

**Eaton Elementary**

106216660687041

Principal's Name: Elizabeth Buettner

Principal's Signature: *Elizabeth Buettner*

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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| School Quality Review Process | <ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul> |
| Additional Documents          | <i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>  |

| <b>District Goals</b>   |   |
|---|---|
| <p>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.</p> |   |
| 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.

**Consolidated Program Assurances**



|   |
|---|
| <p>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.</p>  |
| <p>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.</p>   |
| <p>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.</p>  |
| <p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>  |
| <p>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.</p>                  |
| <p>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.</p>   |
| <p>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.</p>   |
| <p>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.</p> |
| <p>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.</p>   |

**School Site Council**

| <b>School Site Council List</b>          |                  |                          |                    |                                |                          |
|--|------------------|--------------------------|--------------------|--------------------------------|--------------------------|
| <b>Member Name</b>                       | <b>Principal</b> | <b>Classroom Teacher</b> | <b>Other Staff</b> | <b>Parent/Community Member</b> | <b>Secondary Student</b> |
| 1. <b>Principal – Elizabeth Buettner</b> | X                |                          |                    |                                |                          |
| 2. <b>Chairperson – Phillip Mackey</b>   |                  |                          |                    | X                              |                          |
| 3. <b>ELAC Rep. – Simara Vongthongdy</b> |                  |                          |                    | X                              |                          |
| 4. <b>DAC Rep. – Denise Ross</b>         |                  |                          |                    | X                              |                          |
| 5. <b>Secretary – Kristen Leonard</b>    |                  |                          |                    | X                              |                          |
| 6. <b>Cynthia Perry</b>                  |                  | X                        |                    |                                |                          |
| 7. <b>Angelique Contreras-Hatcher</b>    |                  | X                        |                    |                                |                          |
| 8. <b>Monica Rocha</b>                   |                  |                          | X                  |                                |                          |
| 9. <b>Colleen English-Wong</b>           |                  |                          | X                  |                                |                          |
| 10. <b>Roxanne Valdez</b>                |                  |                          |                    | X                              |                          |
| 11. <b>Wendy Bush</b>                    |                  |                          |                    | X                              |                          |
| 12. <b>Destinee Acosta</b>               |                  |                          |                    | X                              |                          |
| 13.                                      |                  |                          |                    |                                |                          |
| 14.                                      |                  |                          |                    |                                |                          |
| 15.                                      |                  |                          |                    |                                |                          |

|  |
|--|
| Check the appropriate box below:   |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.               |

**Required Signatures**

| <b>School Name: Eaton Elementary</b>  |                    |  |                |
|---|--------------------|--|----------------|
| 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 |  | March 20, 2018 |
| SSC Chairperson   | Phillip Mackey     |  | March 20, 2018 |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2018/19

Eaton - 0140

**ON-SITE ALLOCATION**

|   |                                   |                  |
|---|-----------------------------------|------------------|
| 3010                                    | Title I                           | \$24,462         |
| 7090                                    | LCFF Supplemental & Concentration | \$103,281        |
| 7091                                    | LCFF for English Learners         | \$13,335         |
| <b>TOTAL 2018/19 ON-SITE ALLOCATION</b> |                                   | <b>\$141,078</b> |

|  |          |
|--|----------|
| * Title I requires a specific investment for Parent Involvement          |          |
| Title I Parent Involvement - Minimum Required                            | \$604    |
| Remaining Title I funds are at the discretion of the School Site Council | \$23,858 |
| Total Title I Allocation   | \$24,462 |

## Eaton Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### School Quality Review

#### School Level Dashboard

| Goal 1 Metrics   | Current % | Target % |
|--|-----------|----------|
| SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)  | 42.105    | 51       |
| SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11) | 33.649    | 41       |

#### Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

During the 2017/2018 school year, Eaton did the following to support students meeting and/or exceeding grade level standards in ELA, as measured by CAASPP, and also, DRP, BAS, District Interim Assessments and CFAs:

- Use of guaranteed and viable curriculum, along with district pacing guides by all teachers
- Interim 1 data analysis showed a need for reteaching of craft & structure and integration of knowledge and ideas standards in ELA
- Refined a comprehensive Response to Intervention (Rtl) program to provide tier two support for intensive students
- Assessed all students three times a year with DIBELS to monitor progress in reading fluency and comprehension
- Commitment to progress monitor growth of students by use of CFAs on a weekly basis
- Based on data from instructional practice guide (IPG) walk throughs, a need for an increase in tenant 3, student ownership, was determined
- Purchased software (Renaissance Place, MobyMax) as additional supports for student learning
- Supplemental contracts for individual teachers who provided after school support/tutoring
- Professional learning on teaching strategies to support ELA instruction
- Professional training/conferences for three teachers to attend an accelerated learning conference in Sacramento
- Professional training/conferences for two teachers to attend early literacy and intervention practices conference in Clovis
- Release days for teachers to observe demonstration lessons in grade alike classrooms

