

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Dorado Elementary	39686766042543	11/28/2022	01/24/2023

## Purpose

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

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

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

## Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

## Engaging Educational Partners

Refer to comprehensive needs assessment.

## Resource Inequities

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

Refer to comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

El Dorado developed a one-year (2022-2023) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council in January 2022 and March 2022 and obtained board approval on

In school year 2021-2022, El Dorado initiated meetings with stakeholders, holding School Site Council (SSC), English Language Advisory Committee (ELAC) and leadership team meetings. Student/parent surveys and student forums also provided input for the DMM component of the CNA. Attendance, PBIS, teacher leadership, and administrator team meetings were held throughout the year as part of our progress monitoring plan, allowing for targeted supports to be put in place, reviewed and revised as needed. El Dorado's comprehensive needs assessment and annual review were developed from data points focusing on three main areas outlined in the DMMs; continuous improvement - chronic absenteeism, continuous improvement - student achievement in Math, continuous improvement - student achievement in ELA/ELD, and continuous improvement - school climate - Suspensions. In March 2022 and April 2022, assessment, attendance and discipline data were reviewed and discussed in the creation of the DMM (Decision Making Model) to guide the team in the creation of the of 22-23 SPSA. More specifically, the review focused on the plan implementation and effectiveness of the strategies within the plan, Program and/or fiscal modifications, and the impact of implementation, outcomes and modifications on future changes within the plan. The review, discussions, and specific input from stakeholders is noted in the School Site Council (SSC) meeting minutes for March and April 2022. Overall the data reflects improvement in both ELA and Math. Discipline and suspension data show improvement as well. Barriers to student achievement and attendance were discussed. In May 2022, the draft of the 2022-2022 plan was presented to stakeholders through School Site Council, Staff Meetings, and English Language Advisory Council and for further input and adjustments. The revised draft was reviewed and approved with input from SSC, El Dorado staff, and ELAC in May 2022.

# Staffing and Professional Development

## Staffing and Professional Development Summary

- 24 out of 25 El Dorado teachers are fully credentialed. 1 out of 25 has a preliminary credential.
- 1.5 Counselors - Full time counselor is also a credentialed teacher
- 1 Program Specialist
- 1 Instructional Coach
- 1 Instructional Assistant and 1 SDC Assistant
- 8 out of 25 El Dorado teachers, the principal, assistant principal, counselor, program specialist, SDC assistant are AVID trained (thirteen different pathways) and have attended AVID XP Summer Institute.
- 3 out of 5 El Dorado middle school teachers are trained and have implemented a Project Lead The Way (PLTW)
- All teachers participated in a modified lesson study cycles focusing on building the teachers' capacity centered around Number Sense and Fluency (number sense routines and accountable talk) and problem solving (teachers learned how to facilitate a problem-solving lesson that focuses on student thinking).
- Additionally, we focused on building capacity around the use of effective research based strategies to build "thinking classrooms."
- Staff Development for 2022-2023 will focus on AVID/Writing, UDL, Mathematics/Number Sense, Educational Equity, and EL Strategies
- 18 out of 25 teachers (TK-8th), the Principal, Assistant Principal, Instructional Coach, Counselor, Instructional Assistant, and SDC Assistant will attend AVID XP Summer Institute (sixteen different pathways) in June/July 2022.
- Focus teams will be developed to ensure access, engagement, relevance, and rigor.
- Teachers have access to the El Dorado Program Specialist to assist with technology and curriculum needs.
- El Dorado teachers collaborate using the PLC process on the second and fourth Tuesday of every month.
- El Dorado teachers will have the opportunity to participate in vertical collaboration once each trimester.

## Staffing and Professional Development Strengths

Teachers were provided grade level and whole staff collaboration time twice a month and were offered additional compensation for collaboration outside of contract hours. Leadership and PBIS, and attendance teams were able to collaborate bi-monthly on school wide goals and expectations.

In partnership with SJCOE, El Dorado teachers and staff participated in a lesson study cycle centered around number sense, fluency and problem solving. To build capacity and encourage reflective conversations about teaching and learning in mathematics, teachers and staff were given a copy of "Building Thinking Classrooms." At the start of the school year, the were two teachers implementing several of the research based instructional strategies from the book. These strategies promote risk taking, deep engagement with math content, and help students develop critical thinking skills. There are now nine teachers using these strategies on a regular basis.

El Dorado began school wide implementation of AVID during the 2021-2022 school year, focusing on aligning practices across grade levels. The team chose to focus on the implementation of 2-3 AVID strategies from Kindergarten to eighth grade. El Dorado has twenty-three teachers and staff registered for the 2022 AVID XP Summer Institute.

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

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** ELA and Math professional development and collaboration planned for 2021-2022 had to be modified and/or put on hold, limiting the time for teams to meet and engage in the data teams process, complete lesson study cycles, or develop academic excellence teams to monitor the progress and focus of curriculum implementation. **Root Cause/Why:** Lack of substitute teachers to release classroom teachers for PD or collaboration Instructional Coach was reassigned to teach in the Virtual Academy Professional development provided virtually was less effective than in person training

**Needs Statement 2 (Prioritized):** Teachers and support staff impacted by Covid resulted in extended absences, creating loss of instructional time and overwhelmed the school's support system. **Root Cause/Why:** Lack of available substitutes across all job types and positions created safety issues related to student supervision. Administration and support staff tasked with additional job responsibilities for extended periods of time.

# Teaching and Learning

## Teaching and Learning Summary

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

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

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

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

Students in 7th - 8th grade have opportunity to participate in the following PLTW modules; Design and Modeling, Automation and Robotics, and Medical Detectives.

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

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

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

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

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

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

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

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

## Teaching and Learning Strengths

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

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Professional development opportunities were limited and planned training and collaboration sessions were modified or cancelled.  
**Root Cause/Why:** Covid protocols hindered supports for teachers and created a shortage of substitute teachers. We were unable to provide adequate release time for teachers to collaborate.

**Needs Statement 2 (Prioritized):** Platooning for targeted instruction in ELD, ELA, and Math was inconsistent **Root Cause/Why:** Covid protocols prohibited platooning until mid February 2022 following a surge in Covid cases. In addition, there was an incapacity to execute PBIS strategy one to design a classroom environment with visual supports and assistive technology promoting learning for students of all needs.

**Needs Statement 3 (Prioritized):** Planned interventions were inconsistent and/or were not offered this school year. **Root Cause/Why:** Due to the lack of substitute teachers, the teacher who was to provide small group and individual intervention for students in grade 1-3 had to be placed in unfilled positions to cover classes and supervise students. Americorps - Math Corps tutoring program, which was part of El Dorado's CSI supports, was not approved by the school board right before the start of the 2021-2022 school year.

**Needs Statement 4 (Prioritized):** Students are missing a significant amount of instructional minutes and lack constructive connection to school and academics. **Root Cause/Why:** Poor student engagement due to limited opportunities for student participation in project-based learning and STEAM activities, limited use of high leverage/high engagement instructional strategies and activities to increase student motivation, shortage of resources and materials.

