

School Year: **2022-23**



# 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 School	19646676014682	August 17, 2022	November 1, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Additional Targeted Support and Improvement

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 Elementary School has designed the school plan to align with the LCAP goals using both LCFF S/C and Title I funds. Goal 1-Academics: Based on data outcomes we will support and improve core instructional designs emphasizing standards-based instruction through our Signature Practice called Teacher Clarity. Our emphasis this year will be on the creation of a road map that targets priority standards in Reading, Writing and Math. This will include an emphasis on Learning Intentions, Progressions, Success Criteria and Assessment through thirteen professional development meetings that will dissect data, and include tutoring and after school programs, technology, and Visual Arts and Performing Arts. For Goal 2: Culture- Based on data outcomes, the focus will be on improved systemic supports that include Professional Learning Time and English Language Development including integrated and designated supports; bi-lingual after school tutoring

and professional development designed to enhance English Language Learners/Standard English Learners access to Common Core State Standards and supports. Goal 3-Culture: Based on data outcomes, the site will support our climate by fine tuning PBIS through our Signature Practice of EXCELing in Capturing Kids Hearts strategies, Growth Mindset, Second Step and Kelso's Choices. Professional development for both classified and certificated staff will continue. Goal 4- Family Involvement: We will further develop programs that support family involvement and parent outreach through the use of our Family Ambassador. The goal will involve parent partnering, academic tutoring and PREP volunteering partnerships that foster community and family relationships centered on the child.

## Plan Summary

### The Story

Describe the students and community and how the school serves them.

El Dorado Elementary School Vision Statement:

El Dorado Elementary School is committed to providing ALL of its students with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success in the 21st century and beyond. Our core values help students to Stay Safe, Own Their Behaviors, Act Respectfully, and Rise To Challenges which support the tenets our our academic and social-emotional learning goals.

El Dorado Elementary School subscribes to the Lancaster School District Vision Statement: Improve Learning for ALL Students NOW! (No Opportunity Wasted) by creating OPTIONS and EXCELLENCE in Education for EVERY student, EVERYDAY.

El Dorado Elementary School subscribes to the Lancaster School District Mission Statement: The mission of the Lancaster School District is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

El Dorado Elementary School subscribes to the Lancaster School District Focus:

1. Successful implementation of Common Core State Standards (CCSS) and 21st Century Teaching strategies resulting in increased student achievement.
2. Successful adoption of School Wide Positive Behavior Interventions and Supports (SWPBIS) resulting in increased positive school climate and culture.
3. Successful application of district-wide implementation systems, stages and strategies for effective and sustained programs will include two Signature Practices: Social-emotional Learning through Capturing Kida Hearts/Second Step and Standards-based instruction through the lens of Teacher Clarity. Additionally, Virtual Arts Performing Arts, Personal Learning Time and differentiated support through Multi-Tiered Systems of Support, Data-driven culture, Professional Learning Communities, Instructional Rounds and Lesson Studies will promote high student achievement and foster continued growth with each child.

El Dorado Elementary School is a UTK-5 elementary school in the Antelope Valley, High Desert city of Lancaster and is located approximately 70 miles north of Los Angeles. El Dorado was opened in 1958 as part of the Lancaster School District and serves approximately 760 students. This student

population reflects the great diversity of the Lancaster community which includes an ethnic makeup of 33% African American, 57% Hispanic or Latino, 5% Caucasian (Not Hispanic), 4% Other/More than One Race, and 1% who fall under Asian, Filipino, Pacific Islander, American Indian/Alaska Native or Multiple/No Response. 95% of student families qualify for low Social Economic Status; 16% of our students are English Learners; 34 foster and 55 homeless students; The COvid-19 pandemic has contributed to the high transiency rate and 22.7% chronic absenteeism rate.

El Dorado Elementary School's staff is made up of 28 general education teachers which include an on-site coach and 5 special education teachers (2 RSP teachers and 3 SDC teachers).

Of the 39 classrooms on the El Dorado campus, 28 classrooms are utilized for student instruction. Other rooms are designated as a Wellness room, Computer Lab, Music room, Coaching/PLC/Training, Psychologist/Counselor room, CPS room, Library, Speech and RSP rooms. All 28 classroom teachers are assigned to teach within their credential subject area. We currently have a school technician, speech pathologist, a library media specialist, school psychologist and counselor. In addition, El Dorado houses approximately 42 classified staff with the office staff consisting of a secretary, health clerk, an attendance clerk, a bilingual office assistant, a categorical program specialist, assistant principal and a school principal. There are also 2 bi-lingual paraeducators, 4 SDC/Speech paraeducators, 11 MTSS paraeducators, 6 CNS workers, 4 custodial staff, a campus supervisor and 12 supervision aides that support school climate and safety. 75 total staff member both certificated and classified.

Within the last five years, El Dorado Elementary School has gone from one of the lowest performing schools in California to a site with tremendous academic growth. The school revitalized its PBIS program and partnered with Capturing Kids Hearts to greater greater relational capacity with staff, students and families. The targeted focus on SEL between staff and student; staff and families and as well as staff to staff shifted remarkably. This emphasis on relationships and self accountability served our student and staff populations well. For the past four years, El Dorado has been nationally recognized as a Capturing Kids Hearts Showcase School. Additionally, we incorporated a Growth Mindset program with the Second Step lessons to ensure that both skills are adequately infused in what we do. With the decrease in negative student interactions, staff morale lifted significantly. This led to more intentionality in staff collaboration, planning for differentiated instruction, and the delivery of instructional strategies. Instructional rounds and lesson studies are being reintroduced this year as we look to improve our student growth and proficiencies in ELA and Math. The staff's willingness to share best practices and develop SMART goals has become a norm. Finally, there are yearly music and dance performances, an award winning dance club, art club, and choir team. As of the 19-20 school year, El Dorado Elementary School has one to one Chromebook support for grade 3-5, and iPads for grades K-2. Universal Kindergarten is developed to create active learners with time for exploration and creative activities that will prepare them for Kindergarten expectations. Finally, every classroom supports instruction with Viewsonic technology and integrated into all aspects related to our Signature Practices.

# SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

As El Dorado Elementary School strives to increase academic and improve behavioral outcomes through our Signature Practices for ALL students, El Dorado Elementary has identified the need to focus on our response to data by creating and implementing targeted and strategic actions for whole school improvement. This will require an intense focus on first good instruction, and responding to students who experience challenges. With equity-driven outcomes as our focus, El Dorado identified upcoming goals and Signature Practices through the process of a root cause analysis. The intentionality of data-driven analysis, continuous improvement, identified root causes and next steps will increase learning at a more robust pace. These will help in supporting students and staff in identifying and addressing specific areas of need in standards-based instruction through Teacher Clarity, and Social-Emotional Learning through Capturing Kids Hearts. El Dorado staff is committed to 13 professional development days using the Teacher Clarity playbook to develop a standards-based road map that ensures that all priority standards are addressed, and assessed and strategic follow-up plans for tiered support are created. The Ready Common Core program will be utilized as an initial introduction to grade-level standards in grades 2-5. During Personal Learning Time, the Ready Common Core prerequisite book will be used to support students in their understanding of the grade level standard n Tier 2. Tier 3 support will include the Read 180U/System 44 program. Tier 1 groups during PLT will use the Ready Common Core Writing program that aligns with the CCSS. Grades K-1 will focus on foundational skills and strategies from Wonders and SIPPS for those students who are below. English Language Learners will be supported by a teacher during ELD time for thirty minutes per day and will have opportunities for Tier 2 support as well.

At El Dorado Elementary School, we promote a positive school environment where everyone feels respected and understands their responsibilities as a member of our school community. Students experience success in their learning environment where they are provided with highly qualified and dedicated staff members who offer a rigorous curriculum through the Common Core State Standards. As students SOAR to the top of social and academic success, they commit themselves to STAY SAFE, OWN BEHAVIORS, ACT RESPONSIBLY and RISE TO CHALLENGES daily.

In addition to CORE district-adopted textbooks, supplemental books and intervention materials are used to support a variety of teaching strategies and techniques (i.e., cooperative learning, direct whole group and small group instruction, Personal Learning Time, and differentiated instruction) to assure that all students including our Title I, ELL, Migrant, Homeless, GATE, Foster and Special Education students have full access to the core curriculum. Grades 3-5 will be piloting the Magnetic program which supports our standards-based instruction model and aligns with our Teacher Clarity goals. Haggerty and DIBBELS will also be used throughout our lower grades K-2. MTSS tiered support will include foundational learning support using the SIPPS program. The staff's willingness to share best practices and develop SMART goals is the norm. With a focus on Teacher Clarity as a Signature Practice, and a greater ability to dig deeper with instructional strategies, Interventions will be administered within the school day during tiered support in Personal Learning Time or a Literacy Lab. Teachers work in collaboration to utilize common grade-level planning sessions to develop grade-level-appropriate weekly lesson plans. Students are exposed to differentiated curricula and varied learning strategies to meet their individual needs and learning styles as they align with state standards. These include critical thinking activities, interactive units of study, access to technology and multimedia platforms in the classroom, collaborative learning groups, Accountable Talks, Integrated and designated ELD, SDAIE, and Accountable Talks strategies and lessons designed to address the different learning modalities. Teaching strategies will capitalize on the varied learning styles of students to develop the academic, social, emotional, and physical dimensions of every

child. School leadership, teachers, students, and parents will form a community of learners working together to achieve world-class standards. In order to individualize a positive schooling experience.

El Dorado Elementary School to create greater support for students who have greater differentiated needs due to the pandemic. As a Visual Arts Performing Arts school, music instruction is provided for students in grades second through fifth grade. Finally, there are yearly music and dance performances, an award-winning dance club, an art club, and a choir team. El Dorado Elementary School has one-to-one Chromebook support for grades 3-5 and iPads for grades K-2 which will support our lesson goals and support students with varying learning modalities. Universal Kindergarten is developed to create active learners with time for exploration and creative activities that will prepare them for Kindergarten expectations. Every classroom supports instruction with Viewsonic technology and is integrated into all aspects related to our Signature Practices. Universal Transitional Kindergarten will create active learners with time for exploration and creative activities that will prepare them for Kindergarten expectations. Extended Learning Opportunities will be offered for students before and after school that will increase school engagement and fosters greater academic outcomes. Finally, our equity lens will help drive our African American Action Council and English Language Advisory Council as we reach deeper into the community to build a bridge that supports ALL students.