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Performance on 2017 CAASPP ELA by subgroups compared to previous years performance:

- All Students -2.8 (maintained)
- ELs +20.9 (significantly increased)
- Socioeconomically Disadvantaged +2.4 (maintained)
- Students with Disabilities -27.4 (significantly declined)
- Asian -8 (declined)
- Hispanic +1.5 (maintained)
- White -6.1 (declined)

The significant decrease for students with disabilities could be attributed to an increase in the number of identified students from 2016 to 2017, from 13 to 20 respectively. Currently a caseload of 22. Also, the number of students with IEPs with ELA academic goals is significantly higher than those whose IEPs have math goals. It was also the first year of a new curriculum adoption. The decline in our Asian population could also be attributed to an increase in enrollment of students from Asia, specifically Chinese students in the 2016/2017 and 2017/2018 school year.

#### SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Performance on 2017 CAASPP math by subgroups compared to previous years performance:

- All Students +3.6 (increased)
- ELs +9 (increased)
- Socioeconomically Disadvantaged +6.7 (increased)

As a result, Eaton 3rd - 6th grade students achieved a 42% average for students meeting or exceeding standards, maintaining their growth from the previous year.

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

During the 2017/2018 school year, Eaton did the following to support students meeting and/or exceeding grade level standards in mathematics, as measured by CAASPP, and also, District Interim Assessments and CFAs:

- Commitment to monitor growth of students by use of CFAs on a weekly basis
- Commitment to implement problem solving/application problems on a weekly basis and monitor the growth of students over time
- Interim 1 data analysis showed an overall need to focus on mathematical practice 1, make sense of problems and persevere in solving them - especially multi-step problems
- After school math boot camp - intensive two week grade level sessions for 6-8 students to work with a certificated teacher on deficient math skills and concepts
- Based on data from instructional practice guide (IPG) walk throughs, a need for an increase in tenet 3, student ownership, was determined
- After school homework club for students in 3rd - 6th grade who struggle with grade level math concepts
- Parent workshops to equip them on how to support their children at home
- Purchased software (MobyMax) as a supplemental support for student learning
- Supplemental contracts for individual teachers who provided after school support/tutoring
- Professional learning on teaching strategies to support math instruction
- Release days for teachers to observe demonstration lessons in grade alike classrooms

As a result, Eaton 3rd - 6th grade students achieved a 33% average for meeting or exceeding standards, minimally increasing their average from the previous year.

- Students with Disabilities +25.2 (significantly increased)
- Asian +32.6 (significantly increased)
- Hispanic +2.7 (maintained)
- White -2.9 (maintained)

All subgroups either maintained or increased. This could be attributed to a second year with a new math adoption (Go Math) and teachers and students capacity growth for extending the rigor of lessons.

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1 SSC:**

The School Site Council met on February 27, 2018 to review current programs and potential programs for the 2018/2019 school year. All members would like to see more digital learning in all classrooms and are in support of programs like MobyMax and Ten Marks. They are supportive of our RtI work and encourage us to keep fine tuning our program as we move forward. They believe that the classroom teacher is the best qualified person to provide all tier one and tier two interventions for the students who are struggling. They are in support of release days for teacher observation and planning, in order to better meet the academic needs of the students.

**2 ELAC:**

The ELAC met on March 13, 2018 to review current programs and specific indicators for EL students. All members were in agreement that digital learning is a must and that they see a benefit for teachers to be trained appropriately. They were not aware of our RtI program and how it currently works and wanted to make sure that EL students were included - affirmed that they were. They would like to see a cultural fair to help connect families to the school, especially those whose first language is not English. Agreed that a percentage of their budget should go to SEL needs for EL students.

**3 Staff:**

Staff would like to have a drop in homework center for students who are struggling with completing homework. Currently we have an after school program that runs as a math homework center for 3rd - 6th grade students (maximum of 30 students). Staff suggested a designated homework room on a weekly/daily basis, for drop in students in the afternoon.



**Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:**

Title I funds from 2017/2018 were targeted toward math instruction/resources primarily, however, ELA was also targeted. In mathematics we offered supplemental in mathematics planning time for teachers, as well as an on-line supplemental math program, MobyMax. Technological materials and supplies were also designated for mathematics instructional support, e.g., tablets, document cameras for presentations, etc. For ELA we utilized title I funds to support our reading intervention program with a contract with Teaching Fellows and technological support, e.g., MobyMax. Parents were given opportunities to attend math workshops with their child's teacher to support learning math at home.