**Needs Statement 5 (Prioritized):** Student returning to in-person learning had difficulty with this transition resulting in increased absences and lack of connectiveness within the school community. **Root Cause/Why:** Difficulty developing positive relationships, inability to self-manage emotional and behavioral issues, lack of development and collaboration in school PBIS initiatives, insufficient exposure to SEL lessons and character & community building events/trips, inadequate access to SEL resources and materials.

# Parental Engagement

## Parental Engagement Summary

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

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

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

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

## Parental Engagement Strengths

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

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Parent attendance at Back to School Night, awards assemblies, conferences, stakeholder meetings, and parent coffees, was limited. **Root Cause/Why:** Covid restrictions prevented parents and visitors from coming on to school campuses. All meetings and events were virtual until restrictions were lifted in February/March 2022. Many parents did not have access to technology or internet to attend virtual meetings. As a result, school to home connections were not developed as planned.

**Needs Statement 2 (Prioritized):** El Dorado School was not able to recruit parent or community volunteers to support students and improve engagement. **Root Cause/Why:** Covid restrictions prevented volunteers from coming on to school campuses. As a result, school to home/community connections were not developed as planned.

**Needs Statement 3 (Prioritized):** Staffing changes limited our ability to provide outreach services to parents to the extent that we did during the 2019-2020 and 2020-2021 school years. **Root Cause/Why:** The position of Teacher Community Ambassador was cut prior to the start of the 2021-2022 school year, despite data showing a positive impact on the school to home relationship, increase in parent involvement and decline in discipline and overall suspension rates among our male, African American students.

# School Culture and Climate

## School Culture and Climate Summary

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

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

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

## School Culture and Climate Strengths

### Student Supports

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

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** El Dorado's Chronic Absentee rate remained high, nearly doubling at one point early in the school year. **Root Cause/Why:** Covid protocols and contact tracing procedures requiring exposed students to quarantine for five to ten days creating a high absentee rate. Lack of communication between Virtual Academy and our site, resulted in on going attendance issues with VA students assigned to El Dorado.

**Needs Statement 2 (Prioritized):** Results of our PLUS survey indicated that students did not feel there were enough activities at school. Students were unable to participate in leadership activities and events we offer as part of our PBIS program. Students are missing a significant amount of instructional minutes and lack constructive connection to school and academics. **Root Cause/Why:** Due to Covid protocols requiring social distancing and the separation of classes, PLUS forums, drama performances, peer mentoring and other school -wide activities were canceled or postponed. Inability of students to self-manage emotional and behavioral issues and choose preferred methods of learning and work stations. Incapacity to execute PBIS strategy 1 to design classrooms to meet SEL needs.

**Needs Statement 3 (Prioritized):** El Dorado's mentor program for young men of color, in class support for behavior, drumming program, and support designed to address the disproportionality of suspension rates for our African American and Hispanic students were not available during 2021-2022. **Root Cause/Why:** El

Dorado's Teacher Community Ambassador (TCA) position and program was cut from the LCAP plan.

**Needs Statement 4 (Prioritized):** Efforts to provide support and improve climate and culture at El Dorado School in the areas of attendance, behavior, mental health, and parent involvement are both labor and time intensive resulting in staff and resources being overextended. **Root Cause/Why:** Elimination of the TCA , class space not conducive to SEL needs. Reduction in mental health services Lack of available supports - MH and SPED 1/3 of total enrollment is turned over Lack of system for student placement results in high numbers of students with T3 needs placed at EL Dorado Inadequate number of Noon Duty and CSA and support staff, inadequate access to SEL resources and materials

**Needs Statement 5 (Prioritized):** EL Dorado staff was unable to continue the equity work that began in 2019- 2020 as outlined in goal 2 of our school plan. The focus of which was culturally responsive teaching and learning. **Root Cause/Why:** Services and consultation with Dr. Shelly Holt, which began in 2019-2020 as part of El Dorado's CSI supports were cut from the LCAP at the beginning of 2021-2022.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

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

## Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) By June 2023, the percentage of El Dorado students on grade level or above in ELA will increase 15%, from 25% to 40%, for all students as measured by the iReady Diagnostic assessment. EL: By June 2023, per ELPAC, increase the number of students who reclassify by 15 students. School Goal for Math: In June 2023, the percentage of El Dorado students on grade level or above in Math will increase 15%, from 18% to 33%, for all students as measured by the iReady Diagnostic assessment.

## Identified Need

Students are missing a significant amount of instructional minutes and lack constructive connection to school and academics.

Student returning to in-person learning had difficulty with this transition resulting in increased absences and lack of connectiveness within the school community.

Results of our PLUS survey indicated that students did not feel there were enough activities at school. Students were unable to participate in leadership activities and events we offer as part of our PBIS program. Students are missing a significant amount of instructional minutes and lack constructive connection to school and academics.

EL Dorado staff was unable to continue the equity work that began in 2019- 2020 as outlined in goal 2 of our school plan. The focus of which was culturally responsive teaching and learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students scoring grade level, mid or above on the iReady Diagnostic - Reading	25%	40%
Number of EL students meeting criteria for reclassification	to date 10 students have met criteria for reclassification	15 additional students will meet criteria for reclassification
% of students scoring grade level, mid or above on the iReady Diagnostic - Math	18%	33%

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

### Strategy/Activity 1.1.1

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

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

All Students

#### Strategy/Activity

1-a This strategy focuses on adult learning. The objective is to continue to provide professional development opportunities and in class support, including coaching, for classroom teachers on content and instructional practices focusing on CCSS and newly adopted curriculum (Ready Math, Benchmark, Pearson, and HMH Science Dimensions-NGSS) implementation. Additional Professional Development focusing on HMH/NGSS and supplementary Science curriculum (PLTW), AVID, Number Talks, and "Building thinking classrooms" strategies will be provided monthly during regular staff meetings. 1-b Teachers will engage in grade level and vertical collaboration around best practices instructional strategies in Math and ELA/ELD focusing on key shifts in math (focus, coherence, and level of rigor), specifically, number sense, fluency, and problem solving, and key shifts in ELA (text complexity, reading, writing and speaking with text evidence, and developing knowledge and vocabulary through content rich non-fiction). 1-c Through the Data Teams Process and PLC development, classroom walkthroughs/reviews, conferences/trainings (e.g., AVID, CCSS alignment, iReady diagnostics, Lesson Study Cycles - Building Thinking Classrooms (BTC), Number Talks, CORE, NGSS, and PLTW), teachers will deepen their skills in lesson planning and design, providing rigorous first instruction, and use of data analysis to inform instructional practices aligned across content areas and grade levels. 11700 - Teacher Substitute - \$10,000 - LCFF El Dorado will also expand the implementation of Project Lead the Way at the middle school level. Automation and Robotics (1) will be offered as an elective during the 2022-2023 school year. The PLTW Advisor will expand the implementation of NGSS standards and will develop additional projects/lessons/inquiries across all grade levels to build capacity for the expansion of PLTW K-5. In addition, training for the instructional assist to facilitate and assist with implementation will be provided. Provide flexible seating and flex space materials to create a learning environment conducive to application of NGSS standards and implementation of PLTW. 21500 - Additional Comp. Instructional Assistant - \$569 - Title I 43200- Non-Instructional Materials and Supplies - 5,000 - CSI 1-d Teachers will have additional opportunities for collaboration outside of contract hours around effective first instruction, in the areas of listening, vocabulary acquisition, and writing across the content areas. In addition, teachers will participate in the development of curriculum implementation monitoring tools and processes in collaboration with the site administrators, the instructional coach, assists, and program specialist. \*Allocation under CSI additional funding 1-e .40 FTE (Title I) Program Specialist will assist the Instructional Coach (1.0 FTE Instructional Coach - Centralized Service) with coordinating professional development and co-teaching opportunities for individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum (Year 4) and accessing resources to support all components of supplemental programs (AVID, SIPPS, SEL, Number Talks, Accelerated Reader/myON). The program specialist also works with teachers after school and during