The school site recently was identified as an ATSI school for the Homeless subgroup in Chronic absenteeism. Although the Homeless subgroup grew academically, our attendance rate continues to be very low. Chronic absenteeism grew to 22.5% during the Covid-19 pandemic, despite daily contact and our incentive-driven programs. El Dorado is committed to better-supporting families as we move into the 2022-2023 school year.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

### Greatest Progress

Overall Diagnostic 3 ELA scores indicate that students at grade level actually stayed constant at 30% from 2021 to 2022. Overall Math Diagnostic 3 scores grew from 19 to 22% meeting grade level standards. But we saw significant growth from the beginning of the school year until the end. Our baseline scores for the CAASPP ELA coming into the 22-23 school year is 21% overall. In one fifth grade classroom, students moved from 3% proficiency on the i-Ready diagnostic 1 to 42% meeting the standard on the CAASPP ELA portion. In one fourth grade classroom, students moved from 7% on i-Ready Diagnostic 1 to 31% meeting the standard on the CAASPP ELA portion.

Our baseline scores for the CAASPP Math coming into the 22-23 school year is 17% overall. In one fifth grade classroom, students moved from 5% on the i-Ready diagnostic 1 to 56% meeting the standard on the CAASPP.

The many social programs such as Capturing Kids Hearts, Growth Mindset, Second Step and Kelso's Choice under the PBIS umbrella have continued to make a profound impact on our school



culture. The site recently earned recognition for being a Capturing Kids Hearts Showcase School for the fourth straight year.. These behavioral expectations have led to a greater sense of being for students which has resulted in lower suspension rates and no expulsions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### **Greatest Needs**

As a greater number of students met the grade level standards, data also suggested that the site had much larger percentage who moved into Tier 3 (2 or more grade levels below the standard). The lack of learning can be attributed to our shift back into a traditional teaching platform. Many of our students struggled to learn foundational skills and standards. ELA data indicated that our At-risk students grew from 25% to 31%. Math data indicated that our At-risk students grew from 21% to 31%.

Lack of qualified teachers: 13 new teachers are currently working towards or just completing the teacher credentialing, many of which are either PIP, STIP or Induction candidates. This year with our school site hovering at 750 students, we need to ensure that the new staff are getting as much support as possible.

Lack of classified employees: El Dorado was stretched thin throughout the school year in relation to being short-staffed in our CPS position, Attendance clerk, and Supervision Aide staff of which only half were filled throughout the school year.

Lack of substitute teachers: With the high numbers of absenteeism from staff, El Dorado had to rely on the substitute pool that was not adequate to provide every day support.

(ATSI) Homeless Chronic Absenteeism- Dashboard and our current Power school data has indicated that this subgroup has declined for three years consecutive. With the current Covid-19 pandemic, our homeless population has several difficulties with signing in to distance learning. Frequent contacts were made and/or attempted by teachers, office phone banks and administrators that included conferences. The Chronically Absenteeism rate is at 22.7%. Daily phone calls, parent conferences, letters, emails and home visits are part of the site practice to remind and support families. Monthly incentives for perfect attendance or improved attendance will be imperative along with family supports.

There will be a need for greater Foster student support with greater support from the school psychologist and counselor when school returns to in-person. Check In Check Out (CICO) and Behavior Support Plans will be used and support classroom strategies from the teacher. With the support to the classroom teacher, counselor and attendance clerk will create a schedule to ensure that parents are called in an expeditious manner. Parent phone calls, meetings and interventions will be more frequent.

We will continue to be intentional with standards-based instruction using Teacher Clarity, Accountable Talks, Collaboration models, technology supports, MTSS paraeducator support for grade K-1, ELD support and PLT supports for Tier 1, Tier 2 and Tier 3 students. An intentional focus on Standard English Learners and support in (ELA) Reading Comprehension, vocabulary development and culturally relevant literature; as well as (Math) Conceptual understanding and use

of hands-on supports that broaden the opportunity to support students with varying learning modalities.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

### **Performance Gaps**

All subgroups have been impacted by the pandemic. There aren't any recent indicators showing that a subgroup is two or more performance levels below the All student category. Prior to the pandemic, every subgroup had either improved or significantly improved over the last two years in both Reading and Math.

EI Dorado will be intentional in supporting its Homeless, Foster and SED populations in improving chronic absenteeism; early targeting and communication before attendance becomes a problem for historically absent students will occur with the school counselor or attendance clerk. Incentives that include most improved attendance will happen every month.

Looking at our greatest needs however, ILT/Leadership and the staff will continue to find supports in standards-based instruction and social-emotional learning that will provide the greatest support in our African-American subgroup. Each grade level will look at their own grade level data and see what areas need most improvement. They will support students with instructional grouping, use data for next steps and offer support.

### **Supplemental Services**

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

EI Dorado Elementary has designed the school plan that aligns with the LCAP goals using both LCFF S/C and Title I funds.

Goal 1-Academics: Based on data outcomes we will support and improve core instructional designs emphasizing standards-based instruction with Teacher Clarity, great instructional strategies, systemic supports that include ILT/Leadership development and support, Professional Learning Communities, Personal Learning Time and differentiation, and the Multi Tiered System of Support mode. This goal will be supported with professional development, after school programs, culturally relevant Clubs, tutoring support based on domain deficiencies, Visual Arts and Performing Arts during and after school; as well as more technology support. Students will work with certificated and classified staff as determined by data-driven needs.

For Goal 2: Culture- Based on data outcomes, the focus will be on improved systemic supports that include Professional Learning Time and English Language Development including integrated and designated supports; bi-lingual after school tutoring and professional development designed to enhance English Language Learners/Standard English Learners access to Common Core State Standards and supports.

Goal 3-Climate: Based on data outcomes, the site will support our climate by fine tuning PBIS, Capturing Kids Hearts strategies, Growth Mindset and Second Step. Professional development for both classified and certificated staff will continue.

Goal 4- Family Involvement: we will further develop programs that support family involvement and parent outreach. The goal will involve parent training, academic tutoring and partnerships that foster community and family relationships centered on the child.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

El Dorado Elementary School has been consulting with the Dr. Goines, Director of Specialized Programs (September 7, October 19, November 16, January 25, February 22, March 15, April 26, May 24, May 31; Leadership Team (September 13, October 4, November 8, December 6, January 10, January 24, February 14, April 11, May 23); School Site Council (September 29, December 9, January 19, February 15, March 9, April 20, August 17), ELAC (September 23, October 14, November 10, November 24, December 9, February 17).

## Resource Inequities

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

El Dorado Elementary needs a full staff to provide the optimal support and services needed for our students and families. This would include an ample substitute pool to meet the needs of classrooms. This also includes the need for more supervision aide support. The additional MTSS paraeducator supports that have now used in K-2 will support students during their Personal Learning Time with specific targeted support for our Tier 3 students. Increasing hours for the bi-lingual paraeducator support to six hour employees should support all ELL in rotations at each grade level during the 30-minute support time created in the schedule if they are not pulled from our sites for an extended amount of time like past practice.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	147	128	113
Grade 1	117	121	128
Grade 2	96	111	133
Grade3	114	108	129
Grade 4	89	101	105
Grade 5	115	86	104
Grade 6	n/a		
<b>Total Enrollment</b>	678	655	712

### Conclusions based on this data:

1. Kindergarten decreased in their populations during the Covid-19 pandemic at El Dorado. However, year to year, we have actually increased our population to 727.
2. As the current zone boundaries for El Dorado shift, the expectation is that the student population will then increase year after year until we have enrolled all non-DLI students from Linda Verde.
3. Overall enrollment and growth considerations were reflected in changes to our staffing needs. Due to lowered student numbers, first grade lost a classroom. However, the numbers in 4th grade increased which permitted an additional classroom.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	159	131	117	23.5%	20.0%	16.40%
Fluent English Proficient (FEP)	38	56	53	5.6%	8.5%	7.40%
Reclassified Fluent English Proficient (RFEP)	21	4	7	14.1%	2.5%	1.00%

### Conclusions based on this data:

1. Reclassification (RFEP) students dropped significantly. This is due in large part to the challenges created during the Covid-19 pandemic. As end of the year ELPAC testing concludes, El Dorado will know more about the needs related to learning loss, and the impacts of distance learning.
2. Fluent English Proficient (FEP) student enrollment grew from 5.6% to 8.5%.
3. Data suggest the overall EL population is staying steady year after year at around 16.67 % of the total population.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	101	112	136	98	109	0	98	109	0	97	97.3	0.0
Grade 4	115	90	108	107	87	0	107	87	0	93	96.7	0.0
Grade 5	100	121	105	97	119	0	97	119	0	97	98.3	0.0
Grade 6	n/a											
All Grades	316	323	349	302	315	0	302	315	0	95.6	97.5	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2387.		13.27	11.93		24.49	18.35		28.57	30.28		33.67	39.45	
Grade 4	2437.	2425.		15.89	9.20		16.82	21.84		23.36	27.59		43.93	41.38	
Grade 5	2462.	2463.		11.34	9.24		27.84	26.05		20.62	20.17		40.21	44.54	
All Grades	N/A	N/A	N/A	13.58	10.16		22.85	22.22		24.17	25.71		39.40	41.90	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.16	11.01		52.04	50.46		39.80	38.53	
Grade 4	13.08	14.94		45.79	45.98		41.12	39.08	
Grade 5	13.40	14.29		42.27	42.86		44.33	42.86	
All Grades	11.59	13.33		46.69	46.35		41.72	40.32	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.22	7.34		47.96	46.79		40.82	45.87	
Grade 4	13.21	8.05		41.51	51.72		45.28	40.23	
Grade 5	20.62	11.76		39.18	52.10		40.21	36.13	
All Grades	14.95	9.21		42.86	50.16		42.19	40.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.20	11.93		68.37	66.97		21.43	21.10	
Grade 4	7.48	6.90		74.77	71.26		17.76	21.84	
Grade 5	5.15	8.40		59.79	60.50		35.05	31.09	
All Grades	7.62	9.21		67.88	65.71		24.50	25.08	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.43	8.26		47.96	54.13		30.61	37.61	
Grade 4	18.69	9.20		53.27	54.02		28.04	36.78	
Grade 5	23.71	15.97		43.30	49.58		32.99	34.45	
All Grades	21.19	11.43		48.34	52.38		30.46	36.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- Grades 3-5 continued to see more students overall meet/exceed the overall achievement of the ELA portion of CAASPP. Our ELA trend was very positive for 18-19. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and 20-21 school year.)
- 3rd grade moved from 34% to 38% met/exceeded; 4th grade moved from 26.5% to 33% met/exceeded; 5th grade moved from 30% to 39% met/exceeded for 18-19. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and 20-21 school year.)
- Reading, Writing, Listening and Research indicate that there are fewer students who are below standard in these categories. Each grade levels percentage of below standards results have dropped sharply over the last two years. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and 20-21 school year.)





# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	101	112	136	98	109	0	98	109	0	97	97.3	0.0
Grade 4	115	90	108	107	87	0	107	87	0	93	96.7	0.0
Grade 5	100	121	105	97	119	0	97	119	0	97	98.3	0.0
Grade 6	n/a											
All Grades	316	323	349	302	315	0	302	315	0	95.6	97.5	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2387.	2388.		5.10	7.34		21.43	16.51		34.69	35.78		38.78	40.37	
Grade 4	2421.	2424.		4.67	5.75		15.89	16.09		33.64	36.78		45.79	41.38	
Grade 5	2466.	2476.		14.43	12.61		12.37	13.45		31.96	33.61		41.24	40.34	
All Grades	N/A	N/A	N/A	7.95	8.89		16.56	15.24		33.44	35.24		42.05	40.63	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.24	16.51		46.94	34.86		40.82	48.62	
Grade 4	12.15	9.20		29.91	32.18		57.94	58.62	
Grade 5	21.65	18.49		36.08	36.13		42.27	45.38	
All Grades	15.23	15.24		37.42	34.60		47.35	50.16	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.18	6.42		43.88	53.21		46.94	40.37	
Grade 4	5.61	5.75		36.45	47.13		57.94	47.13	
Grade 5	13.40	8.40		35.05	43.70		51.55	47.90	
All Grades	9.27	6.98		38.41	47.94		52.32	45.08	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.20	8.26		57.14	43.12		32.65	48.62	
Grade 4	7.48	5.75		39.25	49.43		53.27	44.83	
Grade 5	15.46	7.56		37.11	47.90		47.42	44.54	
All Grades	10.93	7.30		44.37	46.67		44.70	46.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Grades 3-5 continued to see more students overall meet/exceed the overall achievement of the Math portion of CAASPP. Our Math trend was positive for 18-19 and as 19-20 progressed, it was expected that the trend would continue. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and the 20-21 school year.) i-Ready Diagnostic 2 will be used to analyze student performance during the pandemic.
2. 3rd grade moved down from 30% to 26.5% met/exceeded; 4th grade moved up from 12% to 20.5% met/exceeded; 5th grade up moved from 10.5% to 26% met/exceeded for 18-19. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and the 20-21 school year.)
3. The impact of the pandemic has shifted our focus on data from i-Ready diagnostic results. Numbers and Operations, Algebraic Thinking, Measurement and Data and Geometry were far below the site average across the board. Only 13% of English Learners met their grade level standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		1414.9	*		1426.3	*		1387.8	*		36	10
<b>1</b>		1460.3	1423.3		1474.4	1444.7		1445.8	1401.5		14	26
<b>2</b>		1469.3	1437.4		1471.1	1450.7		1466.9	1423.5		22	32
<b>3</b>		1465.4	1480.7		1460.3	1483.9		1470.2	1476.8		16	23
<b>4</b>		1526.1	1484.0		1530.9	1480.0		1520.9	1487.5		17	14
<b>5</b>		1520.9	1500.8		1514.8	1499.0		1526.6	1502.4		18	12
<b>All Grades</b>											123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		5.56	*		33.33	*		47.22	*		13.89	*		36	*
<b>1</b>		0.00	0.00		78.57	23.08		21.43	30.77		0.00	46.15		14	26
<b>2</b>		9.09	3.13		40.91	18.75		27.27	53.13		22.73	25.00		22	32
<b>3</b>		0.00	0.00		25.00	43.48		62.50	43.48		12.50	13.04		16	23
<b>4</b>		17.65	0.00		64.71	28.57		11.76	57.14		5.88	14.29		17	14
<b>5</b>		11.11	8.33		55.56	16.67		16.67	75.00		16.67	0.00		18	12
<b>All Grades</b>		7.32	3.42		46.34	24.79		33.33	48.72		13.01	23.08		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		11.11	*		33.33	*		41.67	*		13.89	*		36	*
<b>1</b>		28.57	11.54		50.00	34.62		21.43	38.46		0.00	15.38		14	26
<b>2</b>		22.73	12.50		36.36	25.00		22.73	43.75		18.18	18.75		22	32
<b>3</b>		12.50	13.04		37.50	69.57		31.25	8.70		18.75	8.70		16	23
<b>4</b>		47.06	7.14		52.94	50.00		0.00	35.71		0.00	7.14		17	14
<b>5</b>		38.89	0.00		44.44	83.33		0.00	16.67		16.67	0.00		18	12
<b>All Grades</b>		24.39	10.26		40.65	47.01		22.76	30.77		12.20	11.97		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		11.11	*		16.67	*		52.78	*		19.44	*		36	*
<b>1</b>		0.00	0.00		35.71	15.38		57.14	34.62		7.14	50.00		14	26
<b>2</b>		9.09	3.13		36.36	9.38		18.18	31.25		36.36	56.25		22	32
<b>3</b>		0.00	0.00		12.50	21.74		56.25	52.17		31.25	26.09		16	23
<b>4</b>		5.88	0.00		35.29	14.29		47.06	42.86		11.76	42.86		17	14
<b>5</b>		5.56	8.33		22.22	0.00		55.56	66.67		16.67	25.00		18	12
<b>All Grades</b>		6.50	2.56		25.20	13.68		47.15	41.88		21.14	41.88		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		11.11	*		77.78	*		11.11	*		36	*
<b>1</b>		71.43	26.92		28.57	73.08		0.00	0.00		14	26
<b>2</b>		36.36	12.50		45.45	62.50		18.18	25.00		22	32
<b>3</b>		6.25	21.74		50.00	65.22		43.75	13.04		16	23
<b>4</b>		23.53	28.57		76.47	64.29		0.00	7.14		17	14
<b>5</b>		11.11	8.33		72.22	83.33		16.67	8.33		18	12
<b>All Grades</b>		23.58	18.80		61.79	70.09		14.63	11.11		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		13.89	*		66.67	*		19.44	*		36	*
<b>1</b>		7.14	0.00		92.86	61.54		0.00	38.46		14	26
<b>2</b>		27.27	9.68		54.55	70.97		18.18	19.35		22	31
<b>3</b>		37.50	17.39		50.00	78.26		12.50	4.35		16	23
<b>4</b>		82.35	15.38		17.65	61.54		0.00	23.08		17	13
<b>5</b>		72.22	41.67		11.11	58.33		16.67	0.00		18	12
<b>All Grades</b>		36.59	13.16		50.41	66.67		13.01	20.18		123	114

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		2.78	*		77.78	*		19.44	*		36	*
<b>1</b>		14.29	3.85		64.29	42.31		21.43	53.85		14	26
<b>2</b>		4.55	6.25		54.55	37.50		40.91	56.25		22	32
<b>3</b>		0.00	4.35		37.50	60.87		62.50	34.78		16	23
<b>4</b>		0.00	0.00		82.35	50.00		17.65	50.00		17	14
<b>5</b>		11.11	8.33		72.22	33.33		16.67	58.33		18	12
<b>All Grades</b>		4.88	5.13		66.67	46.15		28.46	48.72		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>		25.00	*		41.67	*		33.33	*		36	*
<b>1</b>		0.00	0.00		92.86	50.00		7.14	50.00		14	26
<b>2</b>		9.09	3.13		59.09	40.63		31.82	56.25		22	32
<b>3</b>		6.25	4.35		62.50	65.22		31.25	30.43		16	23
<b>4</b>		29.41	0.00		58.82	71.43		11.76	28.57		17	14
<b>5</b>		5.56	0.00		77.78	83.33		16.67	16.67		18	12
<b>All Grades</b>		14.63	3.42		60.98	53.85		24.39	42.74		123	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. End of the year ELPAC testing is occurring and the site looks to see any significant outcomes that help to determine next steps as we plan our return to full day in-person instruction..
2. ELD students are moving along the four levels however, a large number of students are not progressing as quickly when they reach Level 3.
3. Based on i-Ready data, 75% of all English Learners were proficient in phonemic awareness. However, this group struggled with phonics, vocabulary and comprehension. (less than 40%). Overall, this subgroup scored lower than the site average with only 18% meeting their grade level standards.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>712</b>	<b>94.9</b>	<b>16.4</b>	<b>3.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	117	16.4
Foster Youth	24	3.4
Homeless	45	6.3
Socioeconomically Disadvantaged	676	94.9
Students with Disabilities	91	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	220	30.9
American Indian or Alaska Native	2	0.3
Asian	4	0.6
Filipino	1	0.1
Hispanic	395	55.5
Two or More Races	30	4.2
Native Hawaiian or Pacific Islander	1	0.1
White	55	7.7

### Conclusions based on this data:

1. Despite the fact that 95% (19-20 data) of our student population is socioeconomically disadvantaged and one of the highest in the Antelope Valley, El Dorado continues to see significant growth in both ELA and Math state testing during a trend of four years.