**Action 1**

**Title:** ELA- Balanced Literacy Plan for TK-6th grade

**Action Details:**

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 2018/2019 school year. This literacy program will focus on the improvement of foundational reading skills and comprehension of complex text. This will include a Multi-Tiered System of Support (MTSS) 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 grade level literacy skills daily (classroom first good teaching); Tier 2 includes opportunities for deployment, flexible groupings, and tutorials (MTSS with classroom first good teaching); and Tier 3 includes resource specialist services, mentoring, and tutorials. A partnership with Education Elements will build and support our Personalized Learning Initiative, where students, with the support of teachers, are setting achievement goals, monitoring their progress towards their goals and developing their literacy through technology based learning. This will be the foundation for extending learning opportunities for students at, and above, grade level.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

#### Details: Explain the data which will specifically 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:

- District CFA bi-annually administrations with an EOY target of grade level benchmark
- Weekly Common Assignments and Assessments
- Checks for Understanding daily
- SQI data
- Classroom walkthrough feedback
- Progress Monitoring (DIBELS, Basic Phonics Skills Test, *Wonders* weekly and unit assessments, online assessments 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 (specific focus here with PLI partnership)

As outlined on the Instructional Practice Guide

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, 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 and/or bi-monthly progress monitoring) – provided by classroom teacher, resource specialist, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Differentiated instruction in 1st – 6th grade classrooms through adaptive literacy program technology, e.g., classroom tablets, to support student early literacy skills, reading and comprehension
- Implementation of Personalized Learning Models designed by lead teachers in partnership with Education Elements
- AC teams will continue to improve instructional supports and provide intervention through the RtI process
- ELs, foster youth, will have priority in after/before school supports

#### Explain the 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

#### 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 (MTSS)
- 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

#### Specify enhanced services for EL students:

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- ELD supported through technology based instruction
- Materials and supplies for EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Education Elements: PLI specific to EL students (including mathematics)

#### Describe Professional Learning related to this action:

- Foundational reading skills in support of reading comprehension Depth of Knowledge (DoK) levels
- Monthly ILT/PLI meetings
- Monthly vertical articulation meetings

- 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

- Calibration and student work analysis in AC work
- Rubric & Criteria for Success development and implementation
- Common formative assessments
- Digital literacy and technology supports
- Substitute release time for PLI leads to attend trainings
- Supplemental contracts for PLI leads

## Action 2

**Title:** Mathematics - Comprehensive Plan to support K-6th grade

### Action Details:

Eaton Elementary will provide a comprehensive balanced mathematics 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 standards based supplemental resources, e.g. 10 Marks, will also be utilized to support student learning and monitor progress. School wide implementation of a personalized learning model will support students learning through technology based instruction.

|  |
|--|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence |
|--|

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically 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
- District CFA bi-annual administrations
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- SQI data
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using *Illuminate* assessment platform)

3rd - 6th grade students will have access to supplemental on-line platform, 10 Marks, that is aligned to adopted curriculum, Go Math.

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 (specific focus here with PLI partnership)

#### Owner(s):

District Assessments:

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

Grade Level Assessments:

- Teachers
- AC Teams
- TSA
- Principal

Progress Monitoring:

- Resource Specialist
- TSA
- Teachers
- Paraprofessionals (MTSS)
- AC Teams
- Principal

#### Timeline:

District Assessments:

- Quarterly/Bi-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):**

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- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., 10 Marks
- Differentiated small-group instruction based on student's identified needs (through SST process) – provided by classroom teacher, resource specialist, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Differentiated standards based instruction in 3rd – 6th grade classrooms through 10 Marks adaptive mathematics program
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech repair and maintenance
- Supplemental contracts for teachers to offer after school tutoring for students at risk
- Homework support through after school program (grades 3rd – 6th)
- Flexible homework room for students to attend as needed
- Targeted math tutoring for students just below grade level (2 week opportunity on a rotating basis)

**Explain the actions for Parent Involvement (required by Title I):**

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- 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

**Specify enhanced services for EL students:**

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- 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
- ELD supported through technology based instruction

**Describe Professional Learning related to this action:**

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- Increasing focus, coherence, and rigor
- Strengthening knowledge of the 8 mathematical principles
- Monthly ILT/PLI 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
- Substitute release time for PLI leads to attend trainings

