

Eaton Elementary School

10621666068704

Principal's Name: Beth Buettner

Principal's Signature: *Beth Buettner*

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

Eaton Elementary

Title I Dept.

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

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	5- ELA Grade Level On-Track/Readiness Retention	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year	24/65	60.56 %

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	65/68	50 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	1- English Proficiency Growth	6017	Number and percentage of English Learner students who demonstrated expected growth on the most recent academic and language assessments	65/68	35.29 %
<input type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	52/67	42.86 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
	Middle				Number and percentage of 2nd-6th grade students meeting EIS attendance,		

<input type="checkbox"/>	Elementary	School Readiness	1- EIS Green Zone Rate	6381	behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	13/68	47.52 %
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4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Suspension	4- Behavior Growth	3684	Number and percentage of TK-12th grade students who had at least 1 suspension incident in the previous semester and have not had a suspension incident in the current semester	29/64	66.67 %

5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	40/67	46.35 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 1	Detail the action: Eaton Elementary will implement a comprehensive, balanced TK-3 rd grade literacy program to support an increase in the number and percentage of students who are on grade level by the end of third grade. This will include a response to intervention (RtI) approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in content areas so that students are developing and practicing literacy skills daily; Tier 2 includes opportunities for deployment, flexible groupings, and tutorials; and Tier 3 includes mentoring, tutorials, technology resources, e.g., MobyMax, and extra support through pull out and push in, fluid programs.		
SQII Element: 6032 – Implementation of RtI Framework to Assessment Performance	SQII Sub-element(s): Assessments/Grade Correlation	Site Growth Target: 43%	Vendor (contracted services) 2 Teaching Fellows; 2 Paraprofessionals; MobyMax web-based learning; DIBELs
<input checked="" type="checkbox"/> New Action <input type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input checked="" type="checkbox"/> Research-based <input checked="" type="checkbox"/> Local Knowledge/Context	
Write a SMART Goal to address each data point: By May 2017, the number and percentage of K – 3 rd grade students who are reading on grade level, as measured by KAIG, BAS and DRP district assigned cut-points, will increase from 29.71% at EOY 2015, to 43%.			
Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact) K – 3 rd grade teachers and students will set and monitor quarterly, and/or bi annually, goals: <ul style="list-style-type: none"> ▪ 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 ▪ DRP bi-annual administrations with an EOY target of grade level benchmark ▪ Interim Assessment bi-annual administrations with an EOY target of grade level benchmark ▪ Common Assignments and Assessments ▪ Checks for Understanding daily ▪ Grades ▪ SQII data ▪ Classroom walkthrough feedback 		Owner(s) District Assessments: <ul style="list-style-type: none"> ▪ Site Test Coordinator ▪ Teachers ▪ Resource Specialist (RSP) ▪ AC Teams ▪ TSA ▪ Principal Grade Level Assessments: <ul style="list-style-type: none"> ▪ Teachers ▪ AC Teams ▪ TSA 	Timeline District Assessments: Quarterly/Bi-annually Grade Level Assessments: Weekly/Daily

<ul style="list-style-type: none"> ▪ Intervention (RtI) Progress Monitoring (DIBELS, Results, online assessments through MobyMax and teacher created items using <i>Illuminate</i> assessment platform) <p>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:</p> <ol style="list-style-type: none"> 1. Culture of Learning 2. Challenging Content 3. Ownership <p>As outlined on the Instructional Practice Guide</p>	<ul style="list-style-type: none"> ▪ Principal <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ▪ Resource Specialist ▪ TSA ▪ Teachers ▪ Paraprofessionals ▪ Teaching Fellows ▪ AC Teams ▪ Principal 	<p>Progress Monitoring:</p> <p>Weekly/Monthly/Quarterly DRDP/KAIG/BAS/DRP will be monitored to ensure that students are on target to meet EOY grade level benchmarks</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ 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 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ Foundational reading skills in support of reading comprehension ▪ Depth of Knowledge (DoK) levels ▪ Increasing challenging content while integrating reading, writing, listening & speaking ▪ <u>Learning by Doing</u> quarterly AC professional learning and monthly ILT meetings ▪ Monthly vertical articulation meetings ▪ Calibration and student work analysis in AC work ▪ Rubric & Criteria for Success development and implementation ▪ Common formative assessments ▪ Analysis and refinement of Orton Gillingham instructional practices for intervention in grades K-1 ▪ Digital literacy and technology supports ▪ Substitutes for release time to have data chats, peer observations and grade level planning 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ▪ High quality 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 – 3rd grade student’s identified needs (through the SST process) – provided by classroom teacher, resource specialist, and paraprofessionals and teaching fellows under the supervision of certificated staff (Tier 2 & 3)
 - Differentiated instruction in 1st – 3rd grade classrooms through MobyMax adaptive literacy program
 - Technology to support student early literacy skills, reading and comprehension
- Specify additional targeted actions for EL students:*
- Designated ELD instruction from certificated teacher
 - Integrated ELD instruction in flexible groupings

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Paraprof. IA	8,918
1	1	Sup & Conc	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.3750		Paraprof. IA	8,918
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.0625		Paraprof. IA	1,486
1	1	EL	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.0625		Paraprof. IA	1,486
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Action 1 - Supplemental TK - 3	1,163
1	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Action 1 - Supplemental TK-3rd	1,743
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Action 1 Equipment/Technology	2,271
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Action 1 Equipment Maintenance	1,500

1	1	Sup & Conc	Instruction	Materials & Supplies				Action 1 Materials & Supplies (TK-2nd)	1,651
1	1	Title 1 Basic	Instruction	Materials & Supplies				Action 1 Materials and Supplies	2,000
1	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Action 1 CA Teaching Fellows	2,630
1	1	Title 1 Basic	Instruction	Books & Other Reference				Action 1 Web-based learning 2yr contract	329
Total									\$34,095

Domain	<input checked="" type="checkbox"/> I. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action:</i> Eaton Elementary will implement a comprehensive, balanced 3rd – 6th grade literacy program to improve foundational reading skills and comprehension of complex text to support the increase of 3rd – 6th grade students who meet or exceed standards on the SBAC – ELA end of year assessment. This will include a response to intervention (RtI) approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in content areas so that students are developing and practicing and stretching literacy skills daily; Tier 2 includes opportunities for deployment, flexible groupings, and tutorials; and Tier 3 includes mentoring, tutorials, technology resources, e.g., MobyMax, and extra support through pull out and push in, fluid programs.</p>		
<i>SQII Element:</i> 5926 – Implementation of RtI Framework to Assessment Performance	<i>SQII Sub-element(s):</i> Assessments – SBAC ELA	<i>Site Growth Target:</i> 44%	<i>Vendor (contracted services)</i> 2 Teaching fellows, 2 Paraprofessionals; MobyMax web-based learning; DIBELs
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of students who meet or exceed standards on the SBAC ELA State assessment, will increase from 33.82% to 44%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i> District Assessments:	<i>Timeline</i>

<p>3rd – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:</p> <ul style="list-style-type: none"> ▪ DRP bi-annual administrations with an EOY target of grade level benchmark ▪ Interim Assessment bi-annual administrations with an EOY target of grade level benchmark ▪ Common Assignments and Assessments ▪ Checks for Understanding daily ▪ Grades ▪ SQII data ▪ Classroom walkthrough feedback ▪ Progress Monitoring (DIBELs, Results, online assessments through MobyMax and teacher created items using <i>Illuminate</i> assessment platform) <p>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:</p> <ol style="list-style-type: none"> 1. Culture of Learning 2. Challenging Content 3. Ownership <p>As outlined on the Instructional Practice Guide</p>	<ul style="list-style-type: none"> ▪ Site Test Coordinator ▪ Teachers ▪ Resource Specialist (RSP) ▪ AC Teams ▪ TSA ▪ Principal <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> ▪ Teachers ▪ AC Teams ▪ TSA ▪ Principal <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ▪ Resource Specialist ▪ TSA ▪ Teachers ▪ Paraprofessionals ▪ Teaching Fellows ▪ AC Teams ▪ Principal 	<p>District Assessments: Quarterly/Bi-annually</p> <p>Grade Level Assessments: Weekly/Daily</p> <p>Progress Monitoring: Weekly/Monthly/Quarterly DRP will be monitored to ensure that students are on target to meet EOY grade level benchmarks</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ 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 student agenda planners, 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 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ Depth of Knowledge (DoK) levels 		

- Increasing challenging content while integrating reading, writing, listening & speaking
 - Learning by Doing quarterly AC professional learning and monthly ILT meetings
 - Monthly vertical articulation meetings
 - Calibration and student work analysis in AC work
 - Rubric & Criteria for Success development and implementation
 - Common formative assessments
 - Digital literacy and technology supports
 - Substitutes for release time to have data chats, peer observations and grade level planning
- Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):*
- High quality first instruction from classroom teacher (Tier 1)
 - Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
 - District adopted baseline curriculum supplemented by additional resources, e.g., suggestions from district scope and sequence
 - Differentiated small-group instruction based on 3rd – 6th grade student’s identified needs (through SST process) – provided by classroom teacher, resource specialist, and paraprofessionals and teaching fellows under the supervision of certificated staff (Tier 2 & 3)
 - Differentiated instruction in 3rd – 6th grade classrooms through MobyMax adaptive literacy program
 - Technology to reinforce student literacy skills, reading and comprehension
 - Supplemental contracts for teachers to offer after school tutoring for students at risk
 - Homework support through after school program
- Specify additional targeted actions for EL students:*
- Designated ELD instruction from certificated teacher
 - Integrated ELD instruction in flexible groupings

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Action 2 - Supplemental Contracts 3rd - 6th	1,163
2	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Action 2 Supplemental 3rd - 6th	1,743
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Action 2 Equipment Maintenance	1,000
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Action 2 Equipment/Technology	2,500

2	1	Title 1 Basic	Instruction	Materials & Supplies			Action 2 Materials and Supplies	2,000
2	1	Sup & Conc	Instruction	Materials & Supplies			Action 2 Materials & Supplies (3rd - 6th)	1,500
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Teaching Fellows	Action 2 CA Teaching Fellows	5,500
2	1	Title 1 Basic	Instruction	Books & Other Reference			Action 2 Web-based learning 2yr contract	500
Total								\$15,906

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action:</i> Eaton Elementary will provide a comprehensive balanced mathematical program through high quality instruction and learning opportunities for students to build and strengthen their conceptual understanding, procedural skill and fluency, and application. Teachers will develop, implement and/or refine instructional practices that support high level thinking skills and the eight mathematical principles with a focus on providing lessons that make appropriate connections from concept to content within and across grade levels. Use of online adopted curriculum resources, and supplemental resources, e.g., MobyMax, will also be utilized to support student learning and monitor progress.</p>		
<i>SQII Element:</i> 6169 – Implementation of RtI Framework to Assessment Performance	<i>SQII Sub-element(s):</i> Assessments – SBAC Math	<i>Site Growth Target:</i> 48%	<i>Vendor (contracted services)</i> 2 Teaching Fellows; 2 Paraprofessionals; MobyMax web-based learning
<input checked="" type="checkbox"/> <i>New Action</i> <input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of students who meet or exceed standards on the SBAC – Math State assessment, will increase from 37.75% to 48%.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i> TK – 6 th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals: <ul style="list-style-type: none"> ▪ KSEP data 		<i>Owner(s)</i> District Assessments:	<i>Timeline</i> District Assessments: Quarterly/Bi-annually

<ul style="list-style-type: none"> ▪ KAIG quarterly administrations ▪ Interim Assessment bi-annual administrations ▪ Common Assignments and Assessments ▪ Checks for Understanding daily ▪ Grades ▪ SQII data ▪ Classroom walkthrough feedback ▪ Progress Monitoring (Online assessments through MobyMax and teacher created items using <i>Illuminate</i> assessment platform) <p>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:</p> <ol style="list-style-type: none"> 1. Culture of Learning 2. Challenging Content 3. Ownership <p>As outlined on the Instructional Practice Guide</p>	<ul style="list-style-type: none"> ▪ Site Test Coordinator ▪ Teachers ▪ Resource Specialist (RSP) ▪ AC Teams ▪ TSA ▪ Principal <p>Grade Level Assessments:</p> <p>Grade Level Assessments:</p> <ul style="list-style-type: none"> ▪ Teachers ▪ AC Teams ▪ TSA ▪ Principal <p>Progress Monitoring:</p> <ul style="list-style-type: none"> ▪ Resource Specialist ▪ TSA ▪ Teachers ▪ Paraprofessionals ▪ Teaching Fellows ▪ AC Teams ▪ Principal 	<p>Grade Level Assessments: Weekly/Daily</p> <p>Progress Monitoring: Weekly/Monthly/Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ Parents will be invited to annual Title I meeting at the beginning of the school year held by Principal to review Title I funding and programs ▪ Teachers will review individual students' math assessment scores at the fall parent/teacher conference ▪ Parents will receive student assessment data after district test administration ▪ Ongoing communication of student progress through student agenda planners (3rd – 6th grades), progress reports, report cards, ATLAS parent portal, EduText, ISLPs and emails ▪ Parents will be invited to Student Success Team (SST) meetings to collaboratively develop interventions and strategies to strengthen support for individual students at risk ▪ Quarterly coffee hours will be held for parents to review programs and answer questions 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ Increasing focus, coherence and rigor 		

<ul style="list-style-type: none"> ▪ Strengthening knowledge of the 8 mathematical principles ▪ Depth of Knowledge (DoK) levels ▪ Increasing challenging content while integrating reading, writing, listening & speaking ▪ <u>Learning by Doing</u> quarterly AC professional learning and monthly ILT meetings (feedback/surveys used to measure effectiveness) ▪ <u>Sensible Mathematics</u> appendices ▪ Monthly vertical articulation meetings (feedback/surveys used to measure effectiveness) ▪ Calibration and student work analysis in AC work ▪ Rubric & Criteria for Success development and implementation ▪ Common formative assessments ▪ Digital and technology supports ▪ Substitutes for release time to have data chats, peer observations and grade level planning
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ▪ High quality 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 ▪ Differentiated small-group instruction based on student’s identified needs (through SST process) – provided by classroom teacher, resource specialist, and paraprofessionals and teaching fellows under the supervision of certificated staff (Tier 2 & 3) ▪ Differentiated instruction in 1st – 6th grade classrooms through MobyMax adaptive mathematics program ▪ Technology to reinforce student math and problem solving skills ▪ Supplemental contracts for teachers to offer after school tutoring for students at risk ▪ Homework support through after school program (grades 3rd – 6th) <p><i>Specify additional targeted actions for EL students:</i></p>

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Action 3 - Sub Release Time K-6	400
3	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Action 3 - Supplemental Contracts K-6th	1,163
3	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Action 3 Sub Release Time	622

3	1	Title 1 Basic	Instruction	Teacher-Supplemental Salaries				Action 3 Supplemental K - 6th	1,743
3	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Action 3 Equipment/Technology	2,500
3	1	Title 1 Basic	Instruction	Materials & Supplies				Action 3 Materials and Supplies	1,193
3	1	Sup & Conc	Instruction	Materials & Supplies				Action 3 Materials & Supplies (K - 6th)	1,926
3	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating		Teaching Fellows		Action 3 CA Teaching Fellows	5,500
3	1	Title 1 Basic	Instruction	Books & Other Reference				Action 3 Web-based learning 2yr contract	500
Total									\$15,547

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 4	<i>Detail the action:</i> Eaton Elementary will implement a balanced, comprehensive language acquisition program with integrated and designated English Language Development (ELD) instruction. Instruction and learning opportunities for English Learner (EL) students will be provided through RtI deployment, along with integrated ELD classroom instruction.		
<i>SQII Element:</i> 4071 - Implementation of RtI Framework to Assessment Performance/Grade Level Growth Correlation	<i>SQII Sub-element(s):</i> LCFF Subgroups – English Learners	<i>Site Growth Target:</i> 37%	<i>Vendor (contracted services)</i>
<input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input checked="" type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>		
<i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of EL students who advance at least one proficiency level on the California English Language Development Test (CELDT) will increase from 29.63% to 37% as measured by CELDT data reports.			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)		<i>Owner(s)</i>	<i>Timeline</i>

<p>K-6th grade students and teachers will set and monitor annual, bi-annual and quarterly goals for language acquisition:</p> <ul style="list-style-type: none"> ▪ CELDT data ▪ BAS/DRP disaggregated by EL subgroup ▪ Interim Assessment disaggregated by EL subgroup ▪ Common Assignments and Assessments ▪ Checks for Understanding daily ▪ Grades ▪ EL Goal Setting Report ▪ SQII ▪ AC agendas focused on classroom foundations and commitments to addressing the four grounding question ▪ Classroom walkthrough feedback ▪ Integrated ELD ▪ Designated ELD <p>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:</p> <ol style="list-style-type: none"> 1. Culture of Learning 2. Challenging Content 3. Ownership <p>As outlined on the Instructional Practice Guide</p>	<p>District Assessments, Grade Level Assessments, Progress Monitoring:</p> <ul style="list-style-type: none"> ▪ EL Site Representative ▪ Resource Specialist ▪ Teachers ▪ AC Teams ▪ Paraprofessionals ▪ Teaching Fellows ▪ TSA ▪ Principal 	<p>District Assessments: Annually/Quarterly</p> <p>Grade Level Assessments: Weekly/Daily</p> <p>Progress Monitoring: Weekly/Monthly/Quarterly</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ At fall conferences, Teachers will review EL Goal Setting Report, CELDT data, and academic assessment results with parents to provide guidance on how to help students reach English language proficiency ▪ Parent education classes will be provided as available ▪ Translating services will be provided as needed ▪ Teachers will provide a review of the EDUTEXT and Parent Portal during Parent Information Night (formally Back to School) and at fall conferences ▪ Quