Eaton Elementary

10621666068704

Principal's Name: Elizabeth Buettner

Principal's Signature: *Elizabeth Buettner*

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Eaton Elementary   Title I School

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1.　Principal -　Elizabeth Buettner	X				
2.　Chairperson - Simara Vongthongdy				X	
3.　Kristen Leonard				X	
4.　Phillip Mackey				X	
5.　Wendy Bush			X		
6.　Monica Rocha			X		
7.　Heather Waldron				X	
8.　Roxanne Valdez				X	
9.　Denise Ross				X	
10.　Sonia Hernandez		X			
11.　Kirsten Lee		X			
12.　Cynthia Perry		X			
13.　Destinee Acosta				X	
14.					
15.					

Check the appropriate box below:
✓　ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date＿＿＿＿＿＿＿.

Required Signatures

School Name: Eaton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Elizabeth Buettner**	*Elizabeth Buettner*	March 14, 2017
SSC Chairperson	**Simara Vongthongdy**	*Simara Vongthongdy*	March 14, 2017

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	$21,366
7090	LCFF Supplemental & Concentration	$83,436
7091	LCFF for English Learners	$9,525

TOTAL 2017/18 ON-SITE ALLOCATION **$114,327**

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	$422
Remaining Title I funds are at the discretion of the School Site Council	$20,944
Total Title I Allocation	$21,366

2017 - 2018 SPSA Needs Assessment

SCHOOL : [Eaton ▼]　[Select]　　　　　　　　　　　　　　[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	3165	**District Dashboard (Goal 1):** Performance on Smarter Balance (ELA)	8/68	N/A[3]	33.98%	42.86%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☑	3166	**District Dashboard (Goal 1):** Performance on Smarter Balance (Math)	13/68	N/A[3]	37.75%	32.74%	N/A[3]	•LCAP Dashboard - 4PupilAchievement
☐	3169	**District Dashboard (Goal 1):** Percentage of 3rd grade students reading at grade level	19/66	N/A[3]	36.67%	31.34%	N/A[3]	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3158	**District Dashboard (Goal 4):** Percentage of students with a D or F on their report card	20/68	0.00%[4]	41.13%	46.67%	39.78%	•LCAP Dashboard - 8OtherPupilOutcomes
☐	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	10/63	N/A[6]	28.57%	54.69%	16.67%	•LCAP Dashboard - 4PupilAchievement
☐	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	16/63	N/A[6]	39.29%	64.06%	35.00%	•LCAP Dashboard - 4PupilAchievement
☐	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	7/67	N/A[7]	N/A[7]	35.40%	44.79%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
☐	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	11/67	N/A[8]	N/A[8]	31.99%	40.89%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

Assessments) - Standard
Met/Exceeded
(Subelement)

2 - Social Emotional/Climate Culture

Selected	ID	Description	[14]Rank Based on EOY 15-16	EOY 13-14	EOY 14-15	EOY 15-16	Q3 16-17	Data Source Location
☑	917	**District Dashboard (Goal 1):** Number and percentage of English Learner students redesignated (current progress).	29/68	7.41%	29.41%	17.24%	10.71%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
☐	863	**Annual Measurable Achievement Objective 2:** Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	20/68*	36.00%	28.57%	N/A[9]	N/A[9]	•LCAP Dashboard - 4PupilAchievement
☐	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	34/68	36.00%	29.17%	41.67%	36.00%	•LCAP Dashboard - 4PupilAchievement
☑	48	ADA Attendance Rate	14/68	96.08%	95.90%	95.86%	96.42%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	10/69	7.96%	10.73%	10.04%	7.83%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
☐	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	11/68	N/A[10]	N/A[10]	25.15%	23.78%	•LCAP Dashboard - 5PupilEngagement
☐	2001	**District Dashboard (Goal 4):** On-campus suspension instances per 100	1/69	5.22%	0.43%	0.00%	0.66%	•LCAP Dashboard - 6SchoolClimate