2. 23.5% of our students (19-20 data) our English Learners of which 25 or more have been redesignated each of the last three years.
3. El Dorado's homeless population dropped from 41 to 33 students for 19-20, but increased to 48 students in 20-21. This year the homeless population at El Dorado Elementary has continued to rise to 78 students in total.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b> n/a	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	
<b>College/Career</b> n/a		

#### Conclusions based on this data:

1. School and student performance data indicates that El Dorado's suspensions rates have decreased and have moved to the YELLOW performance level.
2. Placed in ATSI (19-20)- Homeless Chronic Absenteeism indicates a continued negative trend. Performance level stayed in RED for 18-19. El Dorado's overall chronic absenteeism is significant and continues to be addressed. The performance level was ORANGE for 18-19. During distance-learning in 20-21, we have shown some improvement at 13.8%, down from 14.4% in 19-20.
3. School and student performance data indicates that El Dorado's academic performance in ELA and Math have grown significantly moving from the RED performance indicator three two years ago to the YELLOW performance level.

# School and Student Performance Data

## Academic Performance English Language Arts

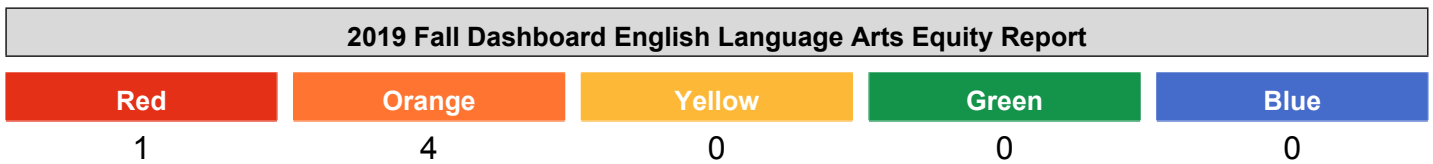
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 40.1 points below standard Declined -6.7 points 277	<p><b>English Learners</b></p> Orange 39.2 points below standard Declined -14.4 points 86	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p> No Performance Color 61.3 points below standard Increased Significantly +16.6 points 12	<p><b>Socioeconomically Disadvantaged</b></p> Orange 42.4 points below standard Declined -6.7 points 264	<p><b>Students with Disabilities</b></p> Red 120.1 points below standard Declined -8.8 points 58



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 65.6 points below standard Maintained -2.6 points 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.1 points below standard Declined -8.7 points 160	 No Performance Color 21.3 points below standard Increased +7.7 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 40.3 points below standard Declined Significantly -35.5 points 27

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
89.6 points below standard Declined -10.1 points 44	13.5 points above standard Maintained -2.7 points 42	42.3 points below standard Declined -3.7 points 187

**Conclusions based on this data:**

- All students group increased significantly (+14.3. points) in English Language Arts and moved into the YELLOW performance indicator band. All students grew with the exception of our African-American subgroup, however is NOT in the RED performance band.
- African-American student subgroup decreased (-5 points) in English Language Arts and is currently in the RED performance band indicator; Hispanic student subgroup increased significantly (+24.7 points) in English Language Arts and moved into the YELLOW performance band indicator.
- Socio-economically disadvantaged student subgroup increased significantly (+13.8 points) in English Language Arts and is currently in the YELLOW performance band indicator.

# School and Student Performance Data

## Academic Performance Mathematics

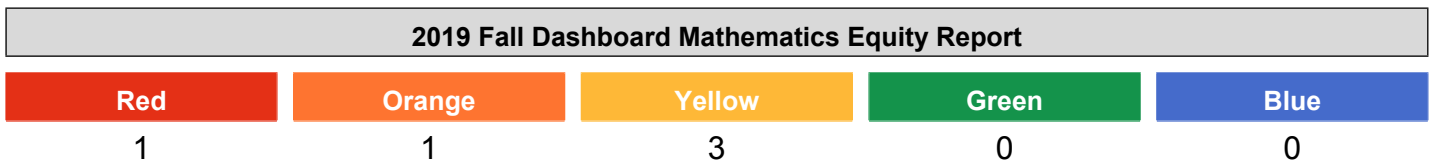
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>50.1 points below standard</p> <p>Increased ++4.3 points</p> <p>277</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>38.6 points below standard</p> <p>Increased ++7.1 points</p> <p>86</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>34.2 points below standard</p> <p>Increased Significantly ++61.1 points</p> <p>12</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>52.7 points below standard</p> <p>Increased ++4 points</p> <p>264</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>130.2 points below standard</p> <p>Maintained ++2.7 points</p> <p>58</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 82.1 points below standard Maintained -1.9 points 72	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.9 points below standard Increased ++11.2 points 160	 No Performance Color 34.1 points below standard Maintained -2.7 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 53.6 points below standard Declined Significantly -26 points 27

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
72.5 points below standard Increased Significantly ++17.7 points 44	3 points below standard Increased ++9.2 points 42	56.5 points below standard Maintained ++2.5 points 187

**Conclusions based on this data:**

- All Students subgroup increased significantly (+25.1 points) and is in the YELLOW performance band indicator, currently 54.4 points below the standard.
- Socio-economically disadvantaged student subgroup increased (+24.2) and is in the YELLOW performance band indicator, 56.7 points below the standard.
- The African-American student subgroup increased (+22.8 points) and moved into the YELLOW performance band indicator; The Hispanic student subgroup increased significantly (+26.6 points) and is currently in the YELLOW performance band indicator.

# School and Student Performance Data

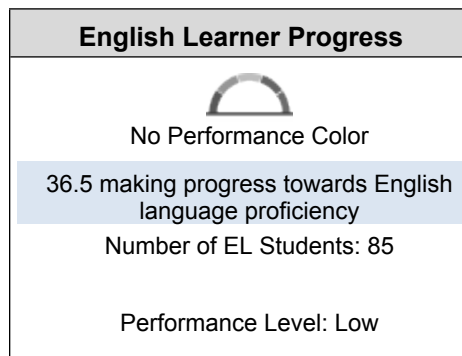
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.3	41.1	2.3	34.1

#### Conclusions based on this data:

- Results for 18-19, English Language Learners increased significantly in English Language Arts (+13.9 points) and are currently in the YELLOW performance band.
- English Language Learners increased significantly in Math (+24.9 points) and are currently in the YELLOW performance band. No indicators for the 19-20 or 20-21 school year.
- English Language Learner Progress indicates that 66.6% of English Learners were (ELPAC) assessed as either Well-developed or moderately developed. However, 22% of the ELL students decreased one ELPI Level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 21 Declined -1.6 776	 Yellow 13.9 Declined -1.1 144	 No Performance Color 16 Declined -8.3 25
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 39.3 Increased +4.6 56	 Orange 21.1 Declined -2.1 722	 Orange 21.1 Declined -5.5 109

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 27 Maintained -0.1 226	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.6 Declined -0.9 434	 Orange 23.3 Declined -10 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 11.3 Declined -5 71

**Conclusions based on this data:**

1. ATSI -(19-20 school year) Homeless Chronic Absenteeism. 39.3% and increased of 4.6%; Chronic Absenteeism. All students declined by 1.6%. 20-21 chronic absenteeism dropped to 13.8%. Our plan is to be under 10% for the 22-23 school year.
2. African-American students declined by 0.1% are stay in the RED performance indicator on the Ca Dashboard.
3. Hispanic students declined by 0.9% and moved to ORANGE performance indicator on the Ca Dashboard.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

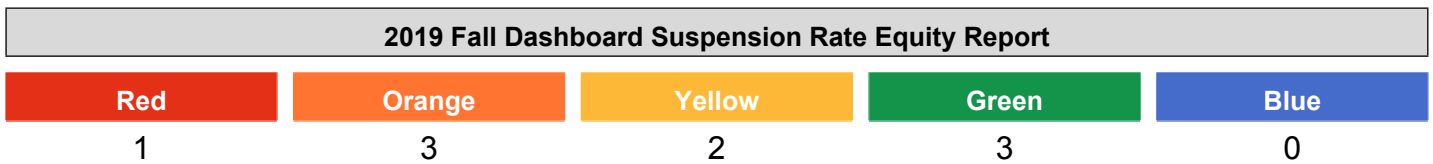
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 4 Declined -0.7 834	<p><b>English Learners</b></p>  Green 2 Declined -0.3 147	<p><b>Foster Youth</b></p>  Orange 11.6 Declined -2.3 43
<p><b>Homeless</b></p>  Green 1.5 Declined -5 67	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 4.2 Declined -0.5 778	<p><b>Students with Disabilities</b></p>  Red 10.6 Increased +3.5 113

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.5 Declined -0.3 261	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2 Declined -0.4 448	 Orange 2.9 Increased +0.5 35	 No Performance Color Less than 11 Students - Data 3	 Yellow 5.3 Declined -3.6 75

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.6	4

**Conclusions based on this data:**

1. Hispanic subgroup suspension rate declined by -0.4% and is currently 2.2%. Green band performance indicator.
2. All Students, Homeless, Foster, African-American and White subgroup suspension rates declined with SWD increasing by 3.5% (RED).
3. (Due to COVID-19, CAASPP testing was suspended for the 19-20, and 20-21 school year school year.) We have had 35 suspensions during the 21-22 school year.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

1.0 Academics

Every Student will demonstrate continuous growth toward mastery of Common CA Standards

## Goal 1

1.0 Academics-

Academic Options and Excellence-

Through our data-driven culture, El Dorado Elementary students will be provided high quality education with differentiated instruction of support for all academic areas. El Dorado Elementary will be intentional with standards-based instruction utilizing its Signature Practice called Teacher Clarity.

## Identified Need

Reading- Approximately 15% of all 4th and 5th grade met the ELA grade level standards. Needs assessments have determined that students need greater access to foundational skills, strategies and access to the vertically aligned grade level standards. This is evidenced by data indicating that 53% of our K-5 total population were 2+ years below grade level at the beginning of the school year. Most notable was that more than 50% of the students were 2+ years behind grade level in Phonics, Vocabulary and Comprehension in Informational Text and Literature. 36.5% of our students met or exceeded on the ELA CAASPP assessment for the 18-19 school year.

Math- Needs assessments have determined that students need greater foundational skills, strategies and access to vertically aligned grade level standards. This is evidenced by data results indicating that 43% of our K-5 population were 2+ years below grade level at the beginning of the school year. More than 38% of all students initially tested were 2+ years below grade level in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry. Lower grade levels fared far worse in all categories than grades 3-5. 24.6% of our students met or exceeded on the Math CAASPP assessment.