grade level meetings to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes the facilitation of academic conferences twice per year with every grade level, full day collaboration 1 time per trimester for each grade level and full and/or half day collaboration days for vertical teams. .60 FTE (LCFF) Program Specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator and will oversee the implementation and coordination of academic intervention, supports and progress monitoring school-wide (part of CSI supports). 19101 - .40 FTE Program Specialist - \$63,082 - Title I 19101 - .60 FTE Program Specialist - \$94,622 - LCFF CSI: 1-f Beginning in August 2022 we will revisit and review our original plan for professional development with SJCCE as follows: Lesson Study Cycle 1 This cycle involves building the teachers' capacity centered around Number Sense and Fluency. \* Focus will be on Number Sense Routines including student Accountable Talk. \* Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion. \* Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe. \* The participants debrief in order to identify important takeaways that become part of the teacher's toolbox. Lesson Study Cycle 2 This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking. \* The teachers will design a Cognitively Demanding task, and ensure the facilitation maintains the rigor. \* Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving. \* We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking. \* Day 2 - Same Lesson/Debrief as above. Through our work with lesson studies, we will develop a "Academic Excellence" Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated, and walkthrough/observations are consistent. In addition, we will explore effective (research & Personal Practice) lesson design during PD sessions coupled with peer coaching sessions in order to aid in the transfer back to the classroom focusing on student engagement and development of critical thinking skills. 11700 - Substitute Teachers - \$150,400- CSI 1-g Additional Comp for 2 teachers, and 1 counselor will be paid from this funding source. They will attend the AVID Summer Digital XP July 2022. 11500 - Teacher Additional Comp \$60 per hour x 6 hours x 3 days = \$1080 x 2 teachers = \$2160 - CSI 12500- Counselor Additional Comp \$85 per hour x 6 hours x 3 days = \$1,530 -CSI 1-h Attendance of up to six (6) teachers/staff members to attend the Professional Learning Communities Institute in Las Vegas, NV June 7-9, 2023. Overview Build school culture where learning thrives "After several months of research and dialogue with practitioners throughout the nation, it became apparent that the hype was real. PLCs . . . are being used by schools and districts of all sizes and demographics to make significant impacts on student achievement." -Evaluating Professional Learning Communities: Final Report, An APQC(r) Education Benchmarking Project The Professional Learning Communities at Work(r) process is increasingly recognized as the most powerful strategy for sustained, substantive school improvement. This institute gives you and your team the knowledge and tools to implement this powerful process in your school or district. For three days, you will have the opportunity to network with some of the most insightful minds in education. The presenters, all educators who have successfully led schools through the PLC process, are accessible to you throughout the event. The program includes time for questions during the breakout sessions, a panel of experts to address questions from the audience, and time for teams to reflect and seek the advice of the presenters. At the end of team time, you will focus on next action steps, with presenters on hand to guide you. For those just beginning to explore PLCs, this is an excellent way to build your knowledge base. For those who are already involved in deep implementation, this institute is the perfect opportunity to revisit your mission, introduce new team members to the process, and get answers to new questions. As you delve deep into the three big ideas of a PLC--focus on learning, build a collaborative culture, and results orientation--you will gain specific, practical, and inspiring strategies for transforming your school or district into a place where all students learn at high levels. Estimated cost per attendee: Conference: \$779 (\$749 for five (5) or more) Lodging: \$767 Meals: \$246 Transportation Flight: \$330 Shuttle: \$60 Estimated total for each attendee: \$2,172 Estimated total for all attendees: \$13,032 (allocated \$15,000) 52150 - Conference - \$15,000 - CSI 1-i Attendance of up to six (6) teachers/staff members to the AVID Summer Institute in San Diego, CA June 19-21, 2023. Overview For over 40 years, AVID has conveyed proven educational practices that activate teacher and student agency as well as support the development of thriving learning cultures. Through exemplary professional learning and rigorous curriculum, we help teachers and students find their powerful voices. This history of accomplishment helps us move educators from belief to action. Educators need voice and choice in their professional learning journey. Providing immersive, engaging, ongoing experiences that build educator agency by giving them a supportive space for reflection and growth is what AVID does in our professional learning. AVID does not force a pre-packaged, one-size-fits-all curriculum on educators. We offer turn-key strategies and instructional practices that educators can easily incorporate into every content area and grade level. With a wide array of options in both digital and face-to-face formats, our professional learning opportunities empower educators and enable them to contribute to professional development work at their schools. Estimated cost per attendee: Conference: \$0 Registration will be paid for by district Lodging: \$700 Meals: \$246 Transportation: Flight: \$330 Shuttle: \$60 Estimated total for each attendee: \$1,336 Estimated total for all attendees: 1,336 x 6 = \$8,016 (allocated \$10,00) 52150 - Conference - \$10,000 - CSI

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$569	50643 - Title I
\$10,000	23030 - LCFF (Site)
\$63,082	50643 - Title I
\$94,622	23030 - LCFF (Site)
\$10,400	50344 - CSI 2020/21
\$2,160	50344 - CSI 2020/21
\$1,530	50344 - CSI 2020/21
\$5,000	50345 - CSI 2021/22
\$25,000	50345 - CSI 2021/22