☐	843	**District Dashboard (Goal 4):** Out of school suspension instances per 100	28/68	4.98%	4.94%	5.57%	1.55%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
☐	528	**District Dashboard (Goal 4):** Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate
☑	2080	**District Dashboard (Goal 2):** Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	46/67	43.28%	46.35%	31.04%	88.13%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
☐	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	44/68	N/A[13]	N/A[13]	70.07%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	66/69	N/A[13]	N/A[13]	56.98%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	52/68	N/A[13]	N/A[13]	54.75%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student
☐	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	54/68	N/A[13]	N/A[13]	67.76%	N/A[13]	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

7. Formative Assessment started in '15-16 School Year

8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year

9. Updated once we have Annual Report from CDE

10. Ties to official ATLAS reporting starting in '15-16 School Year

11. District level indicator - requiring CDE data submission

12. Project launched in '15-16 School Year

13. Tracking started in '15-16 School Year (Baseline Year)

14. *A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:*

Elementary Segment Example:
Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:
In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : ◉ No ◯ Yes | Approval Date : 03/16/2017

Last Edit: elizabeth.buettner - 03/15/2017

Save

Eaton Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	32.34	40	DIBELS, University of Oregon
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	42.86	53	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	44.65	48	California Teaching Fellows Foundation
3751 - Students scoring maximum on the Math and ELA	54.69	60	Other - Please specify within action

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Eaton Elementary will implement a comprehensive, balanced TK-6th grade literacy program to support an increase in the percentage of students who are reading on grade level by the end of 2017/2018 school year. This literacy program will focus on the improvement of foundational reading skills and comprehension of complex text. This will include a response to intervention (RtI) approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in content areas so that students are developing and practicing literacy skills daily (classroom first good teaching); Tier 2 includes opportunities for deployment, flexible groupings, and tutorials (RtI team support with classroom first good teaching); and Tier 3 includes resource specialist services, mentoring, tutorials, technology resources, e.g., MobyMax, and extra support through pull out and push in, fluid programs.

SMART Goals

By May 2018, the number and percentage of K – 3rd grade students who are reading on grade level, will increase, as measured by the following:

- Kindergarten Assessment of Individual Growth (KAIG) from 63.2% scoring 100% in ELA in 2016 to 70% scoring 100% in 2018
- Common Formative Assessments (CFA grades 1-3), from 45.9% meeting or exceeding standards on ELA CFA2 in 2017 to 50% meeting or exceeding standards on ELA CFA2 in 2018
- California Assessment of Student Performance and Progress (CAASPP - 3rd grade) will increase from 31.34% at EOY 2015/2016 to 34% in 2017 and 40% in 2018

By May 2018, the number and percentage of 3rd - 6th grade students who meet or exceed standards on the SBAC ELA State assessment, will increase as measured by the following:

- CFAs grades 3-6, from 42.3% meeting or exceeding standards on ELA CFA2 in 2017 to 47% meeting or exceeding standards on ELA CFA2 in 2018

- CAASPP grades 3-6 will increase from 42.86%, to 53%

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

TK - 1st grade teachers and students will set and monitor the following:

- KSEP data
- KAIG quarterly administrations with an EOY target of grade level benchmark
- BAS and Fluency quarterly administrations with an EOY target of grade level benchmark

1st – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- CFA bi-annual administrations with an EOY target of grade level benchmark
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- SQII data
- Classroom walkthrough feedback
- Progress Monitoring (DIBELs, Results, *Wonders* weekly and unit assessments, online assessments through MobyMax and/or Accelerated Reader Star test, and teacher created items using *Illuminate* assessment platform)

Effectiveness of data analysis and goal setting will be discussed in Accountable Community (AC) meetings and measured by quarterly progress of students, feedback from teachers/staff through surveys, and weekly feedback regarding the classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Student Ownership

As outlined on the Instructional Practice Guide

Owner(s):