Due to unexpected consequences of the Covid-19 pandemic, the site will emphasize core instruction that is standards-based and will also target the specific needs of each student. The fundamental change to the structure of El Dorado's PLT configuration for the 21-22 school year includes the addition of a designated ELD grouping to each PLT schedule by grade level. This shift allows the site to prioritize the needs of our English Language Learners, while continuing to address the needs of our students who demonstrate the need for Tier 3 Intervention.

To achieve this goal of creating intentional support for our most vulnerable students, the site requests the availability of 2 full time (6hr.) bilingual instructional paraprofessionals and 2 full time (6hr.) instructional paraprofessionals. The primary role of these 4 para professionals would be to support our EL students (2) as well as students needing Tier 3 reading support (2) during the 60 minute designated PLT/ELD time scheduled for each grade level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA- CAASPP (ALL Students 3-5)            ELA- CAASPP (Socio-economically disadvantaged)            ELA- CAASPP (African-American)            ELA- CAASPP (Hispanic)            ELA- CAASPP (English Language Learners)            ELA- CAASPP (Foster)            ELA- CAASPP (Homeless)            ELA- CAASPP (White)            ELA- CAASPP (SWD)</p>	<p>Actual outcomes based on previous years will be reintroduced at the end of the 21-22 school year. Due to the Covid-19 pandemic, there was a lack of viability in providing the CAASPP of 21-22.</p>	<p>Actual outcomes based on previous years will be reintroduced at the end of the 21-22 school year. Due to the Covid-19 pandemic, there was a lack of viability in providing the CAASPP of 21-22</p>
<p>Math- CAASPP (ALL Students 3-5)            Math- CAASPP (Socio-economically disadvantaged)            Math- CAASPP (African-American)            Math- CAASPP (Hispanic)            Math- CAASPP (English Language Learners)            Math- CAASPP (Foster)            Math- CAASPP (Homeless)            Math- CAASPP (White)            Math- CAASPP (SWD)</p>	<p>Actual outcomes based on previous years will be reintroduced at the end of the 21-22 school year. Due to the Covid-19 pandemic, there was a lack of viability in providing the CAASPP of 21-22.</p>	<p>Actual outcomes based on previous years will be reintroduced at the end of the 21-22 school year. Due to the Covid-19 pandemic, there was a lack of viability in providing the CAASPP of 21-22.</p>
<p>iReady Reading- Diagnostic 2</p>	<p>Baseline from iReady Diagnostic 2 for the 21-22 school year.</p> <p>Grade K- 68% at standard initial in Phonics, Vocabulary, Literature and Information Text            Grade 1- 23% at standard initial in Phonics, Vocabulary, Literature and Information Text            Grade 2- 20% at standard initial in Phonics, Vocabulary, Literature and Information Text            Grade 3- 37% at standard initial in Phonics, Vocabulary, Literature and Information Text</p>	<p>Expected from the iReady Diagnostic 2 for the 22-23 school year.</p> <p>85% at standard in Phonics, Vocabulary, Literature and Information Text            45% at standard in Phonics, Vocabulary, Literature and Information Text            40% at standard in Phonics, Vocabulary, Literature and Information Text            45% at standard in Phonics, Vocabulary, Literature and Information Text</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4- 16% at standard initial in Phonics, Vocabulary, Literature and Information Text Grade 5- 14% at standard initial in Phonics, Vocabulary, Literature and Information Text	55% at standard in Phonics, Vocabulary, Literature and Information Text 36% at standard in Phonics, Vocabulary, Literature and Information Text
iReady Math- Diagnostic 2	Grade K- 0% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry Grade 1- 0% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry Grade 2- 2% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry Grade 3- 2% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry Grade 4- 10% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry Grade 5- 10% at standard initial Numbers and Operations, Algebraic Thinking, Measurement, and Geometry	25% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry 30% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry 30% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry 30% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry 27% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry 27% at standard in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry
Youth Truth - Student Survey-Engagement Student Survey-Academic Rigor Student Survey-Relationship Student Survey-Culture  African-American Student Survey Student Survey-Engagement Student Survey-Academic Rigor Student Survey-Relationship Student Survey-Culture	Youth Truth Overall Student- Feb. 2022 Engagement- 2.84 Academic Rigor-2.59 Relationship- 2.74 Culture- 2.23  African-American Student Survey Expected Engagement- 2.88 Academic Rigor- 2.57 Relationship- 2.75 Culture- 2.27	Youth Truth Expected Outcome- Feb. 2023 Engagement- 2.90 Academic Rigor-2.59 Relationship- 2.80 Culture- 2.55  African-American Student Survey Expected Engagement- 2.90 Academic Rigor- 2.80 Relationship- 2.85 Culture- 2.55

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth - Staff Survey-Engagement Staff Survey-Professional Development and Support Staff Survey-Relationship Staff Survey-Culture Staff Survey- Safety	Youth Truth Expected Outcome- Feb. 2023 Engagement- 4.19 Professional Development and Support-4.15 Relationship- 4.29 Culture- 4.05 Safety- 4.27  Youth Truth Newer Staff Survey (new to position less than four years) Engagement- 4.22 Academic Rigor- 4.50 Relationship- 4.29 Culture- 4.03	Youth Truth Expected Outcome- Feb. 2023 Engagement- 4.40 Professional Development and Support-4.30 Relationship- 4.50 Culture- 4.40 Safety- 4.40  Youth Truth Newer Staff Survey (new to position less than four years) Engagement- 4.50 Academic Rigor- 4.50 Relationship- 4.50 Culture- 4.50
Youth Truth - Parent Survey-Engagement Parent Survey-Relationships Parent Survey-Culture Parent Survey-Communication and Feedback Parent Survey-Resources Parent Survey-School Safety	Youth Truth - Feb. 2022 Engagement- 3.48 Relationships- 4.10 Culture- 3.79 Communication and Feedback- 3.84 Resources- 3.73 School Safety- 3.63  African-American Parent Survey Engagement- 3.60 Relationships- 4.20 Culture- 4.00 Communication and Feedback- 3.73 Resources- 3.87 School Safety- 3.67	Youth Truth Expected Outcome- Feb. 2023 Engagement- 4.15 Relationships- 4.40 Culture- 4.30 Communication and Feedback- 4.30 Resources- 4.25 School Safety- 4.40  African-American Parent Survey Engagement- 4.05 Relationships- 4.40 Culture- 4.20 Communication and Feedback- 4.25 Resources- 4.20 School Safety- 4.25

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

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

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

Targeted towards Socially Economically Disadvantaged Students, however all students may benefit.

Strategy/Activity

Signature Practice: In all subjects, all teachers will plan lesson designs and deliver common core standards-aligned instruction through the lens of Teacher Clarity.

- All teachers, the Instructional Coach, and the site administrators will be trained in the Teacher Clarity handbook through the Corwin/Sage Publishing Company through 13 professional development trainings. (\$74,000.00 Title I/LCFF S/C).
- Site administrators and the Instructional Coach will facilitate professional development trainings that utilize Teacher Clarity in supporting lesson planning.
- Professional Learning Communities and planning time will be dedicated to the Teacher Clarity handbook including Learning Intentions and Success Criteria to look at standards, deconstruct them where needed, and create appropriate lessons that will support students at their knowledge level.
- Additional paraeducators will provide extensive support during PLT in both Tier 2 and 3 based upon Learning Intentions and Success Criteria
- Coach/Grade level and Leadership PLCs, grade level lesson studies, school-wide instructional rounds and grade level/vertical peer visitations dedicated to effective and appropriate grade level standards with intentional use of Teacher Clarity practices.
- All teachers will be trained in Teacher Clarity that will support English Language Learners and Standard English Learners in the use of Learning Intentions and Success Criteria.
- Technology will be utilized to support the planning around standards emphasizing the Teacher Clarity modules in terms of Success Criteria, allowing students to produce evidence of their understanding of standards.
- Use of Ready Common Core Reading materials using the Teacher Clarity framework to creating meaning Learning Intentions and Success Criteria in the introduction of any grade level standard.
- All instructional strategies for all areas will be developed with the Teacher Clarity design. An additional 30 minutes will be placed in the school schedule for Math PLT supports.
- Both learning intentions and success criteria will be used in conjunction with various teaching strategies and materials (i.e. Use of HMH teacher kit, Writing Rockets, Thinking Maps/Graphic Organizers, RACE strategies, AVID strategies, Number Talks, use of MTSS supports for all students that include Gate students and students in Tier 3.
- Data-driven PLC discussions with common formative assessments to see where students were, are and need to be.
- i-Ready online support with the use of one to one chromebooks.
- Teachers will be involved in lesson studies that will support the overall design at each grade level targeting standards-aligned instruction through the use of Teacher Clarity.
- All grade levels will incorporate Number Talks strategies into their math lessons.
- Coach/Grade level and Leadership PLCs, grade level lesson studies, school-wide instructional rounds and grade level/vertical peer visitations dedicated to effective and appropriate balanced lesson design strategies will be facilitated.
- Tutoring, Clubs and Extended Learning Opportunities will have a focus on supporting but not limited to our Homeless, Foster, SEL, ELD, Gate and African American students.

Monitored by:

- Pre and Post Common Formative Assessments, Youth Truth (Engagement & Academic Rigor), i-Ready data, CAASPP results
- Action goals for differentiated instruction during Personal Learning Time
- Principal/Assistant Principal walk throughs with focus on Priority Standards, and Signature Practice of Teacher Clarity.

- Instructional coach with the purpose of support for grade levels through a coach's lens.
- Lesson study planning for each grade level.
- ILT will monitor grade level data on the sites Signature Practices.
- Instructional Rounds visitation from Leadership and other staff.
- Grade level Leadership member who provides support for grade level in close reading strategies.

**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)
13,250.00	LCFF - Supplemental
75,600.00	Title I
4,489.30	Title I
15,000.00	LCFF - Base

**Strategy/Activity 2**

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

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

All students with an emphasis on AT RISK students (Homeless, Foster, English Language Learners, Standard English Learners, African-American, Students With Disabilities, students with IEPs)

**Strategy/Activity**

Teachers will use a differentiated/Multi-tiered system of support and small group/PLT instruction that identify students based on need (Tier 1-3).

