orange)	X	X	X	N/A

Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	24% suspended at least once (red)	X	X	N/A
Students with Disabilities	139.7 points below standard (red)	176.9 points below standard (orange)	17.3% suspended at least once (red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	popultion too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

All El Dorado students have access to resources in the Wellness Center including calming area, individual and group interventions. Students also have access to Performing arts and PLTW science elctives.

El Dorado students do not have access to other enrichment opportunities, such as student clubs, Musical arts, or basic Physical Education experience due to the lack of basic structures and spaces such as gym classroom, music classroom, and other facilities needed for Fine Arts experience.

Students in general education classess do not have access to high-quality instructional attention due to a high concentration of students in classes with mental health and trauma that interferes with the instuction taking place in the classroom.

The need for Tier II intervention services from a student mentor continues to negatively affect our suspension rates. We are unable to provide the needed intervention & provention supports for our 4th-8th grade African American & Hispanic students without an approved consultant.

Families of El Dorado students with higher needs, African American and Hispanic srudents, are least likely as their peers to be active and meaningfully engaged by the school in their students' goals.

Resources needed to address these inequities are mentors, group counseling, and parent engagement offered by a community assist to bridge the gap between parent and school.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	86.5 points below standard (red)		12.7% suspended at least once (red)			
Foster Youth						
English Learner	107.8 points below standard (red)	111.7 points below standard (orange)	4.9% suspended at least one day (orange)	38.7% absent 10 or more days (orange)		
Long Term English Learner						
Homeless Youth	113.4 points below standard (orange)	146.9 points below standard (red)	24% suspended at least one day (red)	68.1% absent 10 or more days (orange)		
Socioeconomically Disadvantaged	92.4 points below standard (red)	116.6 points below standard (orange)	12.5% suspended at least on day (red)			
Student with Disabilities	139.7 points below standard (red)	176.9 points below standard (orange)	17.3% suspended at least one day (red)	39.5% absent 10 or more days (orange)		
African American	127.2 points below standard (red)	157.3 points below standard (red)	18.5% suspended at least one day (red)	60.5% absent 10 or more days (red)		
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	77.8 points below standard (orange)	101.6 points below standard (orange)	10.8% suspended at least one day (red)			
Two or More Races						

Pacific Islander/ Native Hawaiian						
White			16.7% suspended at least one day (red)	31.7 absent 10 or more days (orange)		

No major gaps were observed between student groups on the CA Dashboard Indicators for El Dorado School.

Trend data was also reviewed year over year which resulted in observing consistently low achieving scores in ELA and Math. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA, Math, and Suspensions as an area of focus for this 2024-2025 school year. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Implementation of the Professional Learning Community process
-
-

Staffing and Professional Development

Staffing and Professional Development Summary

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.

Needs Statement 6 (Prioritized): Professional Development is needed for El Dorado's teachers to effectively implement school wide writing strategies and literacy **Root Cause/Why:** Implementation of writing strategies from Step Up to Writing supplemental resource, monitoring practices, and evidence collection not fully developed as the trainings occurred at the end of the year and some teachers have not been trained. The implementation was incomplete due to minimal training therefore, the support for school wide implementation was lacking.

Teaching and Learning

Teaching and Learning Summary

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): 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 3 (Prioritized): El Dorado needs a Librarian Assist to support literacy, reading, and ELA goals for student success. Teachers platoon various levels for differentiated intervention. In order to do this effectively, the platoon groups need to be small. The librarian can support literacy goals by reading and allowing student to read books on their AR level. **Root Cause/Why:** El Dorado needs a staff member that can support literacy and reading intervention. Due to limited staffing to support groups for intervention primary teachers have limited capacity to provide more differentiated strategies to support students and make an impact on reading.

Needs Statement 4 (Prioritized): 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): El Dorado need a new copy machine for teachers to print supplementary resources, create a print rich environment, and create assessments to support CORE curriculum. **Root Cause/Why:** Teachers are using outdated copying machines that are frequently out of order and in need of repair.

Needs Statement 6 (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.

School Culture and Climate

School Culture and Climate Summary

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (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 consultants and SUSD support staff 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 2 (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 Playworks 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 3 (Prioritized): Teachers need training in Cultural Responsive strategies for instruction in the classroom. **Root Cause/Why:** Our school has a diverse population and teachers need training in order to provide relevant and meaningful instruction that connecte with our subgroups including SPED, EL, and African American students.

Needs Statement 4 (Prioritized): Students need systems used for safety such as a working PA system. **Root Cause/Why:** Our PA system cannot be heard in the cafeteria

Needs Statement 5 (Prioritized): Students need opportunities for enrichment & leadership to increase engagement at school and prepare for their next life level. **Root Cause/Why:** Students do not have enough opportunities for leadership roles, athletic outlets, performing, or visual arts while at school. These opportunities will create student connectiveness to the school.

Needs Statement 6 (Prioritized): African American students need access community based group mentoring, workshops, conferences, and other experiences that will enhance the overall educational achievement. **Root Cause/Why:** African American students consistently fail to meet the standards for every indicator used to measure achievement in academics, attendance, and dicipline as measured by CAASPP and indicated on the schools state dashboard report.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>School Goal for ELA/ELD: (Must be a SMART Goal) . By June 2025, 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.</p> <p>EL: By June 2025, per ELPAC, increase the number of students who move up one level by 10 students</p> <p>School Goal for Math: In June 2025, the percentage of El Dorado students on grade level or above in Math will increase 10%, from 8.5% to 18.5%, for all students as measured by the iReady Diagnostic assessment. African American Math will increase from 5.6% to 15.6% as measured by the iReady Diagnostic assessment.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

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

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.

Professional Development is needed for El Dorado's teachers to effectively implement school wide writing strategies and literacy

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

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

El Dorado needs a Librarian Assist to support literacy, reading, and ELA goals for student success. Teachers platoon various levels for differentiated intervention. In order to do this effectively, the platoon groups need to be small. The librarian can support literacy goals by reading and allowing student to read books on their AR level.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students scoring grade level, mid or above on the iReady Diagnostic - Reading	29%	39%
All students on grade level or above in Math will increase 10%, from 8.5% to 18.5%, for all students as measured by the iReady Diagnostic assessment.	5.6%	15.6%
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
African American Math will increase from 5.6% to 15.6% as measured by the iReady Diagnostic assessment.	5.6%	15.6%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Teachers & counselors will take students to SUSD high schools & local Junior colleges to visit CTE programs. Students to visit career industries such as Amazon, Tesla, Lawrence Livermore Lab, Hillmore Cheese factory, Restaurant industry tour, etc. to build real world connections with industries that can lead to a career on a field trip.</p> <p>School counselors can help students explore their interests and strengths, and connect them with career fields that match those attributes. The school counselor will Increase students' early exposure to Career and Technical Education (CTE) pathways by leveraging Xello's career exploration tools, integrating career awareness into social-emotional learning, and supporting students in setting future academic and career goals.</p> <p>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.</p> <p>Real world math and science applications, and hands on lessons which include labs, resources, and equipment such as specimen, microscopes, earth science samples, chemical indicators, and motion objects (physics).</p> <p>Supplementary equipment and supplies to support the implementation of the newly adopted Science curriculum and PLTW expansion. To include, but not limited to the following: Building Tools, Digital Camera, Biological Compound Microscope, Coding Hard/software, Robot Kits. Instructional coach and program specialist will be planning for the implementation of lessons outside of contractual hours.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Transportation cost: \$1,000 Registration fees: \$100 Instructional Coach Additional Comp: \$1,000 Program Specialist Additional Comp: \$1,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p> <p>\$100</p> <p>\$1,000</p> <p>\$1,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>

1.1.2	<p>College Readiness</p> <p>Students will write across grade level and curriculum school wide in order to prepare for the rigors of high school and college. Teachers will adopt a class college theme and use it to promote college awareness school wide. Students will go on field trips to local colleges & universities.</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: Transportation cost: \$5,049</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,049	0100 - LCFF/S&C (site)
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here)	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Assist (Centralized Funding) will provide in-class, small group, and 1:1 instruction for EL students. Bilingual instructional program support for K-8th grade students: Bilingual assistant will push into classrooms to support English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$(Enter amount here)	[Specify the funding source(s)]

<p>1.1.5</p>	<p>English Learner Professional Development</p> <p>El Dorado will engage teachers/staff in professional development around English Learner needs to inform teaching practices that support students engagement and academic success. These professional development trainings/conferences may include bilingual education and quality educational experiences for all students in California. Conferences such as CABC, NAACP, NABE, CADA We will send several teachers to SUSD ELD Teacher Institute to further enhance EL supports in the classroom (Centralized Funding)</p> <p>Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/ parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>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 school wide needs such as high quality first instruction and PLC collaborative data cycles.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Conferences: to support with program implementation, ELD, AVID, PLC, Building Thinking Classrooms, Step Up to Writing, technology integration, professional development, monitor student programs, curriculum implementation, and progress monitoring of students. Supplies/Materials: Supplemental materials, resources, and technology will support core instruction.</p> <p>Title I Funding Allocation: Substitutes: \$1,429</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,429</p>	<p>3010 - Title I</p>
--------------	--	---	----------------	-----------------------