District Assessments:

- Site Test Coordinator
- Teachers
- Resource Specialist (RSP)
- AC Teams
- TSA
- Principal

Grade Level Assessments:

- Teachers
- AC Teams
- TSA
- Principal

Progress Monitoring:

- Resource Specialist
- TSA
- Teachers
- Paraprofessionals
- Teaching Fellows
- AC Teams
- Principal

Timeline:

District Assessments:

- Quarterly/Bi-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly
- KAIG/BAS & fluency will be monitored quarterly
- CFAs will be monitored to ensure that students are on target to meet EOY grade level benchmarks

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to annual Title I meeting at the beginning of the school year held by Principal to review Title I funding and programs
- Teachers will review individual students' reading levels and scores at the fall parent/teacher conference
- Parents will receive student assessment data after district test administration
- Ongoing communication of student progress through progress reports, report cards, ATLAS parent portal, EduText, ISLPs and emails
- Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk
- Quarterly coffee hours will be held for parents to review programs and answer questions

Describe Related Professional Learning:

- Foundational reading skills in support of reading comprehension
- Depth of Knowledge (DoK) levels
- Increasing challenging content while integrating reading, writing, listening & speaking
- Learning by Doing quarterly AC professional learning and monthly ILT meetings
- Monthly vertical articulation meetings
- Calibration and student work analysis in AC work
- Rubric & Criteria for Success development and implementation
- Common formative assessments
- Digital literacy and technology supports
- Substitutes for release time to have data chats, peer observations and grade level planning
- Supplemental contracts for additional time to plan and develop high quality lessons

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- High quality first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure,

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher

assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., suggestions from district scope and sequence
- Differentiated small-group instruction based on K – 6th grade student's identified needs (through the SST process) – provided by classroom teacher, resource specialist, and paraprofessionals and teaching fellows under the supervision of certificated staff (Tier 2 & 3)
- Differentiated instruction in 1st – 6th grade classrooms through MobyMax adaptive literacy program
- Technology, e.g., computer lab, to support student early literacy skills, reading and comprehension

- Integrated ELD instruction in flexible groupings

Eaton Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3125		Filled by Hernandez, Augustine (1069345)	$ 7,713.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3125			$ 7,366.00
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3125		Filled by Bush, Wendy (1067573)	$ 7,713.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.0625		Filled by Hernandez, Augustine (1069345)	$ 1,542.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.0625			$ 1,473.00
1	1	LCFF: EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.0625		Filled by Bush, Wendy (1067573)	$ 1,542.00
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub-release time for building capacity	$ 1,046.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental planning for ELA	$ 2,959.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Supplies ELA support	$ 8,042.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance/Tech repair computers	$ 1,000.00
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellows RtI support in ELA	$ 10,000.00
1	1	Title 1 Basic	Instruction	Books & Other Reference				DIBELs contract for ELA support (K-6)	$ 450.00
1	1	Title 1 Basic	Instructional Library, Media & Technology	Non Capitalized Equipment				Technology support for ELA	$ 2,000.00
								Total	$ 52,846.00

Action # 2

Domain	☑ 1. Academic Performance	☐ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	32.74	40	California Teaching Fellows Foundation
3752 - Students scoring maximum on the KAIG in Math	24.59	68	Other - Please specify within action
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	40.76	45	Other - Please specify within action

○ New-Action	⊙ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Eaton Elementary will provide a comprehensive balanced mathematical program through high quality instruction and learning opportunities for students to build and strengthen their conceptual understanding, procedural skill and fluency, and application. Teachers will develop, implement and/or refine instructional practices that support high level thinking skills and the eight mathematical principles with a focus on providing lessons that make appropriate connections from concept to content within and across grade levels. Use of online adopted curriculum resources, and supplemental resources, e.g., MobyMax, will also be utilized to support student learning and monitor progress.