Implementation of the strategy:

- Teacher will use personal learning time through the multi-tiered systems of support, organizing instructional groupings based on need, and instructing through the i-Ready program for English Language Arts and math
- Teacher use data such as common formative assessments to create instructional strategies during the Professional Learning Communities/Collaborative time to support the MTSS Structure
- Support all Transitional Kindergarten students with i-Read strategies in Phonics, Vocabulary and Comprehension in Informational Text and Literature.
- Support all students K-5 with differentiated support using i-Ready ELA for Phonics, Vocabulary and Comprehension in Informational Text and Literature.
- Site staff will receive a professional development on i-Ready to increase the depth of knowledge as it aligns to Phonics, Vocabulary and Comprehension in Informational Text and Literature.
- Student will be supported in one semester sessions with individual leveled support small group support for five days per week.



- RSP teacher and/or paraeducators will also provide support during PLT in small groupings that support students at a more specific individualized goals and domain supports..
- PLC Data outcomes and meetings will drive next steps including more differentiated supports during tutoring time for Math and ELA.
- Collaborative/PLC teams will plan appropriate lessons, discuss outcomes and evidence of higher levels of questioning and how it matches rigor.
- Coach/Grade level and Leadership PLCs, grade level lesson studies, school-wide instructional rounds and grade level/vertical peer visitations dedicated to effective and appropriate grade level i-Ready support will be facilitated. (13,000.00)
- Use of Ready Common Core Writing materials in the introduction of any grade level standard.
- Use of Scholastic Read 180 Universal Access materials for students in Tier 3 by a grade level designated teacher that will provide support for grades 3-5 during PLT
- Use of prerequisite Ready Common Core Reading materials for students in Tier 2 by a grade level designated teacher that will provide support.
- Use of Ready Common Core Writing for students in Tier 1. This will be taught by the teacher of record.
- Foundational supports for lower grade with the use of SIPPS and Heggerty.
- Tiered 2 and 3 support using SIPPS (11,310.00)
- U180 and System 44 will be used for the students in Tier 3 for grades 3-5.
- ELD and SEL students will be supported during the 30 minute Designated ELD time that include access to standards-based curriculum.
- Tutoring, Clubs and Extended Learning Opportunities will have a focus on supporting but not limited to our Homeless, Foster, SEL, ELD, Gate and African American students.

Monitored by:

- Pre and Post Common Formative Assessments, i-Ready data, CAASPP results
- Action goals for differentiated instruction during Personal Learning Time
- Principal/Assistant Principal walk through with focus on standards-based instruction through Teacher Clarity.
- Lesson study planning for each grade level. and PLC notes submitted to administration.
- Instructional Rounds visitation from Leadership and other staff.
- Grade level Leadership member who provides support for grade level in i-Ready, small group and tiered support.
- Data chats every three months with grade level, instructional coach and administration.
- Instructional coach support of grade level staff in fully utilizing the i-Ready programs data through diagnostics, standards, resources, and instructional grouping support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	LCFF - Supplemental
11,290.00	Title I

10,000.00	LCFF - Base
14,409.00	Title I

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

El Dorado Elementary plans to create a system that supports our programs and initiatives with fidelity. Great instruction with the use of the Teacher Clarity handbook, balanced lesson designs/5Es, designated PLT time, supports using common formative assessments and data through lexile inventories and I-ready will help drive action goals for Phonics, Vocabulary and Comprehension in Informational Text and Literature in ELA; and Numbers and Operations, Algebraic Thinking, Measurement, and Geometry for Math. Through our progression with the Teacher Clarity handbook and emphasis on close reading strategies, writing rockets, and RACE templates will support our ELA goal. The use of i-Ready Math, lesson studies that emphasize conceptual understanding using Number Talks and other programs will support Math goals. Finally, Ready Common Core Reading and Writing will support our core and PLT programs with introductions to grade level standards. SIPPS will also support our lower grade students who need foundational support. (was there any thign that was done differently than prevfious years...)

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

n/a

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.

n/a



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

2.0 Equitable Learning Practices and Positive Learning Environments

We will provide the necessary resources and support to create and maintain positive learning environments to eliminate barriers to success for all students

## Goal 2

El Dorado Elementary will increase the amount of students becoming proficient in their English Language Development by 5% as measured by the ELPAC. At least 20% of our students within the ELD program will be reclassified by the end of 22-23

## Identified Need

ELA- Needs assessments have determined that students need greater access to foundational skills, strategies and access to the vertically aligned grade level standards. This is evidenced by data indicating that 53% (21-22) of our K-5 total population were 2+ years below grade level at the beginning of the school year. Most notable was that more than 50% of the students were 2+ years behind grade level in Phonics, Vocabulary and Comprehension in Informational Text and Literature. 36.5% of our students met or exceeded on the ELA CAASPP assessment.

Math- Needs assessments have determined that students need greater foundational skills, strategies and access to vertically aligned grade level standards. This is evidenced by data results indicating that 43% of our K-5 population were 2+ years below grade level at the beginning of the school year. More than 38% of all students initially tested were 2+ years below grade level in Numbers and Operations, Algebraic Thinking, Measurement, and Geometry. Lower grade levels fared far worse in all categories than grades 3-5. 24.6% of our students met or exceeded on the Math CAASPP assessment. 27% of our EL students are below the standard in ELA on i-Ready Diagnostic 2. 20% of our EL students are below standards in Math in i-Ready Diagnostic 2.

English Learners were 90.2 points below standard in Math where students needed support in Concepts and Procedures related to state standards. Numbers and Operations, Algebraic Thinking, Measurement and Geometry.

English Learners were 79.5 points below standard in English Language Arts where students needed support in Reading Comprehension related to Phonics, Vocabulary and Comprehension in Informational Text and Literature.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners in English Language Arts-	79.5 points below standard	64.5 points below standard (+15)
English Learners in Math-	90.2 points below standard	75.2 points below standard (+15)
	17.2 points above standard	
	12.5 points below standard	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassified English Learners in English Language Arts- Reclassified English Learners in Math- English Only in English Language Arts- English Only in Math-  All ELA students (i-Ready diagnostic) All Math students English Learner Math students  English Learner Chronic Absenteeism- Suspension rate- Reclassification-  ELPAC	38.6 points below standard 59.0 points below standard  31% at Risk (Tier 3) (Diagnostic 2) from 19-20 37% at Risk 31% at Risk (Tier 3) 29% at Risk  15.0% 0.00% 21/162  Level 4 - 3.42% Level 3 - 24.79%	47.2 above standard (+40) 2.5 points below standard (+10) 15.0 points below standard (+18.6) 39.0 points below standard (+20)  20% at Risk (Tier 3) (Diagnostic 2) 27% at Risk 20% at Risk (Tier 3) 20% at Risk  8.0% 0.00% 23/126  Level 4 - 5% Level 3 - 28%
English Learners Student Survey Student Survey-Engagement Student Survey-Academic Rigor Student Survey-Relationship Student Survey-Culture	English Learners Student Survey Feb. 21-22 Engagement- 2.85 (+) Academic Rigor- 2.65 (-) Relationship- 2.79 (+) Culture- 2.51 (+)	English Learners Student Survey Expected 22-23 Engagement- 2.90 Academic Rigor- 2.80 Relationship- 2.85 Culture- 2.65
Spanish Spoken at Home Parent Survey-Engagement Parent Survey-Relationships Parent Survey-Culture Parent Survey-Communication and Feedback Parent Survey-Resources Parent Survey-School Safety	Spanish Spoken Parent Survey Feb. 21-22 Engagement- 4.25 (+) Relationships- 4.40 (-) Culture- 4.34 (-) Communication and Feedback- 4.25 (-) Resources- 4.34 (-) School Safety- 4.00 (-)	Spanish Spoken Parent Survey Expected 22-23 Engagement- 4.30 Relationships- 4.60 Culture- 4.60 Communication and Feedback- 4.80 Resources- 4.50 School Safety- 4.25

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

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

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

## English Language Learners

### Strategy/Activity

In all subject areas that require accessing and understanding, teachers will support ELL with integrated and designated supports for English Language Arts that include multiple learning modalities of support:

- Teachers will designate time for 30 minutes that supports English Learner students in instructional groupings and based on data outcomes.
- The Wonders EL program will support English Learner students with high priority standards as well as integrated support in the general education classroom setting.
- Instructional coach will train and support teachers in the delivery of integrated and designated instruction.
- Site administrator and instructional coach will facilitate training to teachers with HMH Wonders ELD and SIPPS.
- Collaborative Team time will be dedicated to planning appropriate lessons and discussing English Language Learner outcomes.
- Coach/Grade level and Leadership Professional Learning Communities, grade level lesson studies, school-wide instructional rounds and grade level/vertical peer visitations dedicated to effective English Learner support.
- English Language learners will receive access to before and after school tutoring with the support of a general education teacher and a bi-lingual paraeducator based on a Common formative assessments, ELPAC and LAS Links results.

### Implementation of the strategy:

- Course registration in LLI
- Walk-through rubrics
- 30 minutes of designated support
- bi-lingual paraeducator providing individual and small group interventions allowing English Learner access to common core state standards.
- Professional Development in Wonders EL, ELD strategies, Accountable Talks, and SIPPS training.
- Professional Learning Community Data outcomes and meetings will drive next steps including more differentiated supports for English Language Learners through multi-tiered systems of support.
- Presence of English Language Learner strategies within lesson plans
- Use of Writing Rockets, RACE strategies, Accountable Talks, Wonders support in designated and integrated ELD design.

### Monitored by:

- Pre and Post Common Formative Assessments, i-Ready data, CAASPP results, Chapter tests, and ELPAC results
- Action goals for differentiated instruction during Personal Learning Time
- Principal walkthroughs with focus on English Learner strategies during structured time.
- Instructional coach with the purpose of support for grade levels with focus in English Language Development support.
- Grade level Leadership member who provides support for grade level in ELL strategies.
- School Site Council, Leadership Team, ELAC and DELAC oversight (data chat results twice per year)

## 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)
10,000.00	Title I
3,000.00	LCFF - Base
2,500.00	Title I

## Strategy/Activity 2

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

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

English Language Learners

### Strategy/Activity

All English Learner students will have access to ELA and Math Common Core State Standards during Personal Learning Time and throughout the learning day using SDAIE, GLAD, and Accountable Talks instructional strategies differentiated by ELPAC levels:

- Teachers will designate Personal Learning Time for 30 minutes that supports English Learner students in instructional groupings and based on data outcomes.
- The Wonders program will support access for English Learner students to state standards as well as integrated support in the general education classroom setting.
- Bi-lingual paraeducator will provide individualized and small group support that supports English Language Learners access to common core standards.
- Instructional coach will train and support teachers in the delivery of integrated and designated instruction with professional development.
- Site administrator and instructional coach will facilitate training to teachers in HMH Wonders with focus on English Learner strategies during integrated and designated time.
- Collaborative Team time will be dedicated to planning appropriate lessons and discussing English Language Learner outcomes.
- Coach/Grade level and Leadership Professional Learning Communities, grade level lesson studies, school-wide instructional rounds and grade level/vertical peer visitations dedicated to effective English Language Learner support.

### Implementation of the strategy:

- Translation between site and family as needed
- Walk-through rubric designed to support our Signature Practices of Teacher Clarity and Capturing Kids Hearts through an equity lens for ELLS.
- 30 minutes of designated support as scheduled each day.
- 3 additional staffing hours for two bi-lingual paraeducators to ensure that supports every English Learner.
- Instructional round support and grade level visitation related to English Language instruction and support.
- Bi-lingual paraeducator providing individual and small group interventions allowing English Language Learners access to common core state standards.

- Use of Accountable Talks strategies that include sentence frames/stems, complete thought expression, collaboration models and share out, GLAD, Hands-on manipulatives, songs, chants, TPR, and visual stimulation.
- PLC Data outcomes and meetings will drive next steps including more differentiated supports for English Language Learners through multi-tiered systems of support.
- Presence of English Language Learner strategies within lesson plans
- Use of Writing Rockets, RACE strategies, AVID strategies, Wonders support in designated and integrated ELD design.

Monitored by:

- Pre and Post Common Formative Assessments, i-Ready data, CAASPP results, Chapter tests, LAS Links, and ELPAC results
- Action goals for differentiated instruction during Personal Learning Time
- Principal walkthroughs with focus on English Learner strategies during structured time.
- Instructional coach with the purpose of support for grade levels with focus in English Language Development support.
- Grade level Leadership member who provides support for grade level in ELL strategies.
- School Site Council, Leadership Team, ELAC and DELAC oversight (data chat results twice per year)

### 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)
10,000.00	Title I
2,000.00	LCFF - Base

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

El Dorado school will be systemically sound in the way, students receive English Language support. This means that, the school sites focus on interactive and collaborative using a multitude of modality supports will occur with fidelity in designated and integrated times of ELD support. Teacher sin support learners with accountable talks strategies which include sentence stems, rich vocabulary development, collaboration and an on expressive language built around complete phrases.

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

n/a

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.

n/a

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

3.0 Safe and Supportive Environments

We will provide safe, secure, equitable, and operationally efficient environments at all facilities for students, staff, and community members

## Goal 3

El Dorado Elementary will increase academic outcomes for all students in English Language Arts, Math, Science and Social Studies by; significantly lowering chronic absenteeism; improving academic outcomes for English Language Learners and Standard English Students; improving our school culture (PBIS/CKH/Growth Mindset/Kelso's Choices/Second Step) with several social programs that enhance the overall school experience, reducing suspensions and increase family participation and involvement by: infusing (VAPA) art, dance and music into strategies that will improve our school climate and support the varying modalities of learning so that students gain greater access to the common core state standards.

## Identified Need

Chronic Absenteeism is 22.6% and is a main focus of the school site. Increasing attendance is essential.

ATSI- Consecutive years in the RED band has placed our school in ATSI for our Homeless population.

Recharge professional development trainings for Capturing Kids Hearts and full participation in CKH 2.

Training for staff including classified in conflict resolution and strategies that support the overall safety and social culture of the school site through PSA and Special Programs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism-		
Attendance- All	22.6%	18.0% (-4.5)
Attendance- English Learners	15.0%	11.0% (-4.0)
Attendance- Homeless	34.7%	20.0% (-14.7)
Attendance- Foster	24.3%	20.0% (-4.3)
Attendance- Socio-	23.1%	17.0% (-6.1)
economically disadvantaged	26.6%	20.0% (-6.6)
Attendance- Students with	27.1%	20.0% (-7.1)
Disabilities	20.4%	15.0% (-5.4)
Attendance- African- American	33.3%	20.0% (-13.3)
Attendance- Hispanic	16.3%	10.0% (-6.3)
Attendance- Two or More	4.6%	3.8% (-0.8)
Attendance- White	2.3%	2.0% (-0.3)
Suspension- All	14.0%	10.0% (-4.0)
Suspension- English Learner	6.5%	4.5% (-2.0)
Suspension- Foster	4.8%	4.0% (-0.8)



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension- Homeless	7.1%	5.1% (-2.0)
Suspension- Socio-economically disadvantaged	6.8%	5.8% (-1.0)
Suspension- Students with Disabilities	2.6%	2.0% (-0.8)
Suspension- African-American	2.3%	1.7% (-0.6)
Suspension- Hispanic	8.9%	6.9% (-2.0)
Suspension- Two or More		
Suspension- White		
***Baseline Data for 19-20 school year.		
Youth Truth- Student- Relationships	Youth Truth- March 2021 Student- Relationships- 2.75 (-)	Youth Truth- Expected March 2022 Student- Relationships- 2.85
Student- Culture	Student- Culture- 2.21 (-)	Student- Culture- 2.50
Staff- Relationships	Staff- Relationships- 4.22 (+)	Staff- Relationships- 4.30
Staff- Culture	Staff- Culture- 4.24 (+)	Staff- Culture- 4.30
Family- Engagement	Engagement- 3.58 (-)	Youth Truth- Feb. 2022 Engagement- 4.04
Family- Relationships	Relationships- 4.04 (-)	Relationships- 4.30
Family- Culture	Culture-3.89 (-)	Culture- 4.60
Family- Communication	Communication and Feedback- 3.89 (-)	Communication and Feedback- 4.30
Family- Resources	Resources- 3.76 (-)	Resources- 4.25
Family- Safety	School Safety- 3.84 (-)	School Safety- 4.40

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

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

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

Homeless Student Group

### Strategy/Activity

Signature Practice: Teachers will create culturally responsive classrooms that foster positive relationships between staff and students, and students with other students through EXCEL and Capturing Kids Hearts.

### Implementation plan:

- All staff will be trained and use Capturing Kids Hearts strategies in the classroom which include the EXCEL model.



- One teacher per grade level will be part of the Process Champions and help facilitate CKH support.
- Some additional support will be provided in CKH2 training and Process Champion refreshers.
- Classified and supervision aide training in CKH will support the overall climate of the school.
- Instructional coach will support the social programs at the grade and classroom levels.
- Staff will utilize Growth Mindset Tuesday incorporating Second Step lessons and Growth Mindset lessons every other week.
- Staff will introduce Growth Mindset lessons that promote the ideas of self-determination, perseverance and the power of "yet".
- The PBIS team, CKH Process Champions, and the Growth Mindset team will work as one team fostering and improving greater social and academic outcomes.
- Incentivized activities such as but not limited to the Wheel of Fortune, SOAR store, SOM/Attendance assemblies that foster good citizenship will take place weekly.
- Students will vote and support their own student council who will create a positive school climate including rallies, anti-bullying campaigns and growth mindset campaigns during state testing.
- Leadership team will review data that demonstrates how our school site is improving in the areas of safety, suspension rates for our SED, SLD, Foster, Hispanic and AA students.
- Teachers, administration and counselor will review Kelso's Choices with students daily with the site counselor creating a schedule of classroom visits to support climate.

Students and staff will understand the PBIS model and use the social matrices across campus. They will be incentivized with Bird Bucks to be used for prizes at the Wheel of Fortune (Wednesday) and the SOAR store (Thursdays).

- Morning announcements will encourage the use of the PBIS, CKH, Growth Mindset and Kelso's Choice programs as a daily reminder.
- Family Ambassador and school administrator will greet families, staff and students at the beginning and end of the day.
- PBIS incentives will be distributed throughout the school year that include grade level and classroom challenges for modeled behavior.
- Check In Check Out process will support students who are Tier 2 and demonstrating greater support based on our PBIS data.
- Improved safety outcomes during disaster situations with staff and students following appropriate protocols as demonstrated in our school plan.
- Students will be actively engaged in our VAPA program which includes Music class for 2nd-5th grades; and after school programs that include dance and art classes.
- PBIS incentives will be used to target high expectations of behavior and outcomes.

### 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)
11,000.00	LCFF - Supplemental
3,000.00	Title I
10,800.00	LCFF - Base

1,000.00

Donations

## Strategy/Activity 2

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

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

Homeless Student Group

### Strategy/Activity

The counselor, attendance clerk, teachers and site administrators will review attendance daily, weekly and monthly to reduce chronic absenteeism for our homeless population and all students.

#### Implementation plan:

- ATSI for Homeless chronically absent students will be addressed with weekly contact from the counselor, attendance clerk and/or administration. The weekly contact will happen regardless if student is at risk of chronic absenteeism.
- Teachers will work to clear all unverified absences and keep in constant communication with family on a weekly basis.
- SOAR store and Attendance incentives for students how have increased their attendance/behavior month after month.
- Counselor will oversee the A2A system to monitor attendance and target those students who are at risk.
- Parent conferences, ACT, SART and SARB meetings will take place to target specific attendance issues such as chronic absenteeism and truancy.
- Attendance parties, incentives, rewards and awards will be distributed to those students who have great and improved attendance. (also specific to Homeless students)
- Daily reminders on the morning messages about attendance. Frequent reminders to parents via Parentlink about attendance.
- Letters sent home to parents with students who have poor attendance including chronic absenteeism and truancy.
- Additional hours for Classified to set up Beginning of School Activities and distribution of supplies.