<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Conduct regular instructional rounds and classroom observations to support and coach teachers in real-time. Facilitate professional learning communities (PLCs) where teachers collaborate and reflect on practices to enhance instruction. Encourage data-driven goal setting for both individual teachers and grade-level teams. Organize peer observations among teachers and provide feedback focused on growth and innovation in instructional practices. Lead the development of the school's strategic plan with input from staff, students, and community members, ensuring it aligns with district goals and student needs. Monitor the implementation of the plan and make adjustments as necessary, holding regular progress check-ins with staff. Utilize data to assess the effectiveness of current programs and interventions, adjusting strategies to improve student outcomes.</p> <p>Site Admin to attend professional development via Conferences such as CAASSA, AVID, PLC, Unbound Ed, Get Your Teach On, CAFE, PBIS related conferences, Equity, SIPPS, and STEM conferences.</p> <p>the critical issues in education through public policy relative to the status and performance of African-American students.</p> <p>Personal Development: * Attend leadership workshops on fostering team culture and creating structures for continuous improvement. * PLC Coaching-Solution Tree</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------------	--	---	------------------------------	--

<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>We will use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards. Teachers will collaborate outside of contractual hours. The staff will need professional development to grow in these areas and improve academic achievement. Staff will receive targeted coaching to improve the data cycle process within the PLC teams.</p> <p>Conferences such as CAASA conference will support El Dorado in identifying and addressing the critical issues in education through public policy relative to the status and performance of African-American students. Site Admin to attend professional development via Conferences such as CAASSA, AVID, PLC, Unbound Ed, Get Your Teach On, CAFE, PBIS related conferences, Equity, SIPPS, and STEM conferences.</p> <p>Site Admin to attend professional development via Conferences such as CAASSA, AVID, PLC, Unbound Ed, Get Your Teach On, CAFE, PBIS related conferences, Equity, SIPPS, and STEM conferences.</p> <p>Title I Funding Allocation: PLC Consultant: \$25,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Conferences: \$5,971</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,971</p> <p>\$25,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
--------------	---	---	--------------------------------	---

<p>1.1.10</p>	<p>Data Analysis and Evaluation</p> <p>Use formative assessments throughout the school year to monitor student progress toward academic goals and identify areas of need for intervention. * Implement summative assessments at key points (e.g., mid-year, end-of-year) to evaluate overall student achievement and the effectiveness of the strategies implemented. Regularly review formative assessment data to make timely adjustments to instruction, intervention programs, or professional development. * Compare summative assessment results with baseline data to measure overall growth and achievement at the end of each evaluation cycle. * Use technology platforms that allow data to be disaggregated by student groups, grade levels, and specific initiatives outlined in the SPSA. Schedule formal mid-year and end-of-year SPSA reviews to assess overall progress toward goals and determine whether the school is on track to meet its objectives (Academic Conferences). * Use the mid-year review to make necessary course corrections or adjustments to strategies that are not producing the desired outcomes. Continuously monitor how the SPSA budget is being spent, ensuring that resources are allocated efficiently and aligned with student needs. * Reallocate resources as needed based on data trends and feedback on the effectiveness of current strategies..</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
---------------	--	---	------------------------------	--

1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *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. <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------	---	--	------------------------------	--

<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>El Dorado will focus on providing targeted interventions and opportunities for advanced learners or students who need to quickly catch up in specific subject areas.</p> <p>El Dorado has built in daily and weekly intervention for all grade levels. Teachers use data such as state & district assessments, classroom performance task, and teacher recommendations to identify students who could benefit from accelerated learning. This may include both high achievers and students who need to close learning gaps rapidly. Use formative assessments and diagnostic tools to pinpoint specific areas where students require enrichment or need to accelerate their learning.</p> <p>Teachers will leverage online platforms or adaptive learning software that tailors instruction to each student's learning level, such as i-Ready. Use flexible grouping to allow students to work with peers at similar levels for specific subjects (e.g., math, reading) where they need acceleration or enrichment. Implement differentiated instruction, where students receive tasks or challenges that match their current knowledge and skills but push them to deepen understanding and achieve mastery faster.</p> <p>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. There are established intervention settings and times including push-in and pull-out services.</p> <p>Title I Funding Allocation: Instructional Assist Salary and Benefits (1.0 FTE): \$73,545</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Low Income, Foster Youth, Students with Disabilities</p>	<p>\$73,545</p>	<p>3010 - Title I</p>
---------------	---	---	-----------------	-----------------------

<p>1.1.13</p>	<p>Literacy and Library Supports</p> <p>Library Media Assistant (0.375 FTE- Centralized Funding) will work to provide support for students and ensure all library books/ programs are accessible to all students. Run and organize the book fair * Participate in family nights - Parent Agency with literacy goals based on exemplar AVID - Critical Reading and ELD Institute Reading Assessment .</p> <p>Additional Duties: Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students etc. Utilizes district level resources for professional development, software, and support to ensure unduplicated students access to current & culturally relevant reading materials. In addition, we will provide a library media assistant to increase student access to literature and the library resources. The library media assistant will organize the library so students can easily find books at their Accelerated Reading (AR) level, makes sure books have the AR codes on them, orders books that go along with the AR program, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through: * Working directly with teachers and students to support literacy. * Reading to all classes K-2 using elements from common core standards. * Organizing the library so students can easily find books at their AR level. * Ensure books have AR codes and labels on them. * Order books that support the AR Program. * Schedule times for each class to visit the library. * Provide teachers with lists of individual and class sets of books sorted by AR levels to support core curriculum. * Run and organize the book fair. * Participate in family nights. Additional compensation will be provided for the library media assistant for duties completed outside normal working hours will be made available to complete task such as preparing the library for the new year, extending the library hours for special events, checking out textbooks to students, participating in family nights and managing the book fair</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assist Additional Comp Calculations: 20 hours x \$50 rate of pay = \$1,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p>	<p>0100 - LCFF/S&C (site)</p>
---------------	---	---	----------------	---------------------------------------

<p>1.1.14</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID: Professional Development opportunities will support teachers in implementing AVID-based instructional practices. Teachers and administrators will attend the AVID Summer Institute and receive week-long training in various AVID strands, including Implementation, Critical Reading, Tutorology, and AVID Leadership for Implementation. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction. We will implement Site-based Professional Development for teachers to receive additional training that reinforces adopted instructional practices. Substitutes are provided to enable teachers to attend site-based Professional Development. Resources- Students will be provided Planners at the beginning of the school year to assist with organization. In addition, note-taking supplies, such as notebooks, chart paper, Wipeboards, manipulatives, doc cam painters, etc will be purchased for students to demonstrate AVID organizational strategies. Duplicating resources to support AVID implementation of a print rich environment . Supplemental materials, resources, and technology will support core instruction.</p> <p>Title I Funding Allocation: Instructional Materials: \$217</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$217</p>	<p>3010 - Title I</p>
---------------	--	---	--------------	-----------------------

<p>1.1.15</p>	<p>Recapturing Learning Loss</p> <p>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. The Instructional Assistant provides strategic intervention support for students at-risk through intervention in ELA and math. There are established intervention settings and times including push-in and pull-out services. Teachers and Instructional Assist. will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games. The instructional assist. helps teachers use data and implement supplementary programs and web-based reading & math software to support differentiation, small group instruction, and target underrepresented and underserved students for additional support. SIPPS early literacy foundational reading supplemental curriculum will support Tier 2 and Tier 3 support for phonics instruction and phonemic awareness. It will also support intervention and small group support needs of all subgroups.</p> <p>Universal Access: To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments</p> <p>In the event an Instructional Assist funds are unspent, funds will be reallocated to purchase instructional materials & supplies, teacher additional compensation, and substitutes.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
---------------	--	---	------------------------------	--

