

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 29, 2019

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Elizabeth Buettner	X				
2. Chairperson - Phillip Mackey				X	
3. Secretary - Denise Ross				X	
4. Monica Rocha			X		
5. Wendy Bush			X		
6. Tim Collins		X			
7. Angelique Contreras Hatcher		X			
8. Virginia Campos (ELAC)				X	
9. Esther Molinero				X	
10. Destinee Acosta				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC for the 2019/2020 school year. Date 3/12/19.

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	<i>Elizabeth Buettner</i>	March 26, 2019
SSC Chairperson	Phillip Mackey	<i>Phillip B Mackey</i>	March 26, 2019

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$27,630
7090	LCFF Supplemental & Concentration	\$104,047
7091	LCFF for English Learners	\$12,573
TOTAL 2019/20 ON-SITE ALLOCATION		\$144,250

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$921
Remaining Title I funds are at the discretion of the School Site Council	\$26,709
Total Title I Allocation	\$27,630

Eaton Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	51 %	41.429 %	2017-2018	48.429 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	41 %	35.849 %	2017-2018	42.849 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

During the 2018/2019 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 re-teaching of craft & structure and integration of knowledge and ideas standards in ELA
- Refined a comprehensive Response to Intervention (RtI) 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 instructional practice guide (IPG) walk through data, a need for an increase in tenant 3, student ownership, was determined
- Collection of academic discourse data was taken on a monthly basis using the Class Gather App. This was in support of increasing student ownership - increased percentages in all grade levels as the year progressed
- Supplemental contracts for individual teachers who provided after school support/tutoring
- Professional learning on teaching strategies to support ELA instruction

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Performance on 2018 CAASPP ELA by subgroups compared to previous years performance:

- All Students +12.5 (increased)
- ELs +6.3 (increased)
- Socioeconomically Disadvantaged +10.8 (increased)
- Students with Disabilities +22.9 (increased)
- Hispanic +17.4 (increased)
- White +11.9 (increased)

All sub groups identified showed an increase from the previous year, the lowest increase would be that of our English Learners (ELs). With an increase in our EL population a growth of +6.3 is positive on the surface. However, our current ELs in the testing range are still 59 points below standard. Our re-classified ELs have an increase of +8.6 and are 4.8 points below standard. This inequity could be attributed by the increase in the EL population and those enrolling are at the beginning stages of ELD. In the previous year our students with disabilities had decreased significantly, however, we have seen a significant increase this year.

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

Performance on 2018 CAASPP math by subgroups compared to previous years performance:

- Contracted with Education Elements to have lead teachers (ILT) attend trainings to support Personalized Learning Initiative (PLI)
- ILT developed and implemented blended learning strategies through the learning in PLI as well as a book study on *Bold School* by Weston Kieschnick
- Release days for teachers to observe demonstration lessons in grade alike classrooms

As a result, Eaton 3rd - 6th grade students are hoping to achieve above a 50% average for students meeting or exceeding standards on the 2019 CAASPP. This would be an increase from just maintaining their growth from the previous year.

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

During the 2018/2019 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:

- Use of guaranteed and viable curriculum including digital components on *Think Central* website
- 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
- Based on instructional practice guide (IPG) walk through data, 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
- 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
- Commitment to Spring implementation of PLI in mathematics instruction in every classroom by the end of the 2018/2019 school year

As a result, Eaton 3rd - 6th grade students are hoping to achieve a 41%, or higher, average for meeting or exceeding standards on the 2019 CAASPP. This would be a significant increase compared to minimally increasing their average from the previous year (from approximately 33% to 35.8%). For the 2019/2020 CAASPP, we are hoping to reach the 50% mark or higher.

- | | |
|-----------------------------------|-------------------|
| • All Students | -1.9 (maintained) |
| • ELs | -2.1 (maintained) |
| • Socioeconomically Disadvantaged | -0.6 (maintained) |
| • Students with Disabilities | -21.8 (decreased) |
| • Asian | -19.5 (decreased) |
| • Hispanic | -1.6 (maintained) |
| • White | +6.6 (increased) |