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

### Strategy/Activity 1.1.2

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

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

**Strategy/Activity**

a Student Learning, Interventions and Support The focus of this strategy is on student learning and support. The success of the intensive intervention provided for second and third grade students during the 2021-2022 school year was considered by El Dorado's leadership team when identifying needed support at the primary grade levels. To mitigate lost learning, students in the 2nd and 3rd grade who were identified as far below grade level (2 grades below) participated in intensive intervention for 30 minutes a day 5 days a week. In addition, selected students in 6th and 7th grade, who were considered three or more years below grade level in reading were provided with the opportunity for one-on-one support. The instruction focused on phonics, high frequency words, fluency, basic vocabulary and reading comprehension. We will continue to replicate this support for tier 2 and tier 3 students through science content during the 2022-2023 school year. b A full time Instructional Assistant will provide additional targeted academic support for T3 students in kindergarten through 6th grade. The Instructional Assistant will facilitate individual and small group instruction for students in need of academic support in both ELA and/or Math as determined by the classroom teacher in collaboration with CARE team members and their recommendations for appropriate interventions. Based on academic indicators (SBAC (3rd - 6th grade), BPST, iReady diagnostic, fluency, and teacher created assessments.) students who meet the tier 3 criteria for additional support and academic intervention will be included in both push in and pull-out services provided by the full time Instructional Assistant. The instructional assistant will be trained in the new Science curriculum and will support students, in part, using Science as intervention to build on students' current skills. 21101 - .60 FTE Instructional Assistant - \$52,689 - Title I 21101 - .40 FTE Instructional Assistant - \$35,126 - LCFF CSI: a. The instructional assistant will be trained in the new science curriculum and PLTW in collaboration with the PLTW advisor and will support students, in part, using science as intervention to build on students' current skills. 21500 - Instructional Assistant - Additional Comp. \$16 per hour x 40 hours = \$640 - CSI District wide data shows that students going from 8th grade into high school are not prepared for the rigor of the CTE pathways or A-G requirements. Students do not have the background or real-life experience required to meet the high school expectations, specifically in the areas of mathematics and science. Ultimately, this issue will impact student success and likelihood that students will graduate high school ready for college, vocational training programs, or begin a career in their chosen field. In order to "bridge the gap", K-8 schools must provide those opportunities and prepare students with high level first instruction in math and science beginning in TK/Kindergarten. In order to provide all students with equal opportunity and access to the science curriculum, real world math and science applications, and hands on lessons which include labs, schools need to have the space, resources, and equipment on hand, including appropriate lab furnishings that allow these subjects to be taught and learned at high levels. Science is a great equalizer; all students begin on a level playing field in terms of learning. Students will engage in observation, inquiry, data analysis, and collaboration and need the appropriate resources to do so. The goal is to create a learning environment that will provide students with more practical experiences to support their development as independent thinkers and problem solvers. These resources will not only better prepare students for success in high school math and science courses but will encourage more students, specifically females and students of color, to pursue science and math careers. This allocation will provide El Dorado school with a working science lab that all students from TK through 8th grade will have access to. Instructional materials and supplies include but are not limited to; beakers, test tubes, magnifying glasses, slides, slide kits, Bunsen burners, flasks, droppers, hot plates, journals, thermometers, tongs, brushes, weighing machines. spatulas, spring balance, ammeter, funnels, litmus and filter papers. 44000 - Non-Capital Equipment - \$50,000- CSI 43110 - Instructional Materials and Supplies - \$20,000 CSI

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$52,689	50643 - Title I
\$35,126	23030 - LCFF (Site)
\$640	50344 - CSI 2020/21
\$50,000	50345 - CSI 2021/22
\$20,000	50345 - CSI 2021/22

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

**Strategy/Activity 1.1.3****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

a Student Learning - Technology The focus of this strategy is on student learning through the development of Executive Function skills, engaging students in didactic learning in consideration of the heterogeneity of our student population and learning styles. To support individual learning styles, we will provide structures, materials and supplies that meet the learning needs of all students. Upgrades to our current classroom technology will address and support student achievement and college and career readiness. Supplies/Materials: Supplemental materials, resources, and technology will support core instruction. These include but are not limited to the following instructional support materials: chart paper, manipulatives for direct use in Math and ELA, whiteboards, expo markers, paper, headphones, folders, post-its, 1", 2", and 3" binders (AVID), college pennants and related college themed items, including college gear/shirts/sweatshirts for students, used to support AVID implementation (school culture), poster boards, colored paper, construction paper, and pencils, tape, erasers, markers, crayons, colored pencils, project boards, presentation boards, scissors, glue sticks, mounting tape, paint, poster markers, sharpies, index cards, organizational tools (dividers, 1", 2", and 3" binders (AVID) highlighters, highlighter tape, and student planners/agendas). Materials will be utilized by students for project-based activities, inquiry/research assignments, and presentations. Students in grades TK - 8th grade will have access to materials to support their development of Executive Function skills which will positively impact students' academic success through equitable access based on individual learning needs. \*\*\*\*General supplies are unallowable using State & Federal funds. \*\*\*\* 43110 - Instructional Materials/Supplies - \$11,809 - Title I 43110 - Instructional Materials/Supplies - \$13,472 - LCFF To support the academic achievement of newcomers or ELL students in need of additional primary language support 6 site licenses for interact streamer will be purchased. "Introducing Streamer - Streamer is a new approach to captioning, note-taking and translation. Streamer users receive a private and secure website, created specifically for you,

your firm, school, agency, or place of worship. Use your Streamer website as often as you like to caption and translate conversations with as many people as you want. User-friendly, accessible, private, and secure, Streamer has features to support all your communication needs in every situation." 58450 - License Agreement - \$545 - Title I Maintenance Agreements - Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment listed above is available and usable to provide a print rich environment. 56590 - Maintenance Agreement - \$5,000 - Title I Duplicating: expenses are for student materials in larger quantities such as plays, short stories, agendas to be used as additional resources/manipulatives for student learning. 57150 - Duplicating - \$500 - LCFF CSI: a. To strengthen and support our academic programs and to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, El Dorado will purchase 450 student/site licenses from Renaissance Learning for Accelerated Reader. Accelerated Reader will also be used to provide enrichment options for students. Teachers will be able to monitor and assess students independent reading practice. The quote includes 6 hours of professional development for teacher/staff. 58450 - License Agreements - Renaissance Learning - Accelerated Reader and Renaissance Learning - MyOn Total: \$13,200 - CSI Supplementary materials and supplies to support the implementation of the newly adopted Science curriculum and PLTW expansion. To include, but not limited to the following: 3D Laser Printers Student minicomputers Heavy Duty Sewing Machine Building Tools Digital Camera and Biological Compound Microscope Coding Hardware Robot Kits Interactive Classroom Projectors 50344 - Equipment - \$24,800 - CSI Student will also be able to attend fieldtrips - STEM Field Trips/Competitions 57050 - Field trips -\$15,000 -CSI Students will engage in technology-based programs. Other items include books, technology/equipment (e.g., computers, tablets, interactive projectors, and Chrome Books as needed), and web-based programs (e.g., i-Ready Math, ELA and Writing, Accelerated Reader, MyOn, and Interact Streamer). 43110 - Instructional Materials/Supplies/Books - \$13,660 - CSI

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$11,809	50643 - Title I
\$5,000	50643 - Title I
\$500	23030 - LCFF (Site)
\$13,472	23030 - LCFF (Site)
\$13,200	50344 - CSI 2020/21
\$24,800	50344 - CSI 2020/21
\$13,660	50344 - CSI 2020/21
\$10,000	50344 - CSI 2020/21
\$545	50643 - Title I