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students.). Students will explore and investigate local ecosystems through hands-on learning, enhancing their understanding of ecological principles, biodiversity, and human impact on the environment. Facilitate discussions on biodiversity, the roles of different organisms in an ecosystem, and the effects of environmental changes or human activities on the ecosystem.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Most 3rd-8th grade teachers participated in a Building Thinking Classroom lesson study cycle focused on Mathematics instruction and strategies to build students' critical thinking skills. Four middle school teachers completed training in two additional Project Lead the Way (PLTW) modules. 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. Instructional coach was essential in assisting with all Professional Development, academic conferences, and school site visits for AVID, Solution Tree, Step Up to Writing, Building Thinking Classrooms. She co-presented with teachers and administration for staff development during staff meetings. Intervention for K-2nd grade students was expanded to include 3rd & some 4th grade levels with students who struggled with foundational reading skills. Intervention groups took place but restrictions on platooning occurred after January due to short staff. Professional Development and collaboration took place during staff meetings, and grade level collaboration during the school day while substitutes covered classes. During walk throughs we observed strategies being implemented from AVID, BTC, and Step Up to Writing. K-2nd grade teachers learned how to properly use the PLC process and were able to complete two data cycles as well as make show growth and make adjustments for student learning. 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 acquisition. Teachers chose not to use Rosetta Stone in class due to some technical concerns that could not be corrected in the classroom setting. 1st-2nd grade students participated in the WOW science Museum, 3rd-4th grade students attended the Big Trees natural science field trip

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 the allocation of funds for teacher additional comp as teachers did not use much time outside of their contractual hours to collaborate. The expenditures for substitute covering classes while teachers worked collaboratively or received professional development proved to be successful as many teachers used the skills learned. Teachers brought samples of student work to each staff meeting and calibrated with each other on their effectiveness. We set aside funds for Rosetta Stone and streamers, but the teachers did not find a need as the platforms were not useful in class due to technical difficulties of normal classroom conversation vs teachers conversation.

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 2024-2025 school year included the partial reallocation of funds intended for teachers additional compensation that will be moved to substitute compensation since teachers did not work much past contract hours and much of these funds were reallocated for items such as instructional supplies. These changes will be included into Goal 1.1.1 We will include a Library Assist should funds become available to support student learning and literacy.

Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goals for Suspension: In June 2025, El Dorado's school wide suspension rates for all students will decrease by a minimum of 10% (compared to 2023-2024 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.</p> <p>To address disproportionality in discipline/suspension rates of African American and Hispanic students:</p> <p>In June 2025, El Dorado school will decrease suspension rates of African American (46 students to 41 students or less) and White (9 students to 8 students or less) students by a minimum of 10% (compared to 2023-2024 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard.</p> <p>School Goal for Attendance/Chronic Truancy: In June of 2025, El Dorado will decrease the chronic absentee rate by 10% (compared to 2023-2024 data) from 48.12% to 38.12% at minimum, as measured by attendance data and reported on the California Dashboard.</p> <p>In June 2025, El Dorado will decrease African American students chronic absentee rate by 10% (compared to 2023-2024) from 48.65% to 38.65% and White students chronic absentee rate by 10% (compared to 2023-2024) from 36.17% to 26.17%</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Professional Development is needed for El Dorado's teachers to effectively implement school wide writing strategies and literacy

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

El Dorado needs a Librarian Assist to support literacy, reading, and ELA goals for student success. Teachers platoon various levels for differentiated intervention. In order to do this effectively, the platoon groups need to be small. The librarian can support literacy goals by reading and allowing student to read books on their AR level.

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.

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 consultants and SUSD support staff 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 Playworks 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

Teachers need training in Cultural Responsive strategies for instruction in the classroom.

Students need systems used for safety such as a working PA system.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	15%	12.5%
Suspension Rate for African American and Hispanic Students	15%	12.5%
Chronic Absentee Rate	48.12%	38.13%
School Wide Attendance Rate	86.8%	92.80%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>El Dorado supports equity, diversity and inclusion by providing regular assemblies and opportunities that celebrate student/staff diversity. Pulliam hosts inclusion events throughout the year to foster a campus culture that appreciates all students. El Dorado celebrates, Hispanic Heritage & Black History month with assemblies and festive events. Through our multicultural festival we share cultural backgrounds as a community through food, music, dress, and fun to celebrate diversity.</p> <p>We will conduct a comprehensive equity audit to identify gaps in achievement, resource allocation, disciplinary actions, and access to opportunities among different student groups.</p> <p>* Create a data team to collect and analyze student performance data, disaggregated by race, gender, ability, and socioeconomic status. 1. Identify disparities and set goals for closing achievement gaps. Teachers gain tools to create inclusive classrooms that honor the diversity of student experiences.</p> <p>* Provide ongoing training for staff on culturally responsive teaching, anti-bias education, and trauma-informed practices.</p> <p>* Engage parents and community members in the conversation around diversity and inclusion by creating partnerships that support the holistic development of students.</p> <p>* Establish clear accountability measures to track the progress of equity initiatives.</p> <p>In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, Restorative Practices, etc. focusing on improving attendance and discipline.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/</p>	English Learners, Foster Youth, Students with Disabilities, Low Income, All Students	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

	<p>family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Provide instructional coaching and support throughout the school year. Coaches will assist teachers in applying culturally relevant teaching strategies and bias mitigation techniques in real classroom settings, offering feedback and additional resources as needed.</p> <p>El Dorado is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. We have 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. El Dorado also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	English Learners, Low Income, Foster Youth, Students with Disabilities, All Students	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Create opportunities for students to celebrate their cultures and learn about others, fostering an inclusive community. Organize events like Multicultural Day, Diversity Week, and cultural heritage assemblies where students can share and celebrate their backgrounds. Monthly life skills assemblies and perfect attendance recognition and certificates. Host regular culturally relevant family engagement events, such as Hispanic heritage, Black History celebrations, Fall, & Spring festivals. Provide translation and interpretation services at all events to ensure non-English speaking families can fully participate. Teachers will reflect on how culturally relevant content is integrated into their classroom lessons and how it impacts student engagement and understanding during staff meetings .</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$[Enter amount here]	[Specify the funding source(s)]

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS) All staff will continue to work on tying all practices back to our mission of ensure learning for all students by providing high quality academics in a safe, respectful, environment for student success. Parents, students, and staff take part in monthly Life Skills assemblies to build positive behavior supports and reward students for positive behavior with public recognition, certificates, prizes, and Super Recess.</p> <p>Teachers collaborate on the Leadership and PBIS Teams to improve the school climate. Monthly PBIS meetings focus on positive behavior programs: behavior, academic, iReady challenges, and Eagles School Wide Expected behaviors matrix. These acknowledgements will emphasize increased PBIS strategies to decrease discipline and reinforce positive school expectations.</p> <p>Rewards are an integral component of El Dorados PBIS systems in your school. Our PBIS reward system recognizes and rewards students for being leaders and making positive choices. Bi-Weekly incentives such as: Ice cream, doughnut, & pizza parties; Eagle Bucks, Super Recess, Eagle Store, and game room access.</p> <p>Behavior, Eagle Bucks, academic, and iReady challenges</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------------	---	---	------------------------------	--

<p>2.1.6</p>	<p>Student Assistance Program Support (SAP)</p> <p>Student Assistance Team will ensure students receive timely and comprehensive support for academic, emotional, behavioral, or social challenges through a structured and collaborative approach involving school staff, families, and community resources.</p> <p>The SAP team will identify at-risk students, assess their needs, develop intervention plans, and monitor progress. SAP Team will schedule bi-weekly meetings to review student cases, make decisions on interventions, and coordinate with SUSD Special Education Department.</p> <p>SAP team develops individual plans that may include tutoring, counseling, behavioral interventions, or referrals to external social services, progress monitor by regularly checking in with teachers to assess the effectiveness of interventions and adjust plans as necessary and provide teachers with resources to manage classroom behavior and recognize when a child may need additional help from the SAP team.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------------	---	---	------------------------------	--

2.1.7	<p>Behavior Support Services</p> <p>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. Staff such as CSA, NDA, and Community Assist will attend trainings for re-direction, de-escalation, and restorative practices as well as PBIS implementation initiatives for SEL supports. These staff will receive additional compensation for working hours outside of their contractual hours. Staff will collaborate on developing policies and procedures to support PBIS. Counselor will collaborate with admin, teachers, and staff to develop policies and procedures to support students' emotional learning, incorporating the district's SEL curriculum, Second Step.</p> <p>Tier 1: Provide universal behavior interventions, such as social-emotional learning (SEL) programs, to teach all students essential skills like empathy, emotional regulation, and conflict resolution.</p> <p>Tier 2: Offer targeted group interventions for students who exhibit repeated behavioral challenges, such as check-in/check-out systems, group counseling, or small group social skills training.</p> <p>Tier 3: Provide intensive, individualized support for students with significant behavioral needs. This may include individualized behavior intervention plans (BIPs), one-on-one counseling, or mentoring.</p> <p>Empower student leaders to act as role models and advocates for positive behavior, fostering a sense of ownership over the school climate.</p> <p>F.I.T mentoring and physical fitness services to support 3rd-8th graders during recess. F.I.T 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 this additional support to our program will help to decrease discipline. In addition students that do not have access to after-school sports would have an opportunity to learn about sportsmanship, GRIT, and discipline.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p>	Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]	[Specify the funding source(s)]
-------	--	---	------------------------	---------------------------------

	LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]
2.1.9	Social Service Supports for Families in Transition We will provide targeted social, emotional, and logistical support for our families in transition, ensuring that students maintain access to education, stability, and necessary services during periods of upheaval. Administration and counselor will take the lead in identifying and supporting families in transition. The counselor will serve as the primary point of contact for families experiencing housing instability, displacement, or other major life transitions. Families will have access to school-based counseling/mental health services for both students and their families, addressing trauma, anxiety, or emotional difficulties resulting from the family's transition. Counselor and mental health clinician will make referrals to Care Solace as needed. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: Counselor Additional Compensation: \$5,000	Foster Youth, Low Income, Students with Disabilities	\$5,000	0100 - LCFF/S&C (site)
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

2.1.11	<p>Student Attendance and Truancy</p> <p>To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance. Administration will increase parent awareness through targeted meetings and trainings. CARE/ Attendance team will monitor student attendance weekly to reach out to families of students with chronic absences. Goal setting with students and progress monitoring will occur for students with chronic absenteeism.</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>We will clearly communicate attendance expectations to students, parents, and staff by sending regular reminders to parents about the importance of daily attendance through newsletters, social media, and automated calls, providing attendance policies and their implications in student handbooks and during parent-teacher meetings.</p> <p>Create monthly and trimester recognition for students with perfect or improved attendance, such as certificates, rewards, or school-wide shout-outs during monthly assemblies. Ensure the school is a safe and engaging space with nurturing relationships between students and teachers. SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the Counselor and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]
--------	--	--------------	-----------------------	---------------------------------

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Create wellness check-in systems where students can easily report issues or concerns to trusted adults in the school community (Sown to Grow and Sandy Hook). Ensure daily physical activity through PE classes and recess encourage active lifestyles</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Universal supports: Integrate social-emotional learning (SEL) curriculum across all grade levels, focusing on self-awareness, emotional regulation, empathy, and relationship-building utilizing the first 20 days strategy. Create safe spaces for emotional regulation: Ensure there are trusted adults available for students to talk to when they are feeling overwhelmed or need emotional support.</p> <p>Mental Health Clinician: Provide increased or improved mental health direct services to students, families, and staff district wide, Offer individual and group counseling sessions for students experiencing trauma, anxiety, depression, or other emotional challenges.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$[Enter amount here]	[Specify the funding source(s)]

<p>2.1.14</p>	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>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. Staff such as CSA, NDA, and Community Assist will attend trainings for re-direction, de-escalation, and restorative practices as well as PBIS implementation initiatives for SEL supports. These staff will receive additional compensation for working hours outside of their contractual hours.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.15</p>	<p>School Connectedness</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.16</p>	<p>Assistant Principal Restoration At TK-8th Grade School Sites</p> <p>Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>An AP's involvement in developing and monitoring continuous improvement plans, developing tools to implement restorative justice practices aimed at improving student behavior, repairing harm, and reducing suspension are critical to build a successful MTSS including PBIS, discipline data analysis.</p> <p>By restoring and clearly defining the Assistant Principal's role at TK-8th grade sites, schools can ensure more effective management of both instructional and operational duties, providing targeted support to staff, students, and families. This plan will not only enhance leadership capacity but also improve student outcomes and school culture. Progress Monitor: regularly track student progress using data-driven intervention tools, allowing for adjustments in instruction based on student growth or ongoing challenges.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
---------------	---	---------------------	------------------------------	--

<p>2.1.17</p>	<p>Additional School Site Supports</p> <p>Program Specialist (1.0 FTE) 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. 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.</p> <p>In addition, El Dorado will use an Intensive Intervention Teacher to focus on improving academic outcomes for students who are significantly below grade level, particularly in reading and math, by providing targeted, individualized interventions. Targeted, intensive interventions delivered by qualified staff significantly improve student outcomes for struggling learners. Evidence-based interventions such as small-group instruction and frequent progress monitoring have been shown to accelerate learning in reading and math for students performing below grade level. Utilize reading intervention substitute that will regularly pull groups from K-3rd grade to support SIPPS instruction. Instructional Assist will push into K-2nd grade to support literacy. Progress Monitor: regularly track student progress using data-driven intervention tools, allowing for adjustments in instruction based on student growth or ongoing challenges.</p> <p>Title I Funding Allocation: Program Specialist Salary and Benefits (0.5 FTE): \$88,629</p> <p>LCAP 2.17 Additional School Site Support: Program Specialist Salary and Benefits (0.5 FTE): \$88,629</p>	<p>Students with Disabilities, All Students, Low Income</p>	<p>\$88,629</p> <p>\$88,629</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
---------------	---	---	---------------------------------	---

<p>2.1.18</p>	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.19</p>	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.20</p>	<p>Instructional Technology</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

2.1.21	<p>Instruction and Teacher Staffing</p> <p>Teachers are getting professional development training in Cultural Learning Responsiveness for schoolwide to increase the level of CLR quantity, quality, and strategy in their instructional planning and facilitation to service more equitable learning opportunities and outcomes for all students, especially those who are underserved by the traditional culture of school. The training includes three cadres of 7 teachers who participates in a book study and lesson cycles with Dr. Sharroky Hollie and his team. The trainings extend into staff presentations and shred best practices</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>	All Students, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\${Enter amount here}	[Specify the funding source(s)]

<p>2.1.23</p>	<p>School Facilities</p> <p>Administrator and Head Custodian will conduct regular facility audits and assessments of the school's physical environment, including buildings, classrooms, playgrounds, restrooms, and outdoor spaces. We will use these audits to identify areas in need of maintenance or improvements (e.g., HVAC systems, lighting, safety infrastructure). Custodians will work closely with the district's facilities team to prioritize repairs, upgrades, and improvements based on the results of the audit. Custodians will establish a maintenance schedule that includes regular cleaning, repairs, and inspections. This reduces the risk of unexpected breakdowns and ensures the longevity of school facilities. Conduct routine safety drills (fire, earthquake, lockdown) and review safety procedures to ensure that staff and students are well-prepared in the event of an emergency. Collaborate with local law enforcement to review and improve school safety protocols.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
---------------	--	---	------------------------------	--

2.1.24	<p>Student and Campus Safety</p> <p>To ensure a safe and secure learning environment for all students and staff, promoting both physical safety and emotional well-being on campus. We will regularly update and practices school-wide emergency response protocols, including fire drills, earthquake drills, and lockdown procedures ensuring that all staff and students are familiar with these plans. Use of CatapultEMS to conduct safety drills.</p> <p>Campus Safety Assistant (CSA) and Noon Duty Assistants (NDA) are assigned to monitor high-traffic areas (playgrounds, hallways, entrances, and exits) during arrival, recess, lunch, and dismissal times. We will establish a designated safety team composed of administrator, teachers, and support staff who are trained to respond to emergencies and handle safety concerns.</p> <p>Hall Pass is in place and fully implemented. The visitor management system tracks and verifies all visitors entering the campus. Visitors are required to check in and wear identification badges while on school grounds at all times. Outside consultant to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class. Through our Life Skills Assemblies and lessons, we promote traits such as kindness, respect, and inclusion. Students are provided with tools to recognize and report bullying, both in person and online (cyberbullying). We promote an inclusive school culture where all students feel welcome and valued, reducing the likelihood of conflicts and creating a supportive atmosphere for learning.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
--------	---	--	-----------------------	---------------------------------

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Counselors provide additional support for teachers and students to promote school safety and social emotional supports by having individual and group discussions, classroom lessons on topics such as anti-bully, suicide prevention and tobacco prevention. In collaboration with site administrators, they planned and facilitated dozens of CARE/SST, IEP, 504, post suspension conferences, and parent conferences. Students were provided safe spaces in the Wellness Center for various needs from anxiety, positive group interactions, Check in and as part of safety plans for students that are working through conflicts. These intervention & prevention strategies redirected & de-escalated unwanted behaviors that helped to keep students at school and avoid suspension. Administrators, counselors, teachers, and support staff worked together with PBIS initiatives to reinforce positive behavior through implementation of a system where students earn Eagle bucks and can use them to buy items from the Eagle store. These strategies were a result from ideas planned during PBIS monthly meetings to improve attendance and encourage positive behavior.

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

We were unable to implement the reflection center to address issues of equity and disproportionality through the use of a mentor as there were no approved consultants that could support our needs as a small school. Furthermore, consultants such as Playworks was not implemented because teachers and Noon Duty were expected to be trained and actually facilitate the activities and they were not interested. Although the PBIS team met once a month, we were unable to get a classified and student ambassador that could meet before school. 2024-2025 school year. The total number of students being suspended remained the about the same (48/ 678). Suspension rate 15% (743 days of suspensions) to (258 days of suspension) 6% Expulsions decreased from 4 to 0. El Dorado saw a significant increase in the percentage of Chronic Absenteeism Chronic Absenteeism decreased from 59.45% to 49%. This difference is likely due to the fewer suspension days that contribute to absenteeism.

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.

We will continue to look for and fill the position for a mentor on campus to support with behavioral concerns and we will not include consultants such as Playworks as mentioned in 2.1.4. If funds become available we will look for another mentor to provide services.

Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: In June 2025, El Dorado School will increase parent involvement by 5% overall compared to 2023-2024 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need opportunities for enrichment & leadership to increase engagement at school and prepare for their next life level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>PLUS Students will assist during morning meetings and assemblies. Students will take on the roles of presenters and announcers allowing them to showcase leadership, creativity, and communication skills.</p> <p>El Dorado has implemented student-led conferences where students take the lead in discussing their academic progress, setting personal goals, and reflecting on areas of improvement. Fostering Responsibility and Ownership: Providing leadership opportunities gives students a sense of responsibility and ownership over their school experience, building confidence and self-efficacy Positive School Climate: Increased student involvement in school activities and decision-making contributes to a positive and inclusive school climate where students feel valued and empowered.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>El Dorado runs an after school, fall break, spring break, summer camp where students participate in various athletic programs such as football, tennis, basketball, volleyball, and soccer. Through these sports, students are engaged in activities that would otherwise be inaccessible to them throughout the standard school day.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$[Enter amount here]	[Specify the funding source(s)]
3.1.3	<p>Arts Programming</p> <p>To enhance student engagement, creativity, and academic achievement by integrating robust arts programming into the elementary school curriculum we will provide regular dance instruction where students learn basic movement, dance & musical plays with opportunities to perform in school-wide or grade level assemblies. Ensure that all students, regardless of socioeconomic background, have access to necessary art supplies, instruments, and materials through arts funding allocated to school site. Establish after-school clubs focused on various art forms, such as dance, songs, and spoken word where students can further develop their artistic skills outside of the regular school day in compliance with ELOP requirements. Enhance student engagement and learning by providing hands-on, real-world exposure to the arts through organized field trips to local cultural venues, museums, theaters, and artistic performances. Teachers will use field trips as the foundation for project-based learning, where students create art or performance pieces inspired by what they saw, or conduct research on artists, historical contexts, or art forms they encountered.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$[Enter amount here]	[Specify the funding source(s)]

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Small Group Tutoring by Certificated Teachers. This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd - 5th grade students identified as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day - before or after school.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to increase and maintain parent involvement through activities & assemblies such as monthly Life Skills awards assemblies, student performances, Black History Month assembly, teacher parent conferences, ELAC, SSC, and Principal office hours. We also provided monthly newsletters, used ClassDojo & special letters home to communicate information about PBIS initiatives, testing, student attendance, student success, and activities such as field trips. We provided refreshments for parents attending these meetings and also purchased items to prepare for our Parent Resource Center.

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

We were unable to get the PA process completed in time to hire a Community Assist to support with parent outreach efforts as described in the budget.

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.

We will continue with the same goal of securing a Community Assist for this school year as written in goal 3.1.1

Goal 4.1

Goal #	Description
Goal 4.1	By May 2025 El Dorado will increase the number of school wide family engaging events from four to eight. By May 2025 El Dorado will increase the number of family and community participants in the school wide family engaging events by 10% By May 2025 El Dorado will create a space where parent and community representatives can come together to share resources, training, and collaborate with teachers to support classroom needs.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>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.</p> <p>We will enhance family and community involvement in the educational process by improving communication, fostering empowerment, and creating meaningful engagement opportunities that support student success and build strong relationships between the school, families, and the broader community.</p> <p>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, Rossetta Stone 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.).</p> <p>* Encourage teachers and staff to make personal connections with families by sending individual updates about their child's progress or upcoming school events. This personalized outreach helps build stronger relationships with families.</p> <p>* Host events that celebrate the diverse cultural backgrounds of the school community, such as multicultural nights, heritage festivals, or cultural food fairs.</p> <p>Title I Funding Allocation: Community Assist Salary and Benefits (0.44 FTE): \$47,351 Non-Instructional Materials and Supplies: \$1,000 Title I Parent Meeting Expenses: \$2,615 Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>	All Students	<p>\$2,615</p> <p>\$1,000</p> <p>\$47,351</p>	<p>3010 - Title I - Parent</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p>

4.1.2	<p>District Strategic Planning and Communication</p> <p>El Dorado provides opportunities for parents to participate in their child's education by offering monthly coffee hour and parent orientations. This is El Dorado's way of communicating school and district information to all parents. All parents are welcome to attend and provide the staff feedback. Light snacks and refreshments. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$(Enter amount here]	[Specify the funding source(s)]

<p>4.1.3</p>	<p>Community Schools Supports and Resources</p> <p>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, Rossetta Stone 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. Parents will have access to mental health classes that teaches them parenting skills, and overall wellness such as breathing techniques and exercise classes for coping with children with behavioral needs.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p>	<p>All Students</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------------	--	---------------------	------------------------------	--

<p>4.1.4</p>	<p>Parent Advisory Committee Supports and Resources</p> <p>El Dorado will support Stockton Unified School District in administering parent surveys to gather input on key school issues, such as curriculum, safety, and school culture. PAC members can then bring this feedback to the school leadership team to inform decision-making. Regularly recognize the contributions of PAC members through school newsletters, at school events, or during parent-teacher association meetings. Public recognition reinforces the value of parent involvement and encourages continued engagement. Providing platforms for parents to express their opinions encourages greater engagement and strengthens the relationship between the school and the parent community.</p> <p>El Dorados Community Assist will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. Fostering educational partnerships that target student, and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community is our goal. We want to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. El Dorados Community Assist will conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>El Dorado has a dedicated space at the school where parents can access information, materials, and resources to support their child's academic, social, and emotional development. The space offers brochures, computers with internet access, and staff to assist parents with navigating the school system.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
--------------	--	---	------------------------------	--

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	<p>By May 2025 El Dorado staff will be trained in MTSS to identify appropriate resources, supports, and services for students based on their individual needs as measured by CA Schools Dashboard and district data.</p> <p>By May 2025 El Dorado will increase General Ed. elective classes for Special Day students, as deemed appropriate in their IEP's, an opportunity to transition to the least restrictive environment.</p> <p>By May 2025 El Dorado teachers will have training in Cultural Linguistic Responsiveness to provide effective instructional strategies for all students including Special Education students experiencing trauma and other needs.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 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 consultants and SUSD support staff to support students to aid in lessening suspension rates from prior academic year for certain sub-groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations. Teachers and instructional specialist will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and math.</p> <p>Teachers will conduct school-wide screenings using i-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. These screenings should assess reading, math.</p> <p>For students needing comprehensive support, collaborate with social workers, counselors, and community organizations to provide wraparound services, including mental health counseling, family support services, and tutoring.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$(Enter amount here)	[Specify the funding source(s)]

<p>5.1.2</p>	<p>Developing Student Individual Transition Plans</p> <p>SAP team will support students, especially those with special education needs, as they transition from one educational setting to another (e.g., elementary to middle school, middle school to high school, or postsecondary settings). SAP team will help students set goals, develop skills, and access resources that ensure a successful transition into future education, employment, or independent living.</p> <p>Actively engage families throughout the transition planning process. Parents and guardians can provide valuable insight into the student's interests and goals while offering support at home. Offer resources and training to families so they understand the transition process and how to support their child.</p> <p>EI Dorado has a schedule in place that allows for more opportunities for SPED students in SDC classes to take elective classes in a General Ed setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>5.1.3</p>	<p>Accelerate Learning for all SPED Students</p> <p>SAP team will ensure that all special education students receive targeted, effective instruction that accelerates their learning and helps close the achievement gap, while meeting their individualized needs as outlined in their Individualized Education Programs (IEPs).</p> <p>Intensive Intervention Teacher and teacher will collaborate and use formative assessments, progress monitoring tools, and adaptive learning software to gather data on student performance regularly. They will use this data to inform and adjust instruction, ensuring that it meets the student's evolving needs.</p> <p>SAP Team, Intensive Intervention Teacher and teachers will utilize RTI strategies within the MTSS framework to identify students who need Tier 2 and Tier 3 interventions. This allows for more immediate, targeted interventions that prevent students from falling further behind.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

5.1.4	<p>Culturally Responsive Professional Development</p> <p>Administrator will equip teachers and instructional specialist with the skills and knowledge to implement culturally responsive teaching practices that reflect the diverse cultural, linguistic, and socioeconomic backgrounds of students, thereby improving academic outcomes and fostering a more inclusive school environment.</p> <p>During Professional Learning Communities teachers work together to share best practices, resources, and strategies for implementing culturally responsive pedagogy. These PLCs are focused on improving instruction and fostering culturally inclusive learning environments.</p> <p>During staff and leadership meetings teachers will use disaggregated student achievement data (e.g., by race, ethnicity, language proficiency) to identify achievement gaps and develop culturally responsive instructional strategies to close those gaps.</p> <p>El Dorado is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. El Dorado has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. El Dorado also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Students will engage in field trips to have meaningful experiences and opportunities related to STEM, AVID, college exposure, and the sciences</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]

<p>5.1.6</p>	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>5.1.7</p>	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>5.1.8</p>	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Administrator, Counselor, and CWA will use early warning reports to identify students with chronic absenteeism or emerging attendance issues, regularly review attendance data for students with disabilities and involve their IEP team in developing strategies to improve. Engage families as partners in addressing attendance challenges by involving them in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance.</p> <p>Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities. A positive school climate where all students feel valued and included can improve attendance by fostering a sense of belonging and connection to the school community.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	<p>By May 2025 El Dorado will decrease suspensions of African American/ Black students by providing alternative interventions for suspensions and a reflection center for a focus on restorative practices and teaching appropriate behaviors.</p> <p>By May 2025 El Dorado will provide African American/ Black students the opportunity to attend leadership conferences, participate in groups, and cultural experiences to strengthen the connection between the school and the community.</p> <p>By May 2025 El Dorado teachers will have training in Cultural Linguistic Responsiveness to provide effective instructional strategies for all students including African American students experiencing trauma and other needs.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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.

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.

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 consultants and SUSD support staff 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 Playworks 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

Teachers need training in Cultural Responsive strategies for instruction in the classroom.

Students need opportunities for enrichment & leadership to increase engagement at school and prepare for their next life level.

African American students need access community based group mentoring, workshops, conferences, and other experiences that will enhance the overall educational achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Administration will continuously review achievement data (grades, test scores, attendance, disciplinary referrals) specifically for African American students to identify gaps in performance. Develop systems to identify students who are struggling academically or behaviorally and intervene early with personalized supports.</p> <p>El Dorado will support African American student achievement in the following manners:</p> <ol style="list-style-type: none"> 1. Advocating for inclusion 2. Educating all participants in the leadership process 3. Developing a critical consciousness in members of our school community 4. Promoting dialogue within our school community surrounding African American student achievement 5. Emphasizing student learning and classroom practices through culturally responsive teaching and learning 6. Adopting inclusive policy making processes and ensuring voices of our African American parents are heard and valued when making these decisions 7. Incorporating alternative interventions to suspension when working to decrease the rate at which our African American students are suspended 8. Ensuring meaningful inclusion of our African American students 9. Being intentional about hiring practices to support our African American students 10. Implementing CLR and equity training for all El Dorado staff <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	African American	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>We will focus on both recruitment and retention of diverse, culturally competent educators, as well as ensuring that African American students have access to high-quality instruction. will ensure that funds are aligned in our SPSA to support African American/Black students with decreasing chronic absenteeism, decreasing suspension, and increasing ELA and Math performance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	African American	\${Enter amount here}	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>We will focus on both recruitment and retention of diverse, culturally competent educators, as well as ensuring that African American students have access to high-quality instruction. El Dorado will attend diversity-focused recruitment fairs, monitor and address disparities in school site level hiring practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	African American	\${Enter amount here}	[Specify the funding source(s)]

6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>El dorado is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. Pulliam has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. Pulliam also participates in district equity walks to ensure equitable opportunities are provided for all students. Staff members will be paid to further support the work after school hours as we meet with Dr. Hollie and his team regarding Pulliam's work on being culturally and linguistically responsive.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	African American	\$[Enter amount here]	[Specify the funding source(s)]

<p>6.1.5</p>	<p>BSAP Community Partnerships</p> <p>Strengthen relationships with Black families by partnering with community organizations to offer resources, support, and educational opportunities that empower families to engage in their children's academic journey.</p> <p>Partner with local organizations such as NAACP, BEA, UBSUC, 100 Black Men of Sacramento, Mary Magdalene, and My Brothers Keeper, to host cultural events and celebrations at the school, such as Black History Month programs, African cultural festivals, or Juneteenth celebrations. These events provide opportunities for students and families to celebrate their heritage and strengthen the connection between the school and the community. Effective community partnerships can help schools provide additional resources, mentoring, academic support, cultural enrichment, and social-emotional support that can significantly impact the success of Black students.</p> <p>El Dorado will partner with consultants such as Improve Your Tomorrow to increase student Success and achievement for our boys of color experiencing trauma and needing social/ emotional supports to help them succeed in and out of the classroom environment.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.6</p>	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Through district trainings ensure that wellness personnel, such as counselors, and mental health providers, reflect the diversity of the student population and are trained in culturally responsive practices. School counselors and mental health providers offer counseling that addresses the cultural, social, and emotional needs of Black students. This includes understanding racial stress, identity development, and systemic inequities that may impact students' well-being. Shift from punitive disciplinary measures to restorative justice approaches that focus on relationship-building, conflict resolution, and community within the school.</p> <p>Reduction in suspensions, expulsions, and other exclusionary disciplinary measures that disproportionately impact Black students.</p> <p>Improved relationships between students, staff, and peers, contributing to a more inclusive and supportive school climate.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>	African American	<p>\$(Enter amount here)</p>	<p>[Specify the funding source(s)]</p>

6.1.8	<p data-bbox="254 159 720 188">BSAP Community -Based Safety Pilots</p> <p data-bbox="254 224 1207 435">We will align with district-wide BSAP initiatives and ensure equity in safety, academic achievement, and family engagement. We will foster a positive school climate that supports the social-emotional well-being of Black students. Implement safety audits to identify and address safety concerns for Black students in order to create a safer, more inclusive school environment. Work with SUSD safety pilot programs to implement de-escalation and conflict resolution training.</p> <p data-bbox="254 467 1207 1109">This strategy is aligned with district-wide BSAP initiatives to ensure equity in safety, academic achievement, and family engagement Increased the proficiency rates in core subjects such as literacy and math among Black students. Reduce incidents of violence and suspensions involving Black students. Outside consultants specializing in providing safety and engagement supports to students of color, will come to El dorado to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.</p> <p data-bbox="254 1141 1060 1203">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 1235 947 1297">LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	African American	\$[Enter amount here]	[Specify the funding source(s)]
-------	--	------------------	-----------------------	---------------------------------

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$239,786.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$348,535.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$236,171.00
3010 - Title I - Parent	\$3,615.00

Subtotal of additional federal funds included for this school: \$239,786.00

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 (\$)
0100 - LCFF/S&C (site)	\$108,749.00

Subtotal of state or local funds included for this school: \$108,749.00

Total of federal, state, and/or local funds for this school: \$348,535.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: El Dorado Elementary

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/3/2024

Date of Meeting

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

English Learner Advisory Committee

9/26/2024

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/3/2024
Date of Meeting

(Optional)

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

Committee

Date of Meeting

Attested:

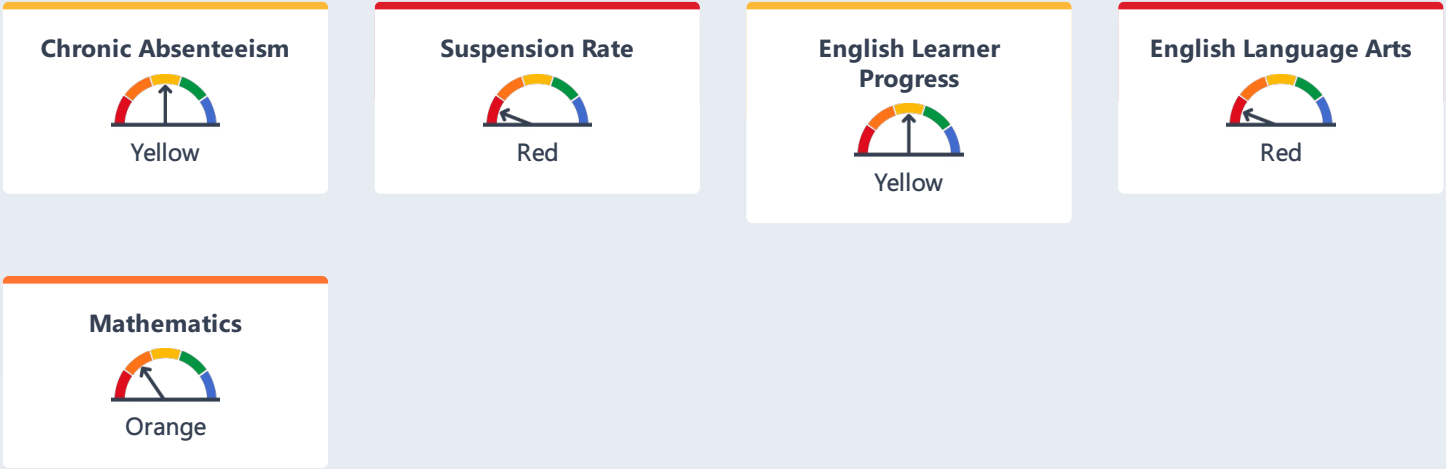
Monica Gayle
Typed Name of School Principal

Monica Gayle
Signature of School Principal

10-22-24
Date

El Dorado Elementary

Explore the performance of El Dorado Elementary under California's Accountability System.