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

| Action | Funding       | Spending Activity                 | Expense      | Personnel                    | FTE    | Vendor / Purpose of Expenditure  | Budget    |
|--------|---------------|-----------------------------------|--------------|------------------------------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction                       | Teacher-Supp |                              |        | Release time to plan for implementation of PLI                                   | 1,796.00  |
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | Paraprof, Instructional Asst. to work with literacy intervention (MTSS)          | 11,584.00 |
| G1A1   | Title 1 Basic | Instruction                       | Bks & Ref    |                              |        | Site Contract Univ. Oregon - DIBELS  | 450.00    |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp   |                              |        | Materials and Supplies (includes mathematics & PLI) - No food or incentives.     | 3,628.00  |
| G1A1   | Title 1 Basic | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics)                      | 3,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 8,190.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 7,424.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 7,424.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp   |                              |        | : Materials & Supplies (includes mathematics, CC)                                | 7,084.00  |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics)                      | 8,100.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,637.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,486.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,486.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp   |                              |        | : Materials & Supplies for EL (includes mathematics)                             | 393.00    |
| G1A1   | LCFF: EL      | Instruction                       | Direct-Other |                              |        | ELPAC Assessors  | 1,000.00  |
| G1A1   | LCFF: EL      | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics) - specific to EL     | 900.00    |
| G1A2   | Title 1 Basic | Instruction                       | Bks & Ref    |                              |        | : Site License for 10 Marks - standards based digital mathematics                | 2,400.00  |
| G1A2   | Title 1 Basic | Instructional Library, Media & Te | nc-Equipment |                              |        | Technology purchases to support PLI program                                      | 800.00    |
| G1A2   | Title 1 Basic | Parent Participation              | Mat & Supp   |                              |        | Parent Participation (No food or incentives) G1A1                                | 804.00    |
| G1A2   | Sup & Conc    | Instruction                       | Teacher-Subs |                              |        | Sub release time for teachers to attend PLI trainings and visit other classrooms | 2,343.00  |
| G1A2   | Sup & Conc    | Instruction                       | Direct-Maint |                              |        | Tech Repair  | 1,000.00  |

**\$72,929.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics            | Current % | Target % |
|---------------------------|-----------|----------|
| Goal 2 Participation Rate | 98.775    | 100      |

Needs Assessment

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

|  |   |
|--|---|
| <p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Goal 2 Participation Rate</b></p> <p>Over the past two years, Eaton has implemented more extra curricular programs, e.g., Homework club (3rd - 6th), Math Boot Camp (1st - 6th), art club (1st - 6th), peach blossom, Science Olympiad, athletics (3rd - 6th), kind kids club (1st - 6th), music (2nd-6th), physical education classes (1st - 5th), and district field trips (TK-6th).</p> | <p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Goal 2 Participation Rate</b></p> <p>In 2016/2017 we had The Eagle's Nest, for social-emotional support, however, due to budgetary constraints, we had to close it for the 2017/2018 school year.</p> |
|--|---|

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

|   |   |  |
|---|---|--|
| <p><b>1</b> SSC:</p> <p>The School Site Council met on February 27, 2018 to review programs in Goal 2. They are very appreciative of the District's commitment to study trips for all grade levels. They are interested in seeing more clubs for our students and understand that personnel to lead the work is the challenge in creating more clubs for our school. We will continue to reach out to our ENP (Every Neighborhood Partnership) team, as well as our PFC (Parent Faculty Club) to generate potential clubs for all students.</p> | <p><b>2</b> ELAC:</p> <p>The ELAC met on March 13, 2018 and reviewed programs. ELAC would like to see a cultural fair in the 2018/2019 school year to help connect families whose second language is English.</p> | <p><b>3</b> Staff:</p> <p>Staff would like to see more opportunities offered for student participation and feel that connection to school is important in the overall education of the child. Staff is considering ways to support this and this year brought back Science Olympiad and Peach Blossom.</p> |
|---|---|--|

**Action 1**

**Title:** Connection to School - A safe, fun place to learn and grow

[Action Details:](#)

Eaton Elementary will increase student connections with their peers and caring adults at school through engagement in arts, activities, and athletics. Students will be given opportunities to participate in bi-monthly elective activities provided by staff members to engage students and provide opportunities for students and staff to build positive relationships. Classrooms will hold weekly class meetings and practice social skills development. An RCA (Resident Counseling Assistant) will provide a safe place for students to build relationships, practice social skills development, and set goals & reflect on behaviors and attitudes towards school.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

##### Details: Explain the data which will specifically 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)
- Counseling participation rates
- Social Skills group participation
- Participation rates for SOAR
- Eagle's Nest attendance

##### Owner(s):

- Climate/Culture Team
- Teachers
- Counselor
- RCA (Resident Counseling Assistant)
- TSA
- Principal

##### Timeline:

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

##### 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
- Bi-monthly opportunities for students to participate in SOAR time (STEM lessons, enrichment extensions, etc.)
- Social Skills reinforced in small group settings with RCA
- Weekly 2nd Step lessons in social skills
- Weekly class meetings
- Free exploration in PS-Kinder
- Partnering with community for learning presentations, e.g. Geologist from CSU Fresno presented to grade levels on volcanoes, Zoo Mobile.

