

Eaton Elementary

10621666068704

Principal's Name: Elizabeth Buettner

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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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 School 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 and Family 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 School 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 - Wendy Bush				X	
3. Secretary – Phillip Mackey				X	
4. ELAC/DAC Representative – Virginia Campos				X	
5. Classified Rep. – Monica Rocha			X		
6. Certificated Rep. – Angelique Hatcher		X			
7. Certificated Rep. – Tim Collins		X			
8. Community Member – Elizabeth Gomez				X	
9. Parent – Destinee Acosta				X	
10. Parent – Esther Molinero				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date <u>March, 2019.</u>

Required Signatures

School Name: Eaton			
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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Elizabeth Buettner		4.14.20
SSC Chairperson	Wendy Bush		4/14/2020

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 2020/21

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$33,614
7090	LCFF Supplemental & Concentration	\$112,875
7091	LCFF for English Learners	\$10,668
TOTAL 2020/21 ON-SITE ALLOCATION		\$157,157

* 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	\$1,029
Remaining Title I funds are at the discretion of the School Site Council	\$32,585
Total Title I Allocation	\$33,614

Eaton Elementary 2020-2021 - 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)	48.429 %	44.053 %	2018-2019	55 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.849 %	41.41 %	2018-2019	55 %

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 2019/2020 school year, Eaton did the following to support students meeting and/or exceeding grade level standards in ELA, as measured by CAASPP, I-Ready (diagnostic & weekly lessons), and CFAs:

- Use of guaranteed and viable curriculum, along with district pacing guides by all teachers
- iReady baseline diagnostic data analysis gave all students in grades 1-6 a starting point for grade level standards proficiency (Kinder took their initial in December)
- On-going i-Ready lessons at student's learning levels
- 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
- Walk-thru feedback was provided to teachers around IPG tenets
- Supplemental contracts for individual teachers who provided after school support/tutoring
- Professional learning on teaching strategies to support ELA
- Contracted with Education Elements to have lead teachers (ILT) attend trainings to support Personalized Learning Initiative (PLI)
- ILT developed and implemented protocols to improve PLCs work in assessing student ELA work samples - PLC+ book was purchased for all lead teachers as a reference for this work

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 2019 CAASPP ELA by subgroups compared to previous years performance:

- All students 15.7 points below standard (maintained)
- Hispanic 25.7 points below standard (declined 3.5)
- Title One 27.3 points below standard (maintained)
- White 2.9 points above standard (maintained)
- EL 43.9 points below standard (declined 15.3)
- Students with Disabilities 71.1 points below standard (increased 27.6)

Sub groups are generally maintaining, with our ELs and Hispanic students showing a slight decrease. Although students with disabilities are the furthest away from standard proficiency, they did increase significantly. EL population continues to fluctuate, showing a decrease from 33 to 26. Of the current students, eight are in our moderate/severe SDC class and take the VCALPs. There has also been an influx of Chinese speaking students on our campus and their ELD skills are at the beginning level. 17 students will be tested with the ELPAC in 2020.

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

Performance on 2019 CAASPP Math by subgroups compared to previous years performance:

- All Students 25.1 points below standard (increased 7.2)

- Release days for teachers to observe demonstration lessons in grade alike classrooms

As a result, Eaton 3rd - 6th grade students are hoping to maintain above a 50% average for students meeting or exceeding standards on the 2020 CAASPP . This would continue a trajectory upward, whereas, from 2016-2018 ELA scores just maintained a mid 40% proficiency level.

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

During the 2019/2020 school year, Eaton did the following to support students meeting and/or exceeding grade level standards in mathematics, as measured by CAASPP, I-Ready (diagnostic & weekly lessons), 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 and i-Ready lessons on a weekly basis
- Commitment to implement problem solving/application problems on a weekly basis and monitor the growth of students over time
- After school homework club for students in 1st - 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
- Schoolwide implementation of PLI/blended learning for mathematics instruction

As a result, Eaton 3rd - 6th grade students are hoping to achieve a 55%, or higher, average for meeting or exceeding standards on the 2021 CAASPP . This would be a significant increase compared to minimally increasing their average from 2018 at 35.8%.