#### Monitored by:

- A2A data that demonstrates improvement and effectiveness of monitorization of chronic absenteeism and trancies.
- Monthly attendance data that demonstrates improves attendance each month of school.
- Attendance SSTs and meetings with parents and students demonstrating oversight by the school site.
- Administration, counselor and attendance clerk review of data and its demonstration of improved attendance as well as a preemptive contact with parents before the issue arises.
- Youth Truth survey data indicating parent, staff and student support of an overall positive feeling for the school climate and culture which increased attendance.

### 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)

10,000.00	LCFF - Supplemental
100.00	Title I
6,000.00	LCFF - Base

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Students will be introduced to VAPA and after school activities throughout the day that include music class, dance, and art. Extended Opportunities for Learning will be created that connects the classroom to after school activities.

#### Implementation plan:

- Students in grades 2-5 will have music classes one per week for 45 minutes.
- Students in Grades K-2 will have opportunities to be part of the choir team during after school hours.
- Students in grades 2-5 will have opportunities to be part of the dance team after school hours.
- Students in grade 2-5 will have opportunities to be part of the art class after school hours.
- Musical performances will take place no less than two times per year.
- Extended Learning opportunities will take place monthly with three sessions.
- All staff will be trained and use Capturing Kids Hearts strategies in the classroom which include the EXCEL model.
- One teacher per grade level will be part of the Process Champions and help facilitate CKH support.
- Some additional support will be provided in CKH2 training and Process Champion refreshers.
- Classified and supervision aide training in CKH will support the overall climate of the school.
- Instructional coach will support the social programs at the grade and classroom levels.
- Staff will utilize Growth Mindset Tuesday incorporating Second Step lessons and Growth Mindset lessons every other week.
- Staff will introduce Growth Mindset lessons that promote the ideas of self-determination, perseverance and the power of "yet".
- The PBIS team, CKH Process Champions, and the Growth Mindset team will work as one team fostering and improving greater social and academic outcomes with additional trainings.
- Students will vote and support their own student council who will create a positive school climate including rallies, anti-bullying campaigns and growth mindset campaigns during state testing.
- Leadership team will review data that demonstrates how our school site is improving in the areas of safety, suspension rates for our SED, SLD, Foster, Hispanic and AA students.
- Teachers, administration and counselor will review Kelso's Choices with students daily with the site counselor creating a schedule of classroom visits to support climate.

Students and staff will understand the PBIS model and use the social matrices across campus. They will be incentivized with Bird Bucks to be used for prizes at the Wheel of Fortune (Wednesday) and the SOAR store (Thursdays).

- Morning announcements will encourage the use of the PBIS, CKH, Growth Mindset and Kelso's Choice programs as a daily reminder.
- CKH trainings to include CKH 2, Process Champions and the CKH Premium Subscription (\$4,000.00)
- Family Ambassador and school administrator will greet families, staff and students at the beginning and end of the day.
- PBIS incentives will be distributed throughout the school year that include grade level and classroom challenges for modeled behavior.
- Check In Check Out process will support students who are Tier 2 and demonstrating greater support based on our PBIS data.
- Circle of Friends group with mainstream/SPED student collaboration and relationship building.
- Improved safety outcomes during disaster situations with staff and students following appropriate protocols as demonstrated in our school plan.
- Students will be actively engaged in our VAPA program which includes Music class for 2nd-5th grades; and afterschool programs that include dance, art, intramural sports, gardening activities, student council, and STEM-like clubs.
- PBIS incentives as well as academic field trips will be used to target high expectations of behavior and outcomes.
- Sports equipment to be purchased.

Monitored by:

- Lesson plans indicate social lesson plans weekly indicating the teaching of Growth Mindset or Second Step.(Growth Mindset Tuesday)
- Administrative walkthroughs looking for strategies and outcomes related to the social programs.
- School site instructional rounds built with classroom management and the use of positive social programs.
- Suspension and expulsion data reviewed by Administration, Leadership team, SSC, ELAC, AAAC and PBIS team.

### 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)
10,000.00	Title I
10,000.00	LCFF - Base
4,000.00	Title I
500.00	LCFF S/C
5,000.00	Title I

# Annual Review

## SPSA Year Reviewed: 2021-22

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 goal is to continue our focus on a vibrant and rich school climate that fosters better relationships with staff and students; and overall improved academic success. Because the Homeless Chronic Absenteeism has been an issue, the site will work diligently to ensure families are supported and provided services that will greatly improve attendance.

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

n/a

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.

n/a

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

4.0 Engagement

Family and Community Partnerships-

Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.

## Goal 4

Staff, Parents and Community Partnerships will show increased engagement of stakeholders via participation in school events, participation, collaboration and family and school site connectedness that focus is to support the emotional, social and academic needs of students.

## Identified Need

Continue the process of building greater relationships with families that promote social and academic success of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Parent and Student surveys will indicate an annual 5% increase in school communication and connectedness as indicated on Youth Truth surveys</li> <li>Parent and Community partnerships will be strengthened through the site parent partnership with site family ambassadors and consultation as indicated on Youth Truth surveys.</li> <li>Parent and Community consultation on district and site plan goals, actions and services will be increased as indicated on sign-in</li> </ul>	<p>30% of families responded to the survey.</p> <p>The results were much lower than expected. Many of the concerns were related to the program itself, distance learning and the struggles with technology.</p> <p>8 61 12,169 hours 41</p>	<p>50% or greater families will respond to the survey.</p> <p>Results to be well above the district and state averages.</p> <p>8 100 (+39) 15,000 hours 50 (+9)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>sheets and meeting minutes from site meetings.</p> <ul style="list-style-type: none"> <li>• School Site Council will meet eight times during the school year and will discuss and refine the school plan.</li> <li>• The number of families/parents who volunteer throughout the school year in classrooms or site activities</li> <li>• The number of volunteer hours donated by volunteers</li> <li>• The number of parents who register for the Parenting Partners program</li> </ul>		
<p>Youth Truth- Family Engagement Family- Relationships Family- Culture Family- Communication and Feedback Family- Resources Family- Safety</p>	<p>Youth Truth- March 2021 Engagement- 3.58 (-) Relationships- 4.04 (-) Culture-3.89 (-) Communication and Feedback- 3.89 (-) Resources- 3.76 (-) School Safety- 3.84 (-)</p>	<p>Youth Truth- Expected March 2022  Youth Truth- Feb. 2022 Engagement- 4.04 Relationships- 4.30 Culture- 4.60 Communication and Feedback- 4.30 Resources- 4.25 School Safety- 4.40</p>

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

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

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

All students

#### Strategy/Activity

School site will increase parent and family communication through technology that will improve great family involvement

Implementation:



- Site will distribute information via site website, parent link, school marquees, Class Dojo, e-mail communication, phone calls, and peach jar.
- Activities will include Welcome Back event, Back to School Night, Parent Conferences, Parenting Partnerships, PTO, School Site Council, AAAC, ELAC, Hot Chocolate Event, Dance and VAPA performances, Real Men Read Event, Open House, Movie Nights, El Dorado Podcast

Monitored by:

- Family Ambassador, administration, PTO, School Site Council, ELAC and AAAC committees.

Data survey from Youth Truth, number of family volunteer participants in school activities, attendance at school functions such as Open House and BTSN.

- Increased student attendance
- Reduction of schoolwide suspension numbers.
- Improved academic performance as indicated on the CAASPP, i-Ready Math and ELA, Reading Inventories and CFAs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Title I
4,000.00	LCFF - Supplemental
1,500.00	Title I

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Provide and coordinate Parent Partnerships, academies, school site council, ELAC, AAAC, and other supports that will assist in behavioral, social and academic outcomes of students.

- Set up and support families through Parenting Partners workshop in English and Spanish at least four times per year.
- Set up and create the African American Action Committee and create opportunities for families to create, engage, and support the school's goals.
- Work with the ELAC, AAAC, and School Site Council in the decision making process of LCAP goals as identified in the SPSA and how that translates to greater social and academic outcomes for students.
- Support families with translations and childcare during school events.

Podcast with special guest from the school district, staff, students and families related to our journey at El Dorado Elementary



- Family engagement activities will include Welcome Back event, Back to School Night, Parent Conferences, Parenting Partnerships, PTO, School Site Council, AAAC, ELAC, Hot Chocolate Event, Dance and VAPA performances, Open House, Movie Nights
- Family will work closely with the site family ambassador most related to the needs of our school. Improved attendance, relational capacity between family and school and better social and academic engagement.

**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)
220.87	LCFF - Supplemental
4,000.00	LCFF - Supplemental
1,000.00	Title I
1,000.00	Title I

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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.

Staff, Parents and Community Partnerships will show increased engagement of stakeholders via participation in school events, participation, collaboration and family and school site connectedness that focus is to support the emotional, social and academic needs of students. Building a bridge between our site and families is paramount to the overall success of our students. ELAC, AAAC, School Site Council, Parenting groups and support, Family Nights, and Family Ambassador work will ensure that all stakeholders and families are supported.

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

n/a

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.

n/a

# 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	\$155,888.11
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$264,659.17

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$155,888.30

Subtotal of additional federal funds included for this school: **\$155,888.30**

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 (\$)
Donations	\$1,000.00
LCFF - Base	\$56,800.00
LCFF - Supplemental	\$50,470.87
LCFF S/C	\$500.00

Subtotal of state or local funds included for this school: **\$108,770.87**

Total of federal, state, and/or local funds for this school: **\$264,659.17**

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Todd Coleman	Principal
Kitty Calhoun	Classroom Teacher
Clara Berrios	Classroom Teacher
Jennifer Craft	Classroom Teacher
Jenny Mangler	Parent or Community Member
Robert Mangler	Parent or Community Member
Caroline Harrell	Parent or Community Member
Krystal Bustos	Other School Staff
Lori Erickson	Parent or Community Member
Martha Tarlton	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

## Signature

## Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 8/17/22.

Attested:

Principal,  on 8/17/22  
Todd Coleman

SSC Chairperson,  on 8/17/22  
Jenny Mangler

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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