##### Specify enhanced services for EL students:

- Monthly chats with EL students to foster and support goal 2 engagement
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher Integrated
- ELD instruction in flexible groupings
- Cultural Fair hosted by ELAC

##### Explain the 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
- Quarterly ELAC/SSC meetings
- Awards assemblies

##### Describe Professional Learning related to this action:

- Continued school-wide focus on Growth Mindset and Self Efficacy
- Retouch on 2nd Step curriculum, Class Meetings, and Olweus
- SEL focused on building relationships and making personal connections

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**School Quality Review**

**School Level Dashboard**

| Goal 3 Metrics                  | Current % | Target % |
|---------------------------------|-----------|----------|
| Exposure to Careers - 4th Grade | 98.507    | 100      |
| Exposure to Careers - 6th Grade | 92.453    | 100      |

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

|   |   |
|---|---|
| <p><b>1</b> What were the key factors that contributed to these performance outcomes for each metric.</p> <p><b>Exposure to Careers - 4th Grade</b></p> <p>The Goal 2 department with FUSD provided opportunities for students to attend career focus studytrips. In 2016/2017, 4th grade students went to the Waste Management Facility and Bitwise, a technological education, collaboration and innovation company. They have also had district led physical education classes.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>The Goal 2 department with FUSD provided opportunities for students to attend career and college focus studytrips. In 2016/2017, 6th grade students went to Clovis Community College and Fresno City College.</p> | <p><b>2</b> What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p><b>Exposure to Careers - 4th Grade</b></p> <p>Attendance on the day of the study trip impacted the opportunity for all students to participate.</p> <p><b>Exposure to Careers - 6th Grade</b></p> <p>Attendance on the day of the study trip impacted the opportunity for all students to participate.</p> |
|---|---|

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

|   |  |  |
|---|--|--|
| <p><b>1</b> SSC:</p> <p>The School Site Council met on February 27, 2018 to review current programs and career education opportunities for our students. Members suggested a career day and possibly a parent career sharing day for the 2018/2019 school year.</p> | <p><b>2</b> ELAC:</p> <p>Met with ELAC on March 13, 2018 and reviewed current programs. Members stated that having professionals come and speak to students would help show students opportunities for employment in the future.</p> | <p><b>3</b> Staff:</p> <p>Staff noted that programs such as Character Counts and Personal Responsibility support character and competencies for the workplace, and should be continued in the 2018/2019 school year. For the 2018/2019 school year we would look at developing a Young Gentlemen's/Ladies Club to teach etiquette.</p> |
|---|--|--|



## Action 1

**Title:** Character Competencies for Success

### Action Details:

Eaton Elementary will expose students to a variety of career opportunities through field trips, career speakers, career day, cultural fair, and research presentations. Eaton will continue to implement a personal responsibility program that supports good character (Character Counts) and promotes qualities found in the workplace.

**Reasoning for using this action:**     Strong Evidence                       Moderate Evidence                       Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically 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)
- Participation in career day
- Student climate culture survey
- Social Skills group participation

#### Owner(s):

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

#### Timeline:

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

#### 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 RCA/counselor
- Weekly 2nd Step lessons in social skills
- Weekly class meetings

#### Specify enhanced services for EL students:

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

#### Explain the actions for Parent Involvement (required by Title I):

- Engage parents for club participation and sponsorship Parent Faculty Club (PFC) membership drive
- Engage parents of EL students to participate in ELAC meetings quarterly
- Title One meeting at parent information night (August)
- Quarterly Coffee Hours
- Awards assemblies

#### Describe Professional Learning related to this action:

- Career opportunities to share with students
- Develop opportunities for students to research careers of interest and present to class
- 2nd Step curriculum and Class Meetings

# 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

## G3 - All students will demonstrate the character and competencies for workplace success

| Action | Funding    | Spending Activity | Expense      | Personnel | FTE | Vendor / Purpose of Expenditure                                | Budget |
|--------|------------|-------------------|--------------|-----------|-----|--|--------|
| G3A1   | Sup & Conc | Instruction       | Ins Aide-Sup |           |     | Para supplemental to support character counts, climate/culture | 366.00 |
| G3A1   | Sup & Conc | Instruction       | Direct-Graph |           |     | Graphics to support PR program and Climate Culture             | 700.00 |