SMART Goals

By May 2018, the percentage of students who meet or exceed standards on the CAASPP will increase as measured by the following:

- KAIG - percentage of Kinder students mastering all of the math section will increase from 64.06% in 2016 to 68% in 2018
- CFA - 1st - 6th grade students who meet or exceed standards on CFA2 will increase from 40.76% in 2017 to 45% in 2018
- CAASPP - 3rd - 6th grade students who meet or exceed standards will increase from 32.74% in 2016 to 40% in 2018

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

TK – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- KSEP data
- KAIG quarterly administrations
- CFA bi-annual administrations
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- SQII data
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments through MobyMax and teacher created items using *Illuminate* assessment platform)

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, and weekly feedback regarding the classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Ownership

Owner(s):

District Assessments:

- Site Test Coordinator
- Teachers
- Resource Specialist (RSP)
- AC Teams
- TSA
- Principal

Grade Level Assessments:

- Teachers
- AC Teams
- TSA
- Principal

Progress Monitoring:

- Resource Specialist
- TSA
- Teachers
- Paraprofessionals
- Teaching Fellows
- AC Teams
- Principal

Timeline:

District Assessments:

- Quarterly/Bi-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to annual Title I meeting at the beginning of the school year held by Principal to review Title I funding and programs
- Teachers will review individual students' math assessment scores at the fall parent/teacher conference
- Parents will receive student assessment data after district test administration
- Ongoing communication of student progress through student agenda planners (3rd – 6th grades), progress reports, report cards, ATLAS parent portal, EduText, ISLPs and emails
- Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk
- Quarterly coffee hours will be held for parents to review programs and answer questions
- Bi-annual parent information sessions where teachers will demonstrate best practices for mathematics support at home

Describe Related Professional Learning:

- Increasing focus, coherence and rigor
- Strengthening knowledge of the 8 mathematical principles
- Depth of Knowledge (DoK) levels
- Increasing challenging content while integrating reading, writing, listening & speaking
- Learning by Doing quarterly AC professional learning and monthly ILT meetings (feedback/surveys used to measure effectiveness)
- Sensible Mathematics appendices
- Common Core Companion book walks and demonstrations
- Monthly vertical articulation meetings (feedback/surveys used to measure effectiveness)
- Calibration and student work analysis in AC work
- Rubric & Criteria for Success development and implementation
- Common formative assessments
- Digital and technology supports
- Substitutes for release time to have data chats, peer observations and grade level planning
- Supplemental contracts for additional planning time outside the school day

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- High quality first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher to support math learning
- Integrated ELD instruction in flexible groupings to support math learning

- District adopted baseline curriculum supplemented by additional resources
- Differentiated small-group instruction based on student's identified needs (through SST process) – provided by classroom teacher, resource specialist, paraprofessionals and teaching fellows under the supervision of certificated staff (Tier 2 & 3)
- Differentiated instruction in $1^{st} - 6^{th}$ grade classrooms through MobyMax adaptive mathematics program
- Technology to reinforce student math and problem solving skills
- Supplemental contracts for teachers to offer after school tutoring for students at risk
- Homework support through after school program (grades $3^{rd} - 6^{th}$)

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
Eaton Budgeted Expenditures									
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Supplemental planning for Math	$ 2,959.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Supplies for math support, NO FOOD, NO INCENTIVES	$ 6,135.00
2	1	Sup & Conc	Instructional Library, Media & Technology	Non Capitalized Equipment				Tech purchases for ELA/Math support	$ 7,000.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellows math support	$ 4,000.00
								Total	$ 20,094.00

Action # 3

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.71	24	

○ New-Action	◉ On-going	**Reasoning:**	☑ Strong Evidence	☐ Moderate Evidence	☐ Promising Evidence

Detail the Action

Eaton Elementary will implement a balanced, comprehensive language acquisition program with integrated and designated English Language Development (ELD) instruction. Instruction and learning opportunities for English Learner (EL) students will be provided through RtI deployment, along with integrated ELD classroom instruction.