On the surface there seems to be a real concern with two subgroups, Asian and students with disabilities. In the previous year these two groups had significantly increased, +32.6 and +25.2 respectively. In looking at two years of data, both subgroups gained, Asian at +10.8, and students with disabilities at +5.7. The Asian subgroup is 5.8 points below standard and the students with disabilities are at 85.2 below standard. Each of the last two years, the Asian and students with disabilities subgroups have achieved closer to grade level standards. In mathematics, all subgroups are below grade level standard achievement, falling in between the Asian (closest to achieving grade level standard), and students with disabilities (achieving furthest from grade level standards). However, all sub groups are growing closer to achieving at grade level standards looking at the data for the last two years. The inequities contributing to this disproportionality could be an increase in our SPED population over the course of two years. SLP services over 45 students, RSP is at 24, and then we have our VI inclusion program, along with our new Alternative Learning Pathway classrooms, with a total student population of over 30 for the two programs - giving us a SPED population of over 100 at this time.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Title I funds from 2018/2019 were targeted toward the development and implementation of PLI strategies and structures. The implementation of PLI to whole staff took place mid-year, therefore the practice of these strategies and routines is currently in the developmental stage. We will go into year two of the contract in 2019/2020, where all classrooms will be employing the strategies and structures of blended learning from the very beginning of the school year. This model will be used for both ELA and mathematics instruction. In our comprehensive response to intervention model (RtI), we were unable to fill one 6 hour position with permanent staff, leaving a substitute in the position for most of the year - this person rotated out due to contractual constraints. Our goal is to have a permanent employee in place for the 2019/2020 school year so that our program can run with consistency all year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will be implementing our learning from PLI beginning day one of instruction for the 2019/2020 school year. We have utilized accountable community time and professional learning time to create road maps for each grade level in addressing critical standards in math for the second half of the 2018/2019 school year under the PLI model. This has given teacher the experience and practice of these strategies in math specifically. As we begin the new school year, there will be supplemental time offered to all grade levels to plan their first semester in ELA and Math, utilizing the components of blended learning/PLI. With fidelity to this program implementation that gives students voice and choice in their learning, we believe our achievement scores will reach above 50% for the 2019/2020 CAASPP in ELA and Math. Additional supplemental time will be given in support of teacher planning and developing instructional practices. The partnership with Education Elements will continue into its second year. The specific details will be in the actions for GOAL 1.

Step 4: Stakeholder Involvement. 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 26, 2019 to review current programs and potential programs for the 2019/2020 school year. All members shared their concern for keeping up with technology advancements and ensuring that all classrooms have the technological supports needed. 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 12, 2019 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. Parents asked about intervention time and ELD. We explained that designated ELD is provided during RtI so that students are receiving instruction at the level they require. They would like to see the cultural fair continue in the coming years as they felt it was a great success this year. They also agreed to combine their ELAC meetings with SSC to bring parents together. ELAC members would like to see more clubs, e.g. language, dance, etc.

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. Staff would like to continue refining the PLI structures to support student learning.

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 2019/2020 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 second year 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, as well as core curriculum utilizing the district adopted literature program. 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
- Illuminate 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

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

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
- Continued practice of Personalized Learning Models designed by lead teachers and grade level teams 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

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: personalized learning plans/targets specific to EL students (including mathematics)
- Teaching fellow and intervention paraprofessional support for EL students (prioritized by EL levels based

Specify enhanced services for low-performing student groups:

- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district and classroom assessments
- Data chats for identified students at risk
- Teaching Fellow and intervention paraprofessional support for at risk students (ie. foster youth, EL learners, nearly met and/or not meeting standards on CAASPP)

on ELPAC and progress monitoring data)

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
- 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
- Bring your parent to school day will allow parents to sit through part of an instructional day with their child to fully understand the learning that takes place in the classroom

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
- 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 teachers to develop and refine strategies for good first teaching

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. Prodigy, Reflex Math, 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. Due to the minimal growth in mathematics over the past three years, Eaton will utilize the majority of professional learning time to support mathematics instruction.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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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
- Illuminate data
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using *Illuminate* assessment platform, IABs - Interim Assessment Blocks)

3rd - 6th grade students will have access to supplemental on-line platforms, Prodigy, Reflex Math, etc. that aligns to state standards.

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):

- 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., Prodigy, Reflex Math
- 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 Prodigy 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)

Specify enhanced services for EL 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
- ELD supported through technology based instruction

Specify enhanced services for low-performing student groups:

- Priority into homework clubs and extra support will be given to students who are struggling, not or near meeting standards on assessments, prioritized by foster youth, EL status, Hispanic, Sped, etc.)
- Data check ins with teacher/staff to support student progress monitoring of their academic achievement

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' math assessment scores at the fall parent/teacher conference

Describe Professional Learning related to this action:

- Increasing focus, coherence, and rigor
- Strengthening knowledge of the 8 mathematical principles
- Monthly ILT/PLI meetings

- 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
 - Provide opportunity for parents to participate in a "Bring your Parent to School Day" where parents can learn side-by-side with their child
- 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
 - Supplemental pay for teachers to develop and plan for best instructional strategies within the PLI model