**\$1,066.00**

**Goal 4 - All Students will stay in school on target to graduate**

**School Quality Review**

**School Level Dashboard**

| Goal 4 Metrics                | Current % | Target % |
|-------------------------------|-----------|----------|
| Chronic Absenteeism           | 7.675     | 5.675    |
| Suspensions Per 100           | 3.617     | 2.617    |
| Student Survey - Caring adult | 75.207    | 82.207   |

**Needs Assessment**

**Step 1:** After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

**1** What were the key factors that contributed to these performance outcomes for each metric.

**Chronic Absenteeism**

Attendance incentives school wide are provided through the following:

- Perfect attendance awards at semester
- Popcorn parties for classrooms with 10 days of perfect attendance
- Saturday Academy to provide opportunities for students to regain attendance

As a result, Eaton is showing a chronic absentee rate of 7.675%.

**Suspensions Per 100**

Eaton believes that children need to be in their seats, everyday, in order to learn at their fullest potential, therefore we try to be proactive about behavior, giving students opportunities to correct behaviors before a suspension is warranted. We have the following structures in place to support positive behavior from students:

- Personal Responsibility (PR) points (5 per quarter) with a quarterly celebration for students who maintain at least one point at the end of a quarter
- Personal reflection time for students to reflect upon behavior when they lose a PR point
- Kind Kids Club to promote accepting and welcoming behaviors from students in the classroom, promote random acts of kindness around campus, and extend activities to the entire school community
- Growth mindset focus for the 2017/2018 school year with school wide activities, e.g., quotes of the week, vocabulary for the week, spirit wear, posters and assemblies
- School wide levels of behavior (tiers 1, 2, & 3)
- CHAMPs or MAC implemented in all classrooms
- Monthly climate culture team meetings - monitoring student behaviors, school wide structures, class meetings, Second Step curriculum
- Voice and line rubrics implemented throughout the school

**Student Survey - Caring adult**

**2** What were the key factors that contributed to the disproportionality for any significant subgroups.

**Chronic Absenteeism**

Eaton has a high population of students on a transfer (159/480, or 33% currently), which can attribute to absenteeism.

**Suspensions Per 100**

Students are exhibiting social emotional deficiencies, which could attribute to behavioral concerns. Although teachers are implementing Second Step and class meetings, there is a high need for more comprehensive social emotional learning and opportunities for students to de-escalate and redirect aggression and frustration.

**Student Survey - Caring adult**

In recent student survey results, 75% of our 4th-6th grade students feel that they have a caring adult in their life. This leads us to the fact that 25% do not. Counseling referrals for students range from divorce, blended family relationship concerns, death of a parent or grandparent, to anger issues, self-management and or self-care.

Eaton believes that Social Emotional Learning (SEL) is a precursor to academic learning. If students don't believe in their ability to learn and grow (growth mindset), and they don't have an adult in their life to whom they feel connected, then accessing a rigorous, challenging curriculum will challenge them greatly. Therefore, we have implemented the following to support students in their SEL:

- Adopted a school-wide Growth Mindset focus for the 2017/2018 school year
- Provided Growth Mindset quotes weekly for class discussions and encouragement
- Implemented a "Power of Yet" awareness campaign that promotes continued learning
- Counselor for tier 3 SEL intervention
- Calming/Cooling Down areas in classrooms school-wide

**Step 2:** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

The SSC met on February 27, 2018 and reviewed programs for Eaton. The committee affirmed the attendance policies in place and parents liked the calls for attendance issues.

**2** ELAC:

The ELAC met on March 13, 2018 and reviewed programs for Eaton. Attendance is not a real concern, however, parents would like more interpreting for meetings.

**3** Staff:

Staff is concerned about SEL and how it impacts learning. They are committed to weekly class meetings and implementing the Second Step Curriculum to support SEL. Staff would like to continue with Growth Mindset and Self Efficacy for the 2018/2019 school year.

**Step 3:** Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Eaton utilized most monies for materials and supplies, which did help us with progress monitoring our students reading progress (on-line assessments/intervention program). In the coming year we are looking to hiring additional support for our push in intervention support to students in classrooms.