SMART Goals

By May 2018, English Learner (EL) students will continue to show progress in English language proficiency as measured by the California English Language Development Test (CELDT), or English Language Proficiency Assessment of California (ELPAC) results and re-designation criteria achievement, increasing the number of re-designated students from 17.24% at the EOY 2015/2016 to 24% at the EOY 2017/2018.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

K-6th grade students and teachers will set and monitor annual, bi-annual and quarterly goals for language acquisition:

- CELDT/ELPAC data
- BAS/DRP disaggregated by EL subgroup
- Interim Assessment disaggregated by EL subgroup
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- EL Goal Setting Report
- SQII
- AC agendas focused on classroom foundations and commitments to addressing the four grounding question
- Classroom walkthrough feedback
- Integrated ELD
- Designated ELD

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, and weekly feedback regarding the classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Ownership

As outlined on the Instructional Practice Guide

Owner(s):

District Assessments, Grade Level Assessments, Progress Monitoring:

- EL Site Representative
- Resource Specialist
- Teachers
- AC Teams
- Paraprofessionals
- Teaching Fellows
- RtI Team
- TSA
- Principal

Timeline:

CELDT/ELPAC Chats:

- Beginning of year/mid-year check in

District Assessments:

- Annually/Quarterly

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- During fall conferences, teachers will review EL levels, CELDT/ELPAC data, and academic assessment results with parents to provide guidance on how to support students reach English language proficiency
- Parent education classes will be provided as available
- Translating services will be provided as needed
- Teachers will provide a review of the EDUTEXT and Parent Portal during Parent Information Night (Back to School) and at fall conferences
- Quarterly coffee hours will be offered to support parent learning and involvement

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Conduct CELDT/ELPAC data chats with targeted students
- Teachers will review the EL Goal Setting Report, CELDT/ELPAC data, and academic assessment results with students, set goals, and monitor progress
- Teachers will provide integrated ELD throughout the day in content areas
- RtI team will provide EL support and instruction to EL students
- EL students taking the CELDT/ELPAC will have focused intervention prior to the assessment
- CELDT/ELPAC Assessors will be provided for individual student assessments
- Classroom materials and supplies for ELs – including notebooks, paper, pencils, pens, markers, crayons, and other associated materials

Describe Related Professional Learning:

- Training on new scoring and criteria for ELPAC
- CELDT/ELPAC Assessment data reflection and planning
- Academic English language development through integrated and designated ELD instruction
- Deconstructing ELD Standards in alignment with ELA Standards
- Use of the EL Goal Setting Report to identify students and their instructional needs
- Learning by Doing quarterly AC professional learning and monthly ILT meetings (feedback/surveys used to measure effectiveness)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings

Eaton Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	LCFF: EL	Instruction	Materials & Supplies				Supplies for EL	$ 549.00
3	2	LCFF: EL	Guidance & Counseling Services	Direct-Other (Dr)				Counseling EL support - 2% Evaluation Fee	$ 520.00
3	2	LCFF: EL	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	Teaching Fellows ELD	$ 1,392.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT Assessors	$ 1,000.00
								Total	$ 3,461.00

Action # 4

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
4849 - Truancy rate	20.67	15	On-Site Counseling/FPU
5942 - Chronic absenteeism rate	8.09	5	Other - Please specify within action

◉ New-Action	○ On-going	**Reasoning:**	☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

At the end of the 2018 school year, Eaton will maintain it's attendance rate (ADA) of 95% or higher through the intentional, consistent monitoring of the truancy rate and chronic absenteeism rate. Eaton Elementary will utilize a health assistant to support chronic attendance issues and health office referrals during high office traffic times. Eaton will also employ an on-site counselor to support social/emotional concerns of students with high truancy rates.