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

**Strategy/Activity 1.1.4**

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Annual Review**

**SPSA Year Reviewed: 2021-2022** Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## Analysis

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

School Goal for ELA/ELD: (Must be a SMART Goal) In June 2022, the percentage of El Dorado students on grade level or above in ELA will increase 15%, from 10% to 25%, for all students as measured by the iReady Diagnostic assessment. Schoolwide Spring iReady Reading Results: 24% on or above grade level (goal not met) School Goal for Math: In June 2022, the percentage of El Dorado students on grade level or above in Math will increase 15%, from 8% to 23%, for all students as measured by the iReady Diagnostic assessment. Schoolwide Spring iReady Reading Results: 18% on or above grade level (goal not met) iReady Diagnostic Fall to Winter Comparison: El Dorado had a 97% participation rate in the winter math diagnostic and 98% for Reading. iReady Math Results: Fall compared to Winter \* 3 or more grade levels below -126 (-38 students) \* 2 grade levels below - 116 students (-22) \* 1 grade level below - 214 students (+48) \* Early on grade level - 30 students (+20) \* Mid or above grade level - 8 students (+6) We decreased the number of students who are 3 or more grade levels below by 38 students or by 23.2%, decreased the number of students 2 grade levels below by 22 or 11.6%, increased the number of students who are only 1 grade level below by 48 or a 30%, increased the number of students early on grade level by 20 or 200%, and increased the number of students mid or above grade level by 6 or 300%. iReady Reading Results: Fall compared to Winter \* 3 or more grade levels below -136 (-22 students) \* 2 grade levels below - 116 students (-14) \* 1 grade level below - 168 students (+20) \* Early on grade level - 58 students (+20) \* Mid or above grade level - 18 students (+5) We decreased the number of students who are 3 or more grade levels below by 22 students or by 18%, decreased the number of students 2 grade levels below by 14 or 12%, increased the number of students who are only 1 grade level below by 20 or a 13.5%, increased the number of students early on grade level by 20 or 52.6%, and increased the number of students mid or above grade level by 5 or 38.4%. iReady Diagnostic Fall to Spring Comparison: El Dorado had a 96% participation rate in the winter math diagnostic and 98% for Reading. iReady Math Results: Fall compared to Spring \* 3 or more grade levels below -111 (-56 students) \* 2 grade levels below - 93 students (-43) \* 1 grade level below - 209 students (+46) \* Early on grade level - 58 students (+47) \* Mid or above grade level - 30 students (+29) We decreased the number of students who are 3 or more grade levels below by 56 students or by 34%, decreased the number of students 2 grade levels below by 43 or 32%, increased the number of students who are only 1 grade level below by 46 or 28%, increased the number of students early on grade level by 47 or 81%, and increased the number of students mid or above grade level by 29 or 96%. iReady Reading Results: Fall compared to Spring \* 3 or more grade levels below -127 (-39 students) \* 2 grade levels below - 82 students (-46) \* 1 grade level below - 176 students (+32) \* Early on grade level - 65 students (+39) \* Mid or above grade level - 57 students (+43) We decreased the number of students who are 3 or more grade levels below by 39 students or by 23%, decreased the number of students 2 grade levels below by 46 or 36%, increased the number of students who are only 1 grade level below by 32 or a 22%, increased the number of students early on grade level by 39 or 150%, and increased the number of students mid or above grade level by 43 or 307%. EL: By June 2022, per ELPAC, increase the number of students who reclassify by 15 students. # of students reclassified 2021-2022: 10 (goal not met) Planned activities for adult learning were implemented with modifications due to the challenges related to releasing teachers for collaboration during the school day. Student learning was significantly impacted by Covid protocols, which created a domino effect in our ability to implement strategies as planned. All teachers participated in a modified lesson study cycle focused on Mathematics instruction and strategies to build students' critical thinking skills. Two middle school teachers completed training in two additional Project Lead the Way (PLTW) modules. Two new PLTW modules were offered and implemented. The middle school Science teacher and Instructional Assistant developed, planned, and facilitated four unique sessions focused on hands on Science projects/experiments in twenty classrooms per session. These lessons were designed to model best practices instructional strategies supporting the implementation of the Science curriculum. The results of these lessons: All students had access to science content through high quality science instruction and high rigor, inquiry based, activities and projects that included collaboration, critical thinking, the AVID note taking process. Teachers, especially in grades K-3, reported that after participating, they felt more confident in their knowledge of science standards and ability to replicate the activities with their class. The Instructional coach was reassigned to Virtual Academy, limiting support for teachers. Instructional support was provided through SJCOE, "Building Thinking Classrooms" book club, and demo lessons in math and science. Professional development was provided for the following; iReady diagnostics analysis, Number Talks, AVID, Unbound Ed, and Accelerated Reader. Intervention for 3rd grade students was expanded to include other grade levels with students who struggled with foundational reading skills, however the main focus was to provide additional, intensive support to third grade students. Intervention groups were put on hold due to the need for classroom coverage and restrictions on platooning. Due to these challenges, the planned 128-day program was reduced to 83 days. Dates of Service: October 26, 2021 - May 26, 2022 A baseline was established for each of the 23 (19 attended consistently) students included in the small group/one on one tutoring using the BPST and iReady reading scores. Teacher recommendations were also included in determining level of service. Intervention focused on foundational reading skills (phonological awareness, phonics, word recognition, fluency, and vocabulary development). The end of program results: \* Improved scores on BPST: 19/19 \* Improved scores on iReady Reading Diagnostic 15/19 Academic needs of students after distance learning required teachers to spend time reteaching skills. Professional Development and collaboration were limited to staff meetings, grade level collaboration, leadership, in class demo lessons (all grade levels) and book study due to staff shortages. Exposures to Covid and contact tracing requirements led to student absences ranging from 3 to 10 students per K-6 class and 8 to 20 students per middle school class.

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 substitute teachers and teacher additional comp as we were unable to utilize these funds to the full extent intended due to staff shortages. Modifications were made to planned professional development and did not require teachers to be out of the classroom during the school day. The changes made for the 2021-2022 school year included the partial reallocation of funds intended for substitute teachers to release classroom teachers for professional development and additional compensation for teachers. These funds were reallocated to purchase instructional materials and supplies.

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 goal and strategies will remain largely the same with the addition of professional development opportunities in Number talks and AVID.

## LCAP Goal

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

## Goal 2.1

School Goals for Suspension: By June 2023, El Dorado's school wide suspension rates for all students will decrease by a minimum of 3% (compared to 2021-2022 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard. To address disproportionality in discipline/suspension rates of African American and Hispanic students: By June 2023, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 2% (compared to 2021-2022 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard. School Goal for Attendance/Chronic Truancy: By June of 2023, El Dorado will decrease the chronic absentee rate by 3% (compared to 2019 - 2020) from 30.51% to 27.51% at minimum, as measured by attendance data and reported on the California Dashboard. By June of 2023, El Dorado will increase the school-wide attendance rate by 2% (compared to 2019-2020) from 90.80% to 92.80% as measured by the district's P2 attendance report.

## Identified Need

Professional development opportunities were limited and planned training and collaboration sessions were modified or cancelled.

El Dorado's Chronic Absentee rate remained high, nearly doubling at one point early in the school year.

Results of our PLUS survey indicated that students did not feel there were enough activities at school. Students were unable to participate in leadership activities and events we offer as part of our PBIS program. Students are missing a significant amount of instructional minutes and lack constructive connection to school and academics.

Efforts to provide support and improve climate and culture at El Dorado School in the areas of attendance, behavior, mental health, and parent involvement are both labor and time intensive resulting in staff and resources being overextended.