## Action 1

**Title:** Attendance/Suspensions - Stay in school

### Action Details:

Eaton Elementary will support student attendance and connection to school by providing comprehensive social/emotional supports through a Resident Counseling Assistant (RCA). The school will continue to implement a tiered level of response to behavior incidents, providing counseling opportunities for tier III, to limit incidents that result in suspension, and enhance campus safety for all stakeholders. To support college and career readiness for our students, we will reduce the amount of chronic absenteeism while increasing our overall site ADA.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically 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
- Student attendance in Eagle's Nest (RCA room - alternative environment for students to cool down, refocus, and/or meet for social skills development)

#### Owner(s):

Attendance Data:

- Attendance Clerk
- Health office assistant
- Teachers
- Climate/Culture Team
- Principal

SEL Participation:

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

Parent Meetings:

- Attendance Clerk
- RCA
- Principal

Semester Awards:

- Teachers
- Principal

#### Timeline:

- Daily from August 13, 2018 through June 6, 2019
- Monthly A1 meetings
- Quarterly review of data

#### 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 setting

#### Specify enhanced services for EL 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
- Family Foundations Services - Licensed counselor who will monitor EL students and need for support in SEL

- Personal Responsibility program with quarterly incentive (1st – 6th)
- Bi-monthly SOAR activities
- Family Foundations Services - Licensed counselor

Explain the 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 and discipline 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 Professional Learning related to this action:

- 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
- Climate/Culture Team and RCA will provide SEL data and supports
- Supplemental contracts for Climate/Culture teacher(s)
- Para substitutes for RCA/para to attend SEL trainings

## 2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

### G4 - All students will stay in school on target to graduate

| Action | Funding    | Spending Activity                 | Expense      | Personnel               | FTE    | Vendor / Purpose of Expenditure   | Budget    |
|--------|------------|-----------------------------------|--------------|-------------------------|--------|---|-----------|
| G4A1   | Sup & Conc | Instruction                       | Teacher-Supp |                         |        | Supplemental pay for Climate/Culture support                            | 1,796.00  |
| G4A1   | Sup & Conc | Instruction                       | Ins Aide-Sub |                         |        | Release time for paras to attend SEL training/visits                    | 107.00    |
| G4A1   | Sup & Conc | Guidance & Counseling Services    | Direct-Other |                         |        | : REA Counseling Contract Evaluation Fee                                | 213.00    |
| G4A1   | Sup & Conc | Guidance & Counseling Services    | Cons Svc/Oth |                         |        | Family Foundation Services : Licensed counselor (approx. 90%)           | 9,576.00  |
| G4A1   | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg  | Assistant, Health       | 0.3125 |   | 8,400.00  |
| G4A1   | Sup & Conc | Health Services                   | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.6875 | RCA to support SEL, attendance, and behaviors attributed to suspensions | 40,558.00 |
| G4A1   | LCFF: EL   | Guidance & Counseling Services    | Cons Svc/Oth |                         |        | Family Foundation Services : Licensed counselor for EL (approx. 10%)    | 1,064.00  |
| G4A1   | LCFF: EL   | Attendance & Social Work Services | Cls Sup-Reg  | Assistant, Health       | 0.0625 |   | 1,681.00  |
| G4A1   | LCFF: EL   | Health Services                   | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.0625 | RCA to support SEL, attendance, and behaviors attributed to suspensions | 3,688.00  |