SMART Goals

By May 2018, the number of students with three or more unexcused absences (truant) will decrease from 20.67% in the third quarter of 2016/2017 to 15%. The number of students who have an attendance rate of less than 90% will decrease from 8.09% in the third quarter of 2016/2017 to 5%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Attendance records
- Health office referrals
- Home visits when necessary
- Number of classes with 10 days of perfect attendance (recurring)
- Administrative Meetings
- Attendance reports (SQII & ATLAS)
- Daily attendance report
- Attendance Administrator Meetings – A1
- Student engagement – Goal 2 activity
- Student participation/enrollment in counseling services

Owner(s):

Attendance Data:

- Attendance Clerk
- Counselor
- Health office assistant
- Principal
- Teachers
- TSA - Goal 2 enrollment
- Climate/Culture Team members

Parent Meetings:

- Attendance Clerk
- Counselor
- Principal

Semester Awards:

- Teachers
- Principal

Timeline:

Daily from August 14, 2017 through June 7, 2018

Monthly A1 meetings

Quarterly review of data

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parents will be invited to attend Attendance Conferences in an effort to improve attendance rates
- Teachers will review individual students' attendance rate at the fall parent/teacher conference
- Student/Parent handbook will be provided that outlines attendance policies and procedures
- Ongoing communication of student progress through progress reports, ATLAS parent portal, EduText, phone calls, and/or emails
- Parent participation in school activities to support family connection to school

Describe Related Professional Learning:

- School-wide policies/procedures for attendance program and awards assemblies
- Public Relations – how to be a service provider to our families
- Climate/Culture Team will present data to faculty and provide programs to support higher attendance rates

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

- Awards and incentives to encourage attendance
- Recognition at semester awards assemblies
- Weekly Second Step lessons
- Weekly Classroom Meetings
- Eagle's Nest social/emotional classroom alternative to outdoor recess
- Personal Responsibility program with quarterly incentive (1st – 6th)

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Attendance meetings to include EL levels and new criteria of the ELPAC
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings

Eaton Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3125			$ 7,541.00
4	2	LCFF: EL	Health Services	Classified Support-Regular	Assistant, Health	0.0625			$ 1,507.00
4	2	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphic needs Climate/Culture	$ 800.00
4	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	Counseling for chronic absenteeism/truancy	$ 5,000.00
								Total	$ 14,848.00

Action # 5

Domain	☐ 1. Academic Performance	☑ 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
7133 - Elementary students growth mindset survey results for questions 10-13	56.98	80	On-Site Counseling/FPU
7134 - Elementary students self-efficacy survey results for questions 14-17	54.75	80	On-Site Counseling/FPU
2080 - Students engaged in a goal 2 activity	31.04	90	On-Site Counseling/FPU

◉ New-Action	○ On-going	**Reasoning:** ☐ Strong Evidence	☑ Moderate Evidence	☐ Promising Evidence

Detail the Action

During the 2017/2018 school year, Eaton Elementary will encourage student participation in various goal 2 activities and will create and cultivate a climate and culture that promotes a positive Growth Mindset and Self-Efficacy in students, challenging the negative belief in the following:

1. My intelligence is something that I can't change very much.
2. Challenging myself won't make me any smarter.
3. There are some things I am not capable of learning
4. If I am not naturally smart in a subject, I will never do well in it

In addition, promote a positive approach to the following:

1. I can earn an A in my classes.
2. I can do well on all my tests, even when they're difficult.
3. I can master the hardest topics in my classes
4. I can meet all the learning goals my teachers set.