2019-2020 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	Cons Svc/Oth			Education Elements : Contract with Ed. Elements in support of PLI implementation (supports ELA as well as math)	13,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 TF 4 days/week @ 4 hrs/day for 135 days Split with Unit 7090	7,681.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for IEPs/SSTs/504 meetings	3,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	8,133.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	7,748.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	8,231.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in ELA and math	4,372.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/update for technology	800.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 TF 4 days/week @ 4 hours/day for 135 days	2,753.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,626.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,550.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,644.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	750.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : TF in RtI to support ELs	600.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Planning day before school begins to plan for math instruction G1A2	6,028.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Purchase of supplies to support ELA and math instruction - No Food/Incentives	3,351.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology purchases to support math and ELA instruction	800.00

\$72,597.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	100 %	39.54 %	2017-2018	90 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Over the past three years, Eaton has implemented more extra curricular programs, e.g., Homework club (3rd - 6th), Eagle's Nest (K - 6th), Math Boot Camp (1st - 6th), student leadership (5th - 6th), Girl Power (5th - 6th), art club (1st - 6th), peach blossom (3rd-6th), Science Olympiad (3rd-6th), athletics (3rd - 6th), kind kids club (1st - 6th), music (2nd-6th), physical education classes (1st - 3rd), and district field trips (TK-6th). This has met our goal of offering more opportunities for students to participate in extra-curricular activities and has increased the number of student participation in the primary grades.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

In order to maintain accountability to students' academic success, we have seen a decrease in our students participation in after school sports. In specific situations, we have tried to go with effort grades, however, this is not motivating more students to participate.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We have implemented new programs, e.g., Girl Power and student leadership in the current year as well as brought back our Eagle's Nest and added a Resource Counseling Assistant. This has helped in the support of our social/emotional concerns and given students an alternative to recess. We did not budget for a materials and supply line for any of the new additions. In the coming year, we would like to make sure these are well funded through Goal 2, and given the opportunity to expand.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We would like to increase participation in our extra-curricular activities and clubs. We will utilize goal 2 monies to help support these clubs. Action items under Goal 2 will be written to include these additions.

Step 4: Stakeholder Involvement. 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 26, 2019 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. Parents would like to see an opportunity for students to get additional help with academics when needed - drop in support time.

2 ELAC:

The ELAC met on March 12, 2019 and reviewed programs. In February of 2019, ELAC hosted a cultural fair on campus. They would like to continue this in the coming and perhaps implement a club that celebrates cultures from around the world. A garden club for our 1st-2nd grade students is currently being considered. They are also interested in a language and dance club. Parents would like an opportunity to experience learning from the child's seat.

3 Staff:

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 have added a yearbook club and FCA (Fellowship of Christian Athletes club). Currently, they are considering how to address the extra support center for student drop in and how to provide opportunities for parents to learn along side their child.

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. A districted contracted counselor will provide tier 3 services to high risk students one day a week.

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

Specify enhanced services for low-performing student groups:

- High risk students will be identified through multiple data sources (attendance, behavior, participation) and proactive interactions will be developed by designated staff (RCA, classroom teacher, TSA, Principal, office staff, etc.)

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

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Parent Participation	Direct-Graph			Purchase of brochures/parent handbook to connect families to school	500.00

\$500.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 4th Grade	100 %	93.75 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 4th Grade</p> <p>The Goal 2 department with FUSD provided opportunities for students to attend career focus study trips. In 2018/2019, 4th grade students went to Young Chef's Academy, where they were exposed to culinary arts. They also went to Monterey Bay Aquarium to learn about ocean life and possible jobs in environmental and marine genres.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 4th Grade</p> <p>Attendance the day of the study trip impacted the opportunity for ALL students to participate.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Hosting a school wide career day did not occur during the 2018/2019 school year. Budget expenditures did not prevent this from happening, rather designated personnel to manage and facilitate.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

For the 2019/2020 school year, the site will partner with our parent club, School Site Council and ELAC to plan a career day for our students and families. This will be reflected in action 1 of Goal 3.

Step 4: Stakeholder Involvement. 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:	2 ELAC:	3 Staff:
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The School Site Council met on March 12, 2019 to review current programs and career education opportunities for our students. Members will support, and if possible, participate in a Career Day for our students.

Met with ELAC on March 12, 2019 and reviewed current programs. Members stated that having professionals come and speak to students would help show students opportunities for employment in the future.

Staff noted that programs such as Character Counts and Personal Responsibility support character and competencies for the workplace, and should be continued in the 2019/2020 school year. For the 2019/2020 school year we will look at developing a Young Gentlemen's Club to teach etiquette/manners/social skills to our boys. Girls club established 2018/2019 school year.

Action 1

Title: Character Competencies for Success

Action Details:

Eaton Elementary will continue to expose students to a variety of career opportunities through Goal 2 field trips, career speakers, career day, and cultural fair.