**\$67,083.00**

# 2018-2019 Budget for SPSA/School Site Council

## State/Federal Dept 0140 Eaton Elementary (Locked)

| Action | Funding       | Spending Activity                 | Expense      | Personnel                    | Fte    | Vendor / Purpose Of Expenditure  | Budget    |
|--------|---------------|-----------------------------------|--------------|------------------------------|--------|--|-----------|
| G1A1   | Title 1 Basic | Instruction                       | Teacher-Supp |                              |        | Release time to plan for implementation of PLI                                   | 1,796.00  |
| G1A1   | Title 1 Basic | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.4375 | Paraprof, Instructional Asst. to work with literacy intervention (MTSS)          | 11,584.00 |
| G1A1   | Title 1 Basic | Instruction                       | Bks & Ref    |                              |        | Site Contract Univ. Oregon - DIBELS  | 450.00    |
| G1A1   | Title 1 Basic | Instruction                       | Mat & Supp   |                              |        | Materials and Supplies (includes mathematics & PLI) - No food or incentives.     | 3,628.00  |
| G1A1   | Title 1 Basic | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics)                      | 3,000.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 8,190.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 7,424.00  |
| G1A1   | Sup & Conc    | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3125 | Also Goal 1 Action2  | 7,424.00  |
| G1A1   | Sup & Conc    | Instruction                       | Mat & Supp   |                              |        | : Materials & Supplies (includes mathematics, CC)                                | 7,084.00  |
| G1A1   | Sup & Conc    | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics)                      | 8,100.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,637.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,486.00  |
| G1A1   | LCFF: EL      | Instruction                       | Ins Aide-Reg | Paraprof, Instructional Asst | 0.0625 | Also Goal 1 Action2  | 1,486.00  |
| G1A1   | LCFF: EL      | Instruction                       | Mat & Supp   |                              |        | : Materials & Supplies for EL (includes mathematics)                             | 393.00    |
| G1A1   | LCFF: EL      | Instruction                       | Direct-Other |                              |        | ELPAC Assessors  | 1,000.00  |
| G1A1   | LCFF: EL      | Instruction                       | Cons Svc/Oth |                              |        | Education Elements : PLI Partnership (includes mathematics) - specific to EL     | 900.00    |
| G1A2   | Title 1 Basic | Instruction                       | Bks & Ref    |                              |        | : Site License for 10 Marks - standards based digital mathematics                | 2,400.00  |
| G1A2   | Title 1 Basic | Instructional Library, Media & Te | Nc-Equipment |                              |        | Technology purchases to support PLI program                                      | 800.00    |
| G1A2   | Title 1 Basic | Parent Participation              | Mat & Supp   |                              |        | Parent Participation (No food or incentives) G1A1                                | 804.00    |
| G1A2   | Sup & Conc    | Instruction                       | Teacher-Subs |                              |        | Sub release time for teachers to attend PLI trainings and visit other classrooms | 2,343.00  |
| G1A2   | Sup & Conc    | Instruction                       | Direct-Maint |                              |        | Tech Repair  | 1,000.00  |
| G3A1   | Sup & Conc    | Instruction                       | Ins Aide-Sup |                              |        | Para supplemental to support character counts, climate/culture                   | 366.00    |
| G3A1   | Sup & Conc    | Instruction                       | Direct-Graph |                              |        | Graphics to support PR program and Climate Culture                               | 700.00    |
| G4A1   | Sup & Conc    | Instruction                       | Teacher-Supp |                              |        | Supplemental pay for Climate/Culture support                                     | 1,796.00  |
| G4A1   | Sup & Conc    | Instruction                       | Ins Aide-Sub |                              |        | Release time for paras to attend SEL training/visits                             | 107.00    |
| G4A1   | Sup & Conc    | Guidance & Counseling Services    | Direct-Other |                              |        | : REA Counseling Contract Evaluation Fee   | 213.00    |
| G4A1   | Sup & Conc    | Guidance & Counseling Services    | Cons Svc/Oth |                              |        | Family Foundation Services : Licensed counselor (approx. 90%)                    | 9,576.00  |
| G4A1   | Sup & Conc    | Attendance & Social Work Service  | Cls Sup-Reg  | Assistant, Health            | 0.3125 |  | 8,400.00  |
| G4A1   | Sup & Conc    | Health Services                   | Cls Sup-Reg  | Assistant, Resrce Cnslg      | 0.6875 | RCA to support SEL, attendance, and behaviors                                    | 40,558.00 |



|      |          |                                  |              |                         |        |   |                     |
|------|----------|----------------------------------|--------------|-------------------------|--------|---|---------------------|
| G4A1 |          | Health Services                  | Cls Sup-Reg  |                         | 0.6875 | attributed to suspensions   | 40,558.00           |
| G4A1 | LCFF: EL | Guidance & Counseling Services   | Cons Svc/Oth |                         |        | Family Foundation Services : Licensed counselor for EL (approx. 10%)    | 1,064.00            |
| G4A1 | LCFF: EL | Attendance & Social Work Service | Cls Sup-Reg  | Assistant, Health       | 0.0625 |   | 1,681.00            |
| G4A1 | LCFF: EL | Health Services                  | Cls Sup-Reg  | Assistant, Resrce Cnslg | 0.0625 | RCA to support SEL, attendance, and behaviors attributed to suspensions | 3,688.00            |
|      |          |                                  |              |                         |        |   | <b>\$141,078.00</b> |

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$24,462.00         |
| Sup & Conc            | 7090   | \$103,281.00        |
| LCFF: EL              | 7091   | \$13,335.00         |
| <b>Grand Total</b>    |        | <b>\$141,078.00</b> |

| Goal Totals   | Budget Totals |                     |
|---|---------------|---------------------|
| G1 - All students will excel in reading, writing, and math                              | \$72,929.00   |                     |
| G3 - All students will demonstrate the character and competencies for workplace success | \$1,066.00    |                     |
| G4 - All students will stay in school on target to graduate                             | \$67,083.00   |                     |
| <b>Grand Total</b>  |               | <b>\$141,078.00</b> |