- | | |
|------------------------------|---|
| • Hispanic | 40 points below standard (increased 4.7) |
| • Title One | 36.4 points below standard (maintained) |
| • White | 1.1 point above standard (increased 12.5) |
| • ELs | 38.2 points below standard (maintained) |
| • Students with Disabilities | 91 points below standard (increased 3.3) |

Overall students increased or maintained in their math proficiency from 2018 to 2019. In 2018/2019 we held some math workshops for parents to help them understand the rigorous depth of understanding students are being asked to attain. Use of the digital components in our GVC also increased in classrooms throughout the school. Students were also given tablets to utilize math platforms at home. Implementation of problem solving skills and tasks increased and students achieved at higher levels. A concern is still our Title One population and our English Learners, as both groups just maintained their scores from the previous year. Our EL population has decreased from 33 to 26, and of the current students, eight are in our moderate/severe SDC class and take the VCALPs.

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 2019/2020 were targeted toward the continued implementation of PLI strategies and structures. All classrooms have employed the strategies and structures of blended learning from the very beginning of the school year. This model is 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. We are still working on hiring a permanent six hour employee for this critical position of support for our students. Currently, we use a four hour Teaching Fellow to help support in this area.

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 have been implementing our learning from PLI beginning day one of instruction for the 2019/2020 school year. We have utilized professional learning community time and professional learning time to create road maps for each grade level in addressing critical standards in both math and ELA. As we prepare for the 2020/2021 school year, we will utilize our Common Core Companion book to dig into critical standards to a deeper level. We will also utilize teacher leaders to help us vertically align the cross cutting standards, and how we can effectively address the academic needs of the students. 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:

Outside counseling resources are available that are able to use insurance for payment, leaving no cost to the site.

2 ELAC:

Continue to build community of our English Learners by offering family events. Develop after school language and dance clubs.

3 Staff:

Math fluency digital platform and a writing program are consistent needs across grade levels.

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 2020/2021 school year. This literacy program will focus on the improvement of foundational reading skills, written language, 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 third year of implementation of Personalized Learning Initiative, or Blended Learning, 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:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- Wonders diagnostic 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:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- ELPAC
- Weekly Common Assignments and Assessments
- Checks for Understanding daily
- Classroom walkthrough feedback
- Progress Monitoring (BAS, Basic Phonics Skills Test, *Wonders* weekly and unit assessments, *Wonders* diagnostic assessments, online assessments and teacher created items using CAASPP assessment platform - FIABs & IABs for grades 3-6)

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

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

As outlined on the Instructional Practice Guide

Owner(s):

District Assessments:

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

Grade Level Assessments:

- Teachers
- PLC Teams
- TSA
- Principal

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly
- *Wonders* Diagnostics, 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 K – 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
- PLC teams will continue to improve instructional supports and provide intervention through the RtI process
- ELs, foster youth, and Title 1 students will have priority in after/before school supports

Specify enhanced services for EL students:

- ELPAC chats with targeted students
- CAELD Standards
- Designated ELD instruction from certificated teacher during school wide RtI time
- 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
- Personalized learning plans/targets specific to EL students (including mathematics)
- Teaching fellow and intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)

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)

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

Describe Professional Learning related to this action:

- Align all professional learning needs to the following:
 - High Quality Professional Learning Components
 - FUSD Theory of Action
 - Instructional Practice Guide
 - State Standards - ELA/Math departments
- Foundational reading skills in support of reading comprehension Depth of Knowledge (DoK) levels
- Monthly ILT meetings
- Monthly vertical articulation meetings
- Calibration and student work analysis in PLC work
- Rubric & Criteria for Success development and implementation
- Common formative assessments
- Digital literacy and technology supports
- Substitute release time for teachers to model/refine instruction at grade level
- 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, or Blended Learning, will support students learning through technology based 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:

- I-Ready diagnostic tri-annual administrations
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using *CAASPP* assessment platform, IABs - Interim Assessment Blocks & FIABs - Focused 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, IPG data report, and weekly feedback for classroom practice of the following:

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

Owner(s):

District Assessments:

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

Grade Level Assessments:

- Teachers
- PLC Teams
- TSA
- Principal

Progress Monitoring:

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

Timeline:

District Assessments:

- Quarterly/Tri-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 K – 6th)
- Targeted math tutoring for students just below grade level

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
- Parents will receive student assessment data after district test administration

Describe Professional Learning related to this action:

- Align all professional learning needs to the following:
 - High Quality Professional Learning Components
 - FUSD Theory of Action
 - Instructional Practice Guide

- 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
- State Standards - ELA/Math departments
 - Increasing focus, coherence, and rigor
 - Strengthening knowledge of the 8 mathematical principles
 - Monthly ILT meetings
 - Monthly vertical articulation meetings
 - Calibration and student work analysis in PLC work
 - Rubric & Criteria for Success development and implementation
 - Common formative assessments
 - Digital literacy and technology supports
 - Substitute release time for grade level teams to co-teach and learn from each other
 - Supplemental pay for teachers to develop and plan for best instructional strategies within the PLI model

2020-2021 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	Nc-Equipment			: Technology updates	1,300.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials for teachers - No Food, No Incentives	6,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release IEPs/504s/SSTs	9,507.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		10,454.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		8,389.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		7,247.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech supplies for instruction	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		2,092.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,679.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,451.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Planning days for math/tutoring contracts	4,879.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Teacher supplies	6,887.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials for ELs	3,540.00

\$68,831.00

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	90 %	39.659 %	2018-2019	46.659 %

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 four years, Eaton has implemented more extra curricular programs, e.g., Eagle's Nest (K - 6th), student leadership (5th - 6th), Girl Power (5th 6th), Boys Club (3rd-5th), art club (1st - 6th), Peach Blossom (3rd-6th), Kids Invent (3rd-6th), athletics (3rd - 6th), kind kids club (1st - 6th), music (2nd-6th), physical education classes (1st - 3rd), Enrichment classes (2nd-3rd), Coder Girls (2nd-5th), Yearbook Club, Good News Club (1st-6th), FCA (1st-6th), 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 gone with effort grades and a criteria for success and motivational factor. In the past year, we have developed a reliable coaching staff of parents who will hopefully develop some consistency for our after school sports teams. We are also looking into SEL strategies and clubs to support students who are experiencing trauma.

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

As clubs are established, students are recognizing the opportunities for participation. This is increasing our participation rates, but also creating a monetary demand for supplies. In 2020/2021, \$5000 will be taken from our Goal 2 budget so provide music for grades 1-6 (addition of 1st grade). This will help our participation rate, especially in the primary grades, but it will impact our financial support of clubs.

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 responsibly utilize goal 2 monies to help support these clubs. Action items under Goal 2 will be written to include these additions. We will also look for donations and work with our parent club to help with monetary support as needed.

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.

<p>1 SSC:</p> <p>SSC is 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.</p>	<p>2 ELAC:</p> <p>ELAC is interested in language and dance clubs. Parents would like an opportunity to experience learning from the child's seat.</p>	<p>3 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. 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.</p>
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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 daily class meetings and practice social skills development. An RCA (Resident Counseling Assistant) & Hand-in-Hand Mentor 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

Owner(s):

Timeline:

- Goal 2 activities participation/attendance rates
- School-wide 2nd Step curriculum utilized weekly
- School-wide weekly Class Meetings facilitated in all classrooms (TK-6th)
- Social Skills group participation
- Participation rates for SOAR
- Eagle's Nest attendance

- Climate/Culture Team
- Teachers
- RCA (Resource Counseling Assistant)
- Hand-n-Hand Mentor
- TSA
- Principal

- 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 and Mentor
- 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, Mentor, classroom teacher, TSA, Principal, office staff, etc.)

Describe Professional Learning related to this action:

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

2020-2021 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	Instruction	Bks & Ref			Support ongoing student engagement through digital learning	800.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750		54,562.00

\$55,362.00

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
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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.

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

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

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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.

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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:

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 & Mentor
- 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
- Daily 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

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

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

- 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)

Describe Professional Learning related to this action:

- 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	8.021 %	11.346 %	2018-2019	9.346 %
Suspensions Per 100	6.983 %	6.415 %	2018-2019	5.415 %

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

130/436, or approximately 30% of students in K-6 are on a district transfer, which could contribute to absenteeism, or late arrivals. We also have a moderate/severe and VI inclusion program on our campus that could also attribute to a lower attendance rate. This could be related to special health needs and concerns.