EL Dorado staff was unable to continue the equity work that began in 2029- 2020 as outlined in goal 2 of our school plan. The focus of which was culturally responsive teaching and learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	8.5%	5.5%
School Wide Attendance Rate	90.80%	92.80%
Suspension Rate for African American and Hispanic Students	6%	4%
Chronic Absentee Rate	30.51%	27.51%

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

### Strategy/Activity 2.1.1

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

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

All Students

#### Strategy/Activity

a School Safety and Social Emotional Supports The focus of this strategy is school safety and student support. El Dorado will improve school climate and safety by providing students with social/emotional support and resources that positively impact student learning through the continued implementation of a school wide PBIS program, restorative practices (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities), the PLUS program, counseling (additional 1 FTE Counselor added for 22-23), trauma informed care, and on site mental health services. In addition, we will be implementing structured student engagement activities during non-instructional time to reduce discipline. No Allocation Counselors will provide additional support for teachers and students to promote school safety and social emotional supports (e.g. classroom circles, restorative conferencing, positive communication skills, community leadership, and community building activities). PD to be offered both in class (modeling/coaching cycle), requiring substitutes, and before or after school. The counselors will be paid additional comp for prep and planning of lessons and coaching. Supplementary materials and supplies will be purchased to support teachers in developing positive and culturally responsive classroom management skills. Materials and supplies will be purchased to support students in developing self-efficacy, cultural values and relationships and mentoring. provide flexible seating and flex space materials to create a learning environment conducive to student emotional self-monitoring and choice, calm down corners, small group SEL lessons, collaboration & community, and physical health. These resources are essential in addressing the needs of student subgroups including EL, Special Education, Foster Youth, and Socioeconomically Disadvantaged. 11500 - Teacher Additional Comp. \$60 per hour x 6 hours x 27 teachers = \$9,720 (allocated \$10,000) - Title I 21500 - Instructional Assistant - Additional Comp. \$16 per hour x 6 hours = \$96 (allocated \$100) - Title I 21500- Special Education Assist Additional Comp \$25 per hour x 6 hours x 2 = \$300 43200 -Instructional Materials and Supplies - - Capital Outlay - \$15,000

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$10,600	50643 - Title I
\$400	50643 - Title I

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

### Strategy/Activity 2.1.2

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

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

All Students

#### Strategy/Activity

a Proactive Approach - Counseling The focus of this strategy is school safety and student support and includes teacher/staff support and professional development. The school counselors (2.0 FTE) will be responsible for proactive lessons delivered in the classrooms (3 lessons per grade level) during the 2022-2023 school year. Additional comp will be provided for the development of the lessons and analysis of the lesson pre and post assessments, PLUS forum survey results, healthy kids survey results, discipline and attendance data. The results of these assessments will be used to inform the PBIS Leadership and Attendance Teams and develop strategies and/or programs to support positive school culture. PBIS lesson activities will include student handouts, activity materials and communication to parents about lessons and school wide PBIS initiative. 12500 - Counselor Additional Comp \$5,000 - Title I 12500 - Counselor Additional Comp \$5,000 - CSI

#### Proposed Expenditures for this Strategy/Activity

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

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

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

### Strategy/Activity 2.1.3

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

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

All Students

#### Strategy/Activity

a Teacher Professional Development The focus of this strategy is professional development to increase knowledge and skill to implement T2 and T3 supports for students more effectively. Teachers will continue to engage in professional development opportunities around trauma informed teaching practices, restorative practices, and cultural proficiency in the classroom. Other opportunities include the continued development of the PBIS committee/team (administrators, teacher leaders, counselors, mental health clinician, TCA, and program specialist), CARE team meetings to include teacher leaders focusing on mental health, attendance, and behavioral concerns of students (T2 & T3). 11500 - Teacher Additional Comp. - \$5,000 - Title I 19500 - Program Specialist Comp - \$1,500 - Title I 11700 - Teacher Substitute - \$4,000 - LCFF CSI: a El Dorado will engage teachers/staff in professional development around equity and the application of equitable instruction using the resource purchased previously, "Culturally and Linguistically Responsive Teaching" and CLRTL - Classroom Practices for all staff. Description: Culturally and Linguistically Responsive Teaching leverages and utilizes the cultural learning tools that students bring to the classroom. Culturally Responsive Teaching is an approach that leverages the strengths that students of color bring to the classroom to make learning more relevant and effective. A major goal of Culturally Responsive Teaching is to reverse patterns of underachievement for students of color. We will also engage in a book study/club with "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally Linguistically Diverse Students" No Allocation Attendance of up to 13 teachers/staff to the Teaching Behaved Brains -Strategies for Challenging, Disruptive Behaviors, Autism, ADHD, and Executive Function conference at the Fairmont Hotel in San Francisco, CA, February 17-19, 2023. Virtual and in person options. Behavior problems in schools continue to rise in the wake of the pandemic. A recent Education Week survey found that 44% of all school and district leaders say that they are receiving more threats of violence from students and over 66% of them say kids are misbehaving even more than in 2019. A 2019 survey by the Education Advisory Board found rising misbehavior even before COVID with 81% of school administrators and 71% of elementary school teachers reported that the frequency of disruptive behaviors (tantrums, bullying, defiance) in schools was "more" or "significantly more" than during the three previous years. A 2018 study by the Journal of the American Medical Association found that the prevalence of ADHD has increased from 6.1% to 10.2% over the last 20 years. This conference will focus on the brain science behind disruptive behaviors, executive deficits, emotional dysregulation, and learning disorders. Explore evidence-based strategies for dealing with challenging behaviors, ADHD, autism, LD, and bullying and for improving emotional self-regulation, executive skills, classroom management, discipline, and school climate. Estimated cost per attendee: Conference: \$679 Lodging: \$573 -\$604(two nights) Meals: \$190 Transportation: \$110 per vehicle Tolls: \$7 per vehicle Estimated total for substitutes for 6 teachers x 1 day x \$300 = \$1,800 Estimated total per in person attendee: \$1,600 x 7 = \$11,200 Estimated total per virtual attendee: \$679 x 5 = \$3,395 Estimated total for all attendees: \$16,400 11700 - Teacher Substitute - \$1,800 -CSI 52150 - Conference - \$14,600 -CSI

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$1,500	50643 - Title I
\$4,000	23030 - LCFF (Site)
\$1,800	50345 - CSI 2021/22
\$14,600	50345 - CSI 2021/22

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

### Strategy/Activity 2.1.4

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

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

All Students

#### Strategy/Activity

a Address Issues of Equity and Disproportionality The focus of this strategy is to provide additional support for students of color to address the disproportionality of suspensions and chronic absenteeism at El Dorado School. The attendance team will review data and develop an action plan to share with teachers, students, and parents. No Allocation c Progress Monitoring \* Ongoing monitoring of school -wide discipline data and communication between teams No Allocation d Support Positions 2.0 FTE Counselors and .40 FTE Mental Health Clinician 5th grade teacher/Teacher Community Ambassador (TCA) - Works with onsite counselors and mental health clinician. Advises Principal and Assistant Principal Provides instructional aid/coaching to teachers struggling with tier 3 students and families. Creates culturally based educational and extracurricular programs aimed at struggling tier 3 students. Creates and utilizes non-traditional educational interventions (ie: spoken word, music and art appreciation art exhibits, in-depth cultural African -American or Latino history and literature) Funds will be allocated for the following: \* Release time (2x per month) for student forums and parent town hall meetings \* Additional Comp. for prep and planning of student, parent, and staff presentations/forums \* Additional Comp for before school drum group and after school young men's awareness program \* Additional Comp. for family outreach \* Conferences and/or professional development related to TCA programs Not to Exceed \$10,000 e Awareness Program, Sports - Recess, Drumming, mentorship programs, community philanthropy opportunities The 5th grade teacher/TCA will facilitate outreach to students and families most in need to provide support and help bridge the gap between home and school. The TCA will elicit parent buy in through engaging parents and giving supportive feedback: Parent conferences, SST meetings, IEP meetings, attendance calls, home visits, parent town hall meetings, community resource connections and services Provides monthly trainings to teachers, school yard and/or liaison staff member around classroom instruction and equity, cultural biases and cultural proficiency, and culturally based classroom management strategies. The TCA provides strong leadership to new and incoming teachers to El Dorado school. The TCA commits to ongoing training in trauma informed intervention and instruction, equity and cultural proficiency around at risk students: Restorative Practices PD, Unbound Ed, and Parent Engagement PD, trauma informed care and teaching practices, and T3 interventions 11500 - Teacher Additional Comp. \$5,000 - Title I b PBIS Leadership Team PBIS Team will use the following data to inform PBIS strategies and incentive effectiveness: \* Synergy Discipline Reports (individual and school-wide) \* Classroom Referrals \* Communication from all stakeholders around school culture and climate \* Truancy and chronic absentee reports from CWA and Homeless/Foster Youth \* Academic, attendance and discipline reports for T3 students \* Ongoing monitoring of targeted students which includes updating The PBIS team will meet 1x per month (2nd Thursday of each month) regularly to develop specific procedures and goals, plan activities and supports for students as we transition back to full in person learning next school year. The PBIS team will review data and develop an action plan to share with teachers, students, and parents. The team will consist of the following: \* TK-2 Teacher \* 3rd - 5th Teacher \* 6th - 8th Teacher \* Yard Supervisor/CSA \* Administrator(s) \* Counselor \* Student Council Representative: 3rd - 8th \* Student Ambassador: K-2nd (will attend specific meetings) The PBIS team will review data and develop an action plan to share with teachers, students, and parents and provide professional development through teacher and staff collaboration. 11500 - Teacher Additional Comp. \$60 per hour x 27 teachers 3 hours - \$4,860 (Allocated \$5,000) - Title I

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	50643 - Title I

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

### Strategy/Activity 2.1.5

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

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

All Students

#### Strategy/Activity

c SAP Process/CARE/SST \* A TK-3 counselor, grades 6-8 counselor, TCA, CWA and administrators to hold CARE Teams/SSTs/IEPs with chronically absent students to interpret data, set goals, and provide attendance incentives as well as reach out to parents. \* Counselors to take a proactive approach In class presentations: - social emotional development, Student groups, Individual and group check-ins, Restorative circles No Allocation b Attendance Team Established during the 2019-2020 school year \* Point person for each grade level \* Provides input and manages PBIS activities and incentives for attendance \* Monitoring and analysis of attendance data; daily, weekly, and monthly \* Connect with CA students and families; daily or weekly check-ins \* Develop academic and emotional

supports for CA students \* Make referrals to counselors or mental health clinician as needed \* Connect with PLUS, Club Live, Drama Club and other activities \* Provide academic supports via distance learning when medical, personal or mental health issues prevent attendance at school 11500 - Teacher Additional Comp. \$60 per hour x 9 teachers 10 hours - \$5,400 - LCFF 11700 - Teacher Substitute - \$200 per day x 10 days = \$2,000 - LCFF

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,400	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)

## Annual Review

**SPSA Year Reviewed: 2021-2022** Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

The overall implementation of the strategies/activities for goal 2 was met with many challenges, particularly in the area of attendance, due to Covid restrictions and contact tracing protocols. In addition, students who were new to El Dorado had the majority of the discipline referrals. School Goals for Suspension: By June 2022, El Dorado's school wide suspension rates for all students will decrease by a minimum of 3% (compared to 2019-2020 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard. Discipline/Suspension Rates: We were successful at reducing the number of suspensions from the previous year. Suspensions through 3/12/2022 (Compared to 19-20 data for the same time period). Suspensions 8/2/2021 through 3/12/2022 8/1/2019 through 3/12/2020 # of Suspensions: 49 # of Suspensions: 60 (-18.33%) #ISS: 6 #ISS: 6 Total: 55 Total: 66 (-16.66%) # of Suspension Days: 36.5 # of Suspension Days: 93 (-60.75%) # of ISS Days: 4.5 days # of ISS Days: 6.5 (-30.76%) Total: 41 days Total: 99.5 Days (-58.79%) Despite challenges with returning to school, mental health, social/emotional barriers for students directly impacted discipline rates, El Dorado had an 18%+ reduction in the number of suspensions for 21-22. The number of ISS days was reduced by over 30% and the total number of days was reduced by over 58%. To address disproportionality in discipline/suspension rates of African American and Hispanic students: By June 2022, El Dorado school will decrease suspension rates of African American and Hispanic students by a minimum of 2% (compared to 2019-2020 data) as measured by suspension/discipline data (Synergy reports) and reported on the California Dashboard. Suspensions 2019-2020 Suspensions 2021-2022 African American: 17 individual students African American: 11 individual students Suspension Rate: 15% Suspension Rate: 10% (-33%) Hispanic: 26 individual students Hispanic: 16 individual students Suspension rate: 7% Suspension rate: 4% (-43%) AA and Hispanic Suspension Rate: 6% AA and Hispanic Suspension Rate: 9% Goal met. Suspension rate for African American students was reduced by 33%. Suspensions for Hispanic students was reduced by 43%. Combined, the suspension rate was reduced by 32% Chronic Absenteeism: School Goal for Attendance/Chronic Truancy: By June of 2022, El Dorado will decrease the chronic absentee rate by 3% from 30.51% to 27.51% at minimum, as measured by attendance data and reported on the California Dashboard. Goal Not Met As of mid-May, El Dorado's chronic absentee rate is 59.86% (includes VA). VA student attendance impacted our overall chronic absentee rates each month by inflating the rate of the in-person students. \* August: 47.50% \* September: 53.45% \* October: 54.70% \* November: 54.47% \* December: 56.28% \* January: 61.95% \* February: 59.79% \* March: 60.35% \* April: 59.45% \* May (Mid): 59.86% Schoolwide Attendance Rate: By June of 2022, El Dorado will increase the school-wide attendance rate by 2% from 90.80% to 92.80% as measured by the district's P2 attendance report. El Dorado's P1 (8/2/21 - 12/17/21) attendance for 21-22 was 84.38% and P2 (8/2/21 - 3/11/22) was 83.70%. Goal Not Met \* Contact tracing which required students to be sent home for up to 10 days when they came in contact with a person testing positive for Covid \* Parent and student concerns over getting Covid prompted many families to want to remain on distance learning. \* Enrolling in VA was a lengthy process which left some students without a teacher/class for 30 days or more. \* Data reported by the district is skewed because it includes attendance of VA students. \* El Dorado has a very transient population. As of 3/17 we lost 106 students and gained 185 (roughly 1/3 of our enrollment) students from the beginning of the school year. Proactive Approach Supports: Student activities associated with our schoolwide PBIS program, including PLUS forums and awards assemblies were modified or canceled. This negatively impacted the results of our PLUS surveys. This year 16 out of the 23 indicators resulted in warnings based on student responses. Student's mental health was a considerable challenge that became the main focus of our MTSS support system and staff. \* 272 individual meetings with students \* 144 documented group sessions \* 179 parent contacts \* 8 referrals for testing \* 25 risk assessments \* 23 referrals to the Mental Health Clinician \* 8 referrals to outside agencies \* 58 in class presentations (SEL, Academics, Career) \* School wide participation in Kindness Week, Red Ribbon Week, WhiteOUT day, and Anti-bullying campaigns \* 8 Parent Cafes 35 SSTs