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 second step curriculum utilized weekly
- School-wide weekly class meetings in all classrooms
- 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
- Attendance rates for activities

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

- Monthly awards for 1st-2nd grade students
- Semester awards for 3rd-6th grade students
- Monthly Goal 2 recognition at blacktop assemblies
- Social skills reinforced in small group setting with RCA
- Weekly 2nd Step lessons in social skills
- Weekly class meetings

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

- Student surveys conducted to determine interests in career opportunities
- SSC/ELAC input into increasing engagement and participation in events

Describe Professional Learning related to this action:

- Engage parents for club participation (language, dance, PFC, ELAC)
- Quarterly ELAC meetings with SSC meetings
- Title One information night at Back to School
- Awards assemblies (recognize re-designated students)
- Cultural fair (sponsored by ELAC)

- Career opportunities shared with students
- Provide opportunities for students to research professions and present to class
- 2nd Step and Class Meetings curriculum

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	5.675 %	10.021 %	2017-2018	8.021 %
Suspensions Per 100	2.617 %	7.983 %	2017-2018	6.983 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

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 as a continued focus with school wide activities, e.g., positive affirmation stated daily as a school, student leadership reading of daily announcements, 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

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Eaton has a high population of students on a transfer (192/517, or 37%, PS-6th currently), which can attribute to absenteeism. 179/477 if we remove PS, but percentage is still the same.

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.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

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.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Training and planning opportunities for teachers to support social/emotional needs of students. Work on making connections with all students, but in particular, those with low attendance rates and at risk of social/emotional breakdowns. Supplemental pay for additional clubs, materials to help connect kids to school so they don't want to miss.

Step 4: Stakeholder Involvement. 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 26, 2019 and reviewed programs for Eaton. The committee affirmed the attendance policies in place and parents liked the calls for attendance issues. They understand the need for more supports for social/emotional needs to support students with high risk behaviors. Parenting classes were suggested.

2 ELAC:

The ELAC met on March 12, 2019 and reviewed programs for Eaton. Parents would like for social/emotional supports to continue as well as offering more parenting classes. Need to consider how to encourage parent participation.

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 2019/2020 school year. Would also like to implement a young gentleman's club.

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 12, 2019 through June 4, 2020
- 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
- Personal Responsibility program with quarterly incentive (1st – 6th)
- Bi-monthly SOAR activities
- Family Foundations Services - Licensed counselor

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

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

Specify enhanced services for low-performing student groups:

- Re-entry meetings with families of students returning from a suspension
- Staff check ins with students showing low attendance or at risk of suspension based on misbehavior entries in ATLAS
- Monitoring of our at risk student groups (foster youth, EL status, Hispanic, special education students)

Describe Professional Learning related to this action:

- School-wide policies/procedures for attendance program and awards assemblies

- 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
- 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

2019-2020 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	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation support - No Food/Incentives	921.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling services (1 day/week)	12,352.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3125		8,768.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		42,709.00
G4A1	LCFF: EL	Instruction	Mat & Supp			To purchase incentives/rewards for EL students	75.00
G4A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling at 1 day/week (for EL)	692.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Health	0.0625		1,753.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		3,883.00

\$71,153.00

2019-2020 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	Cons Svc/Oth			Education Elements : Contract with Ed. Elements in support of PLI implementation (supports ELA as well as math)	13,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 TF 4 days/week @ 4 hrs/day for 135 days Split with Unit 7090	7,681.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release for IEPs/SSTs/504 meetings	3,530.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	8,133.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	7,748.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	Also supports Goal 1/Action 2	8,231.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support student learning in ELA and math	4,372.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Repair/update for technology	800.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : 1 TF 4 days/week @ 4 hours/day for 135 days	2,753.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,626.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,550.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	Also supports Goal 1/Action 2	1,644.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	750.00
G1A1	LCFF: EL	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : TF in RTI to support ELs	600.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Planning day before school begins to plan for math instruction G1A2	6,028.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Purchase of supplies to support ELA and math instruction - No Food/Incentives	3,351.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology purchases to support math and ELA instruction	800.00
G2A1	Sup & Conc	Parent Participation	Direct-Graph			Purchase of brochures/parent handbook to connect families to school	500.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation support - No Food/Incentives	921.00
G4A1	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling services (1 day/week)	12,352.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3125		8,768.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		42,709.00
G4A1	LCFF: EL	Instruction	Mat & Supp			To purchase incentives/rewards for EL students	75.00
G4A1	LCFF: EL	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Counseling at 1 day/week (for EL)	692.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Health	0.0625		1,753.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		3,883.00

\$144,250.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$27,630.00
Sup & Conc	7090	\$104,047.00
LCFF: EL	7091	\$12,573.00
Grand Total		\$144,250.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$72,597.00
G2 - All students will engage in arts, activities, and athletics	\$500.00
G4 - All students will stay in school on target to graduate	\$71,153.00
Grand Total	\$144,250.00