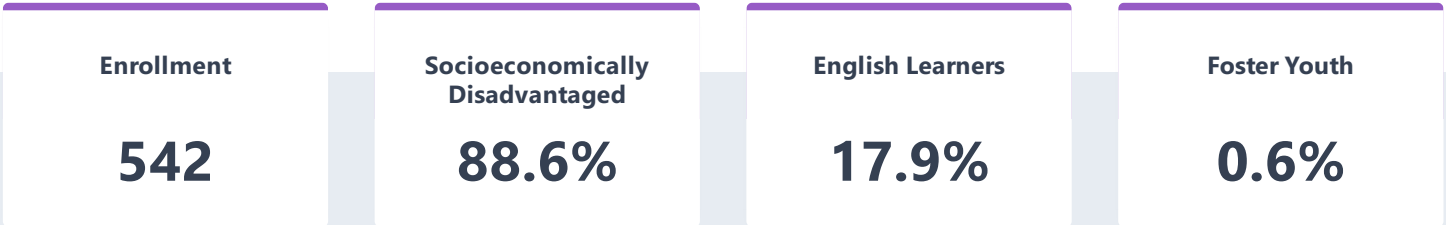
School Details

<div>NAME</div> El Dorado Elementary	<div>ADDRESS</div> 1540 North Lincoln Street Stockton, CA 95204-5617	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

EL DORADO ELEMENTARY

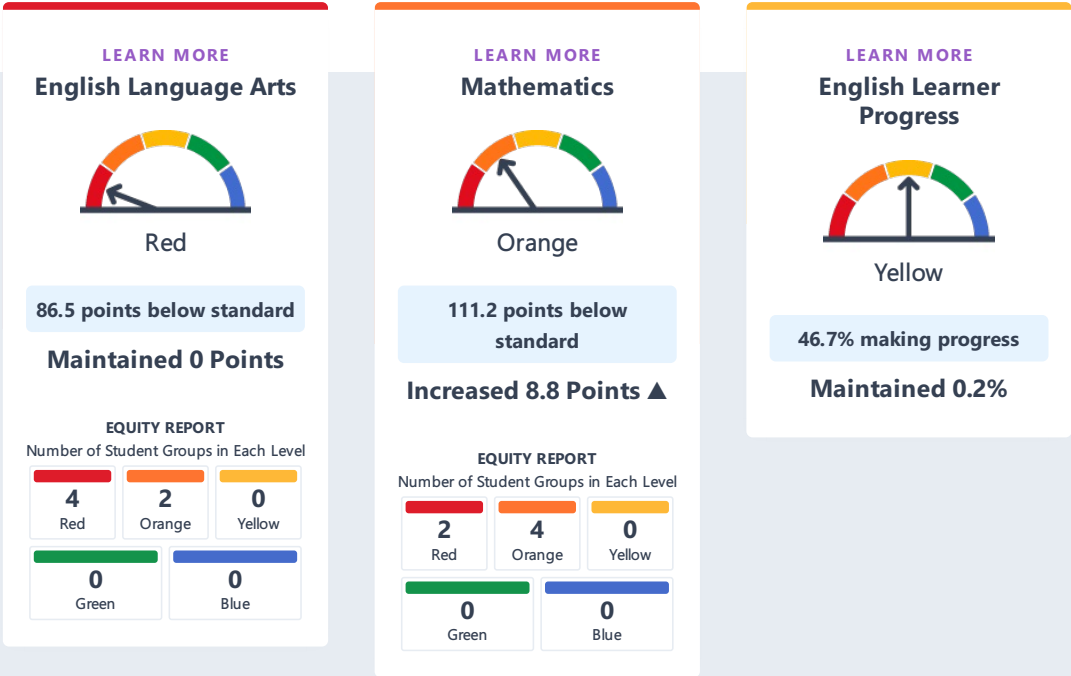
Student Population

Explore information about this school's student population.



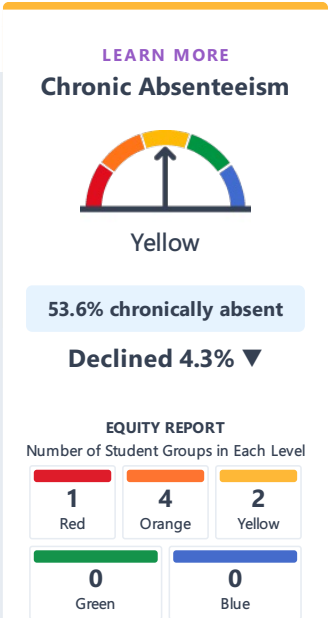
Academic Performance

View Student Assessment Results and other aspects of school performance.



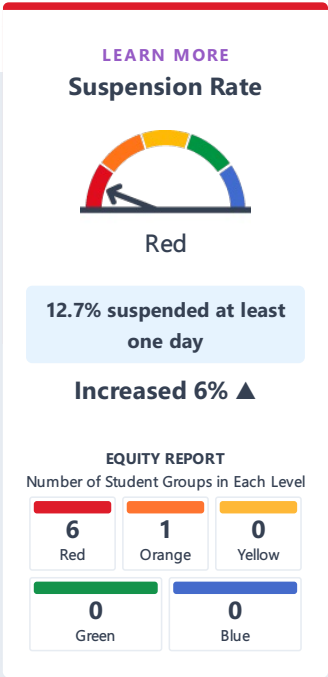
Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

86.5 points below standard

Maintained 0 Points

Number of Students: 304

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups




Red

African American

English Learners

Socioeconomically Disadvantaged


Students with Disabilities



Orange


Hispanic

Homeless




Yellow

No Student Groups



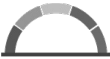
Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

White

American Indian

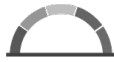


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

53.2 points below standard

Increased 33.8 Points ▲

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

76.6 points below standard

Declined 42.6 Points ▼

Number of Students: 22

African American



Red

127.2 points below standard

Declined 9.3 Points ▼

Number of Students: 57

English Learners



Red

107.8 points below standard

Declined 18.5 Points ▼

Number of Students: 58

Socioeconomically Disadvantaged



Red

92.4 points below standard

Declined 3.6 Points ▼

Number of Students: 264

Students with Disabilities



Red

139.7 points below standard

Maintained 1.1 Points

Number of Students: 44

Hispanic



Orange

77.8 points below standard

Increased 4.7 Points ▲

Number of Students: 197

Homeless



Orange

113.4 points below standard

Increased 8.2 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	86.5 points below standard	86.5 points below standard

English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
130.4 points below standard Declined 18.3 Points ▼ Number of Students: 41	53.4 points below standard Declined 34.6 Points ▼ Number of Students: 17	90.1 points below standard Maintained -2.5 Points Number of Students: 216