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 substitute teachers and teacher additional comp as we were unable to utilize these funds to the full extent intended due to staff shortages.

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.

Planned/Revise Strategies: \* Monthly On-going progress monitoring of attendance, referral, discipline and other demographics \* Resume Weekly Attendance Meeting including teacher leaders and students \* Resume planned PD for 22-23 \* .5 FTE Counselor added for 22-23 (Centralized Service) \* Focus on AVID schoolwide culture implementation Modified and/or new strategies are listed under Goal 2/S 2.1-2.5

## LCAP Goal

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

## Goal 3.1

School Goal for Meaningful Partnerships: By June 2023, El Dorado School will increase parent involvement by 5% overall (compared to 2019-2020 data, due to Covid-19 & school closures) as measured by parent attendance to school events including; Parent Town Hall Meetings, ELAC, SSC, and DLAC meetings, parent workshops, assemblies, family nights, student academic conferences and orientation meetings.

### Identified Need

### Annual Measurable Outcomes

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

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

### Strategy/Activity 3.1.1

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

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

All Students

#### Strategy/Activity

a Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic focused resources), communication, after school & academic focused activities. Material will be used to show parents how they can support their child's academic success through "make and take" math and ELA games/activities that parents can play with their children at home (i.e. chart paper, markers, pens/pencils, highlighters, paper, binders, folders, general office supplies, and instructional handouts/books purchased to facilitate parent workshops, PTA activities, and "make and take" activities. El Dorado will provide opportunities for parents to join PTO/PTA. (i.e. PTA activities and parent conferences) 43400 - Parent Meeting - \$1,000 - Title I - 50647 43110 - Materials/Supplies - \$2152 - Title I - 50647

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$2,152	50647 - Title I - Parent

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

### Strategy/Activity 3.1.2

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

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

All Students

#### Strategy/Activity

a The purpose of this strategy is to increase parent involvement and connectedness of parents to El Dorado School. The 5th grade teacher/Teacher Community Ambassador (TCA) will facilitate outreach to students and their families most in need to provide support and help bridge the gap between home and school. TCA programs, responsibilities and supports will be modified. Funds will be allocated for the following: \* Release time (2x per month) for student forums and parent town hall meetings \* Additional Comp. for prep and planning of student, parent, and staff presentations/forums \* Additional Comp for before school drum group and after school young men's awareness program \* Additional Comp. for family outreach \* Conferences and/or professional development related to TCA programs 11500 - Teacher Additional Comp. - \$60 x 50 Hours = \$3,000 - Title I - 50672

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	50643 - Title I

## Annual Review

**SPSA Year Reviewed: 2021-2022** Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

The overall implementation of the strategies/ activities was negatively impacted by COVID restrictions and protocols. Covid restriction did not allow for parents to be on site and we were unable to hold in person meetings or events involving students and/or parents until the end of the school year. El Dorado did hold virtual meetings and events, including SST/IEP meetings, Back to School Night, 7th/8th grade parent/student conference. Counselors provided parent engagement activities (10) including presentations around academic expectations and supports, SEL, and College and Career. Specific topics included: Parental resilience, developing social connections, support for parents, knowledge of parenting and child and child development, healthy parent-child relationships, social and emotional competence of children, SOS, Counseling services available, 2 mandatory middle school parent meetings that included G.P.A, Credits, specialty schools, tutoring and assistance available, class dojo, parent vue, student view, report cards, promotion requirements. The counseling team engaged in outreach to parents (272+) of individual students. The EL needs assessment that was sent out to all parents of English Language learners. We received 41 responses. The survey had 7 questions with a scale of 1 to 5. 1 being that you agree with the statement and 5 that you disagree. He reviewed the following statements; \* I feel my child is in a safe environment o 26 agreed (1s), 6 (2s), 5(3s), 4(1s), 0(5s) \* I feel that the Benchmark integrated language program is working for my child (ELD integrated for K-6) o 24 (1s), 8 (2s), 6 (3s), 1(4s), 0 (5s) \* I feel welcome when I visit the school o 29 (1s), 4 (2s), 4 (3s), 2(4s), 0 (5s) \* I am informed of my child's progress o 25 (1s), 4 (2s), 6 (3s), 2(4s), 1(5s) \* I feel that the designated ELD program is supporting my child's learning (30 min TK-6 & 50 min (7th/8th) o 26 (1s), 6 (2s), 6 (3s), 0 (4s), 1(5s) \* How would you like to spend school site funds in support of students at El Dorado School? o Motivational activities o Information going home to be in Spanish o Music and band class o Supervision at dismissal o Money spent on books and school needs o Tutoring and one on one time for their children o After School sport activities o Spanish classes o Field Trips o Additional ELD time o Supervision at lunch time Additional Comments: \* Tell us about any concerns or questions you have o Help with disciplining their children at home o Mrs. John is doing a great job. o More Staff members and training to ensure safety

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 differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet this goal were parent Involvement funds in the amount of \$3,127 were not spent as intended due to the above challenges and restrictions. Based on parent feedback and recommendation El Dorado's SSC voted to reallocate those funds to purchase resources for parents to use at home to support their child's academic achievement.

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.

Based on feedback from parents including the EL Needs Assessment Survey we will provide additional opportunities for parents to learn about curriculum, intervention programs and other resources to help support students and their families. Planned Strategies: \* Resume Monthly Parent Town Hall Meetings, coffee hours \* In person Awards Assemblies, events, etc. \* PBIS Conference Improve monitoring system and develop team leadership to support families. These strategies have not necessarily changed, however, they will be implemented more fully in the 22-23 school plan under Goal 3.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$498,542.00
Total Federal Funds Provided to the School from the LEA for CSI	\$326,196.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$535,256.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50344 - CSI 2020/21	\$76,390.00
50643 - Title I	\$169,194.00
50647 - Title I - Parent	\$3,152.00
50345 - CSI 2021/22	\$249,806.00

Subtotal of additional federal funds included for this school: \$498,542.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$165,120.00

Subtotal of state or local funds included for this school: \$165,120.00

Total of federal, state, and/or local funds for this school: \$663,662.00