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.

Our attendance rate continues to be at, or above 95% despite a high number of transfers and students with special needs. We have highlighted perfect attendance with special recognition and incentives, which seem to help with attendance rates.

Our suspension numbers appear to be growing, however, the percentage is maintaining due to the increase in student population. We believe that class meetings are supporting the SEL needs of students in tier one, however, we are seeing an increase in the number of tier two students. RCA has been beneficial in meeting the needs of those students.

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.

Attendance seems to be on the right track, so we will continue with our incentive programs and recognition.

Suspension and an increase in misbehaviors will continue to be a focus of the CCT. We will add a Hand-n-Hand Mentor to our program next year to help support these needs. This will be found in Goal 4 action 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 SSC and ELAC met on February 25, 2020 and reviewed programs for Eaton. The council affirmed the attendance policies in place and parents liked the school-initiated calls for attendance issues. They understand the need to continue supports for social/emotional needs for students with high risk behaviors. Parenting classes and sponsored clubs were suggested.

2 ELAC:

The SSC and ELAC met on February 25, 2020 and reviewed programs for Eaton. The council affirmed the attendance policies in place and parents liked the school-initiated calls for attendance issues. They understand the need to continue supports for social/emotional needs for students with high risk behaviors. Parenting classes and sponsored clubs were suggested. Would like to have ELAC sponsored cultural faire.

3 Staff:

Staff is concerned about SEL and how it impacts learning. Teachers fulfilled their commitment to hold daily morning meetings and would like to continue for 2020/2021 school year. Staff would like to continue with a school wide focus on school connectedness.

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) and a Hand-n-Hand Mentor. The school will continue to implement a tiered level of response to behavior incidents, recommending counseling resources 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 (ATLAS)
- Daily attendance report
- Attendance Administrator Meetings – A1
- Student engagement – Goal 2 activity
- Student participation/enrollment in restorative practices
- 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
- RCAMentor
- Climate/Culture Team
- TSA
- Principal

Parent Meetings:

- Attendance Clerk
- RCAMentor
- Principal

Semester Awards:

- Teachers
- Principal

Timeline:

- Daily from August 17, 2020 through June 10, 2021
- 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

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
- RCAMentor who will monitor EL students and need for support in SEL

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)

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

Describe Professional Learning related to this action:

- 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
- Digital 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

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

2020-2021 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	Cons Svc/Oth			Justice Coalition plus others : Guest speakers for parent groups	1,029.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand-in-Hand Mentoring : Mentor for SEL	20,000.00
G4A1	Sup & Conc	Parent Participation	Direct-Graph			PR purchases/graphics	500.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3125		9,529.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Health	0.0625		1,906.00

\$32,964.00

2020-2021 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	Nc-Equipment			: Technology updates	1,300.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials for teachers - No Food, No Incentives	6,406.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release IEPs/504s/SSTs	9,507.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		10,454.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		8,389.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		7,247.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Tech supplies for instruction	5,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		2,092.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,679.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		1,451.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Planning days for math/tutoring contracts	4,879.00
G1A2	Sup & Conc	Instruction	Mat & Supp			Teacher supplies	6,887.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials for ELs	3,540.00
G2A1	Sup & Conc	Instruction	Bks & Ref			Support ongoing student engagement through digital learning	800.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750		54,562.00
G4A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			Justice Coalition plus others : Guest speakers for parent groups	1,029.00
G4A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand-in-Hand Mentoring : Mentor for SEL	20,000.00
G4A1	Sup & Conc	Parent Participation	Direct-Graph			PR purchases/graphics	500.00
G4A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3125		9,529.00
G4A1	LCFF: EL	Health Services	Cls Sup-Reg	Assistant, Health	0.0625		1,906.00
Total							\$157,157.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,614.00
Sup & Conc	7090	\$112,875.00
LCFF: EL	7091	\$10,668.00
Grand Total		\$157,157.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$68,831.00	
G2 - All students will engage in arts, activities, and athletics	\$55,362.00	
G4 - All students will stay in school on target to graduate	\$32,964.00	
Grand Total		\$157,157.00