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

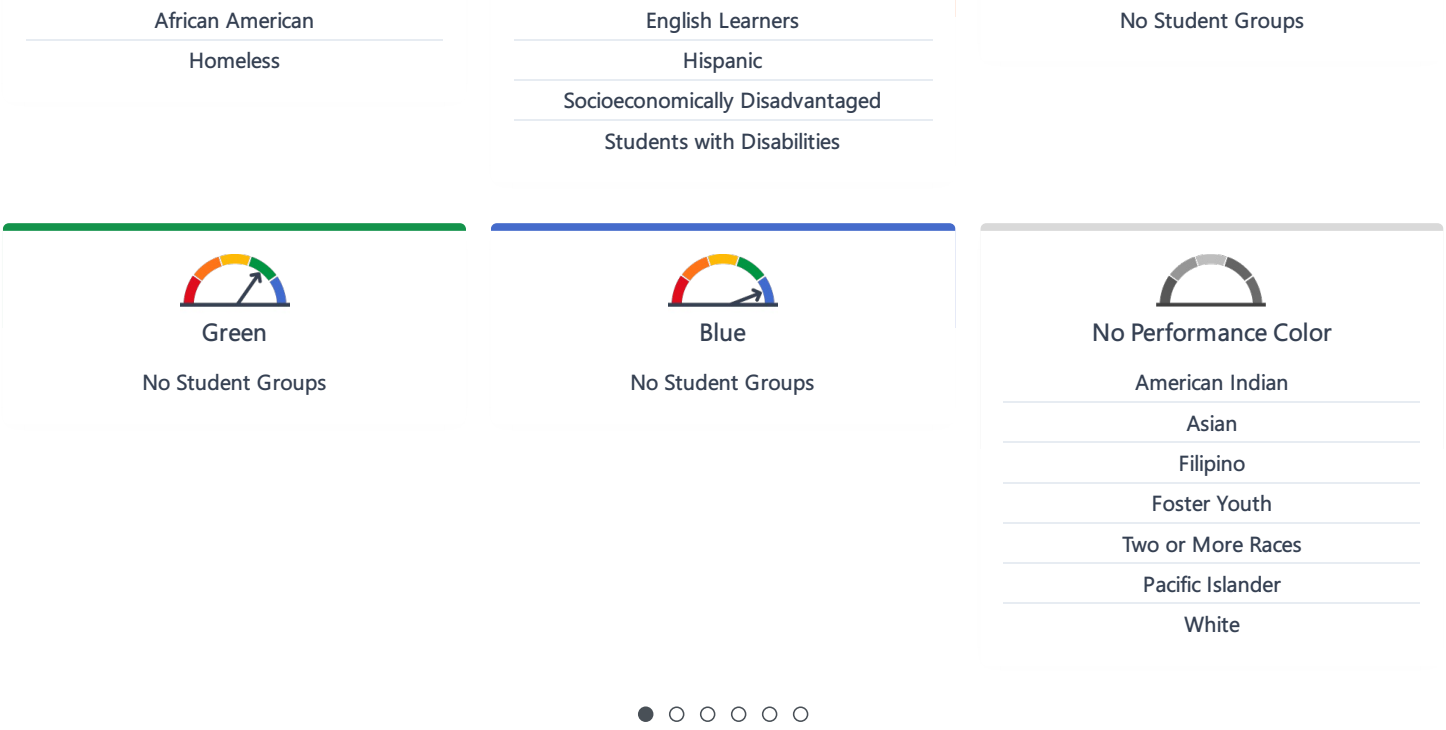
111.2 points below standard
Increased 8.8 Points ▲
Number of Students: 299

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

 Red	 Orange	 Yellow
--	---	---



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

87.2 points below standard

Declined 4.4 Points ▼

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

102 points below standard

Declined 15 Points ▼

Number of Students: 22

African American



Red

157.3 points below standard

Declined 20.9 Points ▼

Number of Students: 55

Homeless



Red

146.9 points below standard

Declined 9.4 Points ▼

Number of Students: 34

English Learners



Orange

111.7 points below standard

Increased 11.6 Points ▲

Number of Students: 58

Hispanic



Orange

101.6 points below standard

Increased 19.9 Points ▲

Number of Students: 195

Socioeconomically Disadvantaged



Orange

116.6 points below standard

Increased 4.3 Points ▲

Number of Students: 259

Students with Disabilities



Orange

176.9 points below standard

Increased 13 Points ▲

Number of Students: 43

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	120 points below standard	111.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.


Current English Learners	Recently Reclassified English Learners	English Only
130 points below standard Increased 11.5 Points ▲ Number of Students: 41	67.7 points below standard Maintained 0.2 Points Number of Students: 17	115 points below standard Increased 3.2 Points ▲ Number of Students: 211

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress


Yellow

46.7% making progress towards English language proficiency

Maintained 0.2%

Number of EL Students: 75

Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042543&year=2022-23>

All Students



Yellow

53.6% chronically absent


Declined 4.3% ▼

Number of Students: 627

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red

African American



Orange

English Learners

Homeless

Students with Disabilities


White



Yellow


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Two or More Races

Pacific Islander

American Indian

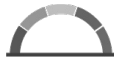


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

35.7% chronically absent

Increased 3.7% ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races



No Performance Color

65.7% chronically absent

Increased 10.5% ▲

Number of Students: 35

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

African American



Red

60.5% chronically absent

Increased 1.3% ▲

Number of Students: 119

English Learners



Orange

38.7% chronically absent

Declined 2.4% ▼

Number of Students: 119

Homeless



Orange

68.1% chronically absent

Declined 16.1% ▼

Number of Students: 72

Students with Disabilities



Orange

39.5% chronically absent

Declined 17.5% ▼

Number of Students: 76

White



Orange

31.7% chronically absent

Declined 30.8% ▼

Number of Students: 41

Hispanic



Yellow

53.5% chronically absent

Declined 4.7% ▼

Number of Students: 400

Socioeconomically Disadvantaged



Yellow

55.5% chronically absent

Declined 4.4% ▼

Number of Students: 553

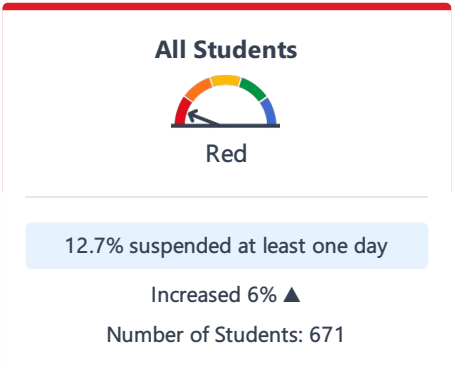
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

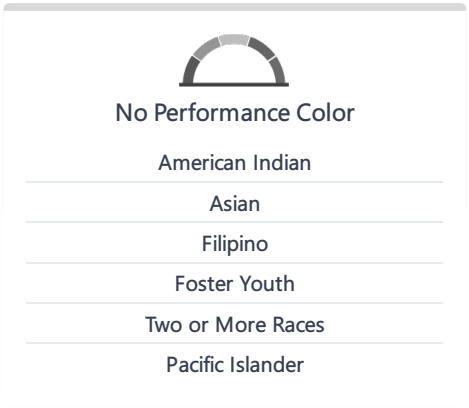
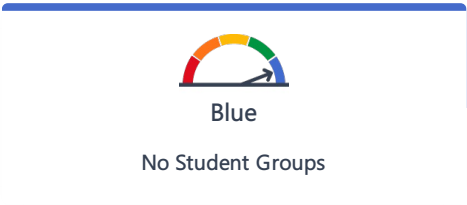
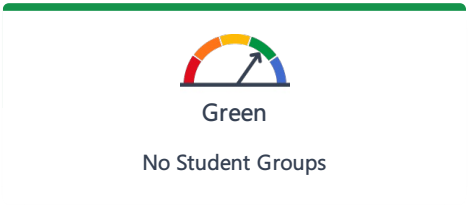
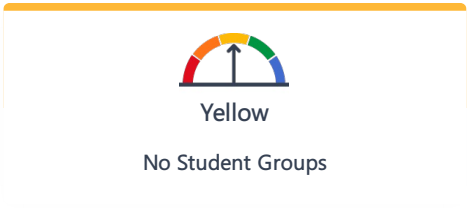
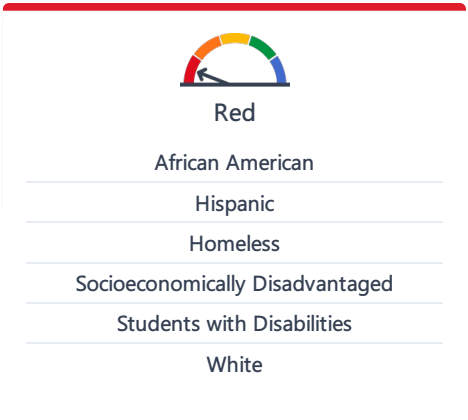
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian

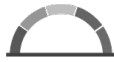


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

12.5% suspended at least one day

Increased 12.5% ▲

Number of Students: 16

Filipino



No Performance Color

0% suspended at least one day

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races



No Performance Color

13.2% suspended at least one day

Increased 6.3% ▲

Number of Students: 38

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



Red

18.5% suspended at least one day

Increased 9.5% ▲

Number of Students: 130

Hispanic



Red

10.8% suspended at least one day

Increased 5.3% ▲

Number of Students: 425

Homeless



Red

24% suspended at least one day

Increased 15% ▲

Number of Students: 75

Socioeconomically Disadvantaged



Red

12.5% suspended at least one day

Increased 5.7% ▲

Number of Students: 593

Students with Disabilities



Red

17.3% suspended at least one day

Increased 0.4% ▲

Number of Students: 81

White



Red

16.7% suspended at least one day

Increased 5.1% ▲

Number of Students: 42

English Learners



Orange

4.9% suspended at least one day

Increased 0.6% ▲

Number of Students: 123

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	6.6%	12.7%

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
---------	-------------

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
---------	-------------

K

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

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
---------	-------------

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
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
------	--

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