SMART Goals

By May, 2018 there will be an increase in the percentage of positive responses on the Growth Mindset construct of the elementary student survey from 56.98% to 80%, and the Self-Efficacy construct from 54.75% to 80%, as measured by the student school climate/culture survey. The participation percentage of students involved in Goal 2 activities will increase from 88% in the third quarter of 2016/2017 to 90%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

Details: Explain the data which will specially monitor progress toward each indicator target

- Goal 2 activities participation/attendance rates
- School-wide 2nd Step curriculum utilized weekly
- School-wide weekly Class Meetings facilitated in all classrooms (TK-6th)
- Student climate culture survey growth mindset construct monitored
- Student climate culture survey self-efficacy construct monitored
- Counseling participation
- Social Skills group participation

Owner(s):

- TSA
- Teachers
- Climate/Culture Team
- Counselor
- Principal

Timeline:

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture Survey

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Engage parents for club participation and sponsorship
- Parent Faculty Club (PFC) membership drive
- Title One meeting at parent information night (August)
- Quarterly Coffee Hours
- Awards assemblies

Describe Related Professional Learning:

School-wide focus on Growth Mindset "Power of Yet" theme for 2017/2018

Retouch on 2nd Step curriculum and Class Meetings, continuing our Olweus re-launch from 2016/2017

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Monthly awards for 1st & 2nd grades
- Semester awards for 3rd - 6th grades
- Monthly Goal 2 recognition at blacktop assemblies
- Social Skills reinforced in small group settings with counselor
- Weekly 2nd Step lessons in social skills
- Weekly class meetings

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Monthly chats with EL students to foster and support goal 2 engagement and growth mindset attitude
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings

Eaton Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Supplemental planning Climate/Culture	$ 1,776.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Participation, NO FOOD, NO INCENTIVES	$ 422.00
5	2	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Graphics for Climate/Culture	$ 400.00
5	2	Sup & Conc	Guidance & Counseling Services	Sub-agreements for Services			Family Foundation Services	Counseling addressing student growth mindset	$ 20,480.00
								Total	$ 23,078.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Bks & Ref			: DIBELs contract for ELA support (K-6)	450.00
1	1	Title 1 Basic	Instructional Library, Media & Te	Nc-Equipment			: Technology support for ELA	2,000.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub-release time for building capacity	1,046.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning for ELA	2,959.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.313	Filled by Hernandez, Augustine (1069345)	7,713.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.313		7,366.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.313	Filled by Bush, Wendy (1067573)	7,713.00
1	1	Sup & Conc	Instruction	Mat & Supp			Supplies ELA support	8,042.00
1	1	Sup & Conc	Instruction	Direct-Maint			Maintenance/Tech repair computers	1,000.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows RtI support in ELA	10,000.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.063	Filled by Bush, Wendy (1067573)	1,542.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.063		1,473.00
1	1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.063	Filled by Hernandez, Augustine (1069345)	1,542.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Supplemental planning for Math	2,959.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Supplies for math support, NO FOOD, NO INCENTIVES	6,135.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows math support	4,000.00
2	1	Sup & Conc	Instructional Library, Media & Te	Nc-Equipment			Tech purchases for ELA/Math support	7,000.00
3	2	LCFF: EL	Instruction	Mat & Supp			Supplies for EL	549.00
3	2	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT Assessors	1,000.00
3	2	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : Teaching Fellows ELD	1,392.00
3	2	LCFF: EL	Guidance & Counseling Services	Direct-Other			Counseling EL support - 2% Evaluation Fee	520.00
4	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling for chronic absenteeism/truancy	5,000.00
4	2	Sup & Conc	Instruction	Direct-Graph			Graphic needs Climate/Culture	800.00
4	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.313		7,541.00
4	2	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Health	0.063		1,507.00
5	2	Title 1 Basic	Instruction	Direct-Graph			Graphics for Climate/Culture	400.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation, NO FOOD, NO INCENTIVES	422.00
5	2	Sup & Conc	Instruction	Teacher-Supp			Supplemental planning Climate/Culture	1,776.00
5	2	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Counseling addressing student growth mindset	20,480.00

$114,327.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$21,366.00
Sup & Conc	7090	$83,436.00
LCFF: EL	7091	$9,525.00
Grand Total		$114,327.00

Domain Totals	Budget Totals
Academic	$72,940.00
SEL / Culture & Climate	$41,387.00
Grand Total	$114,327.00

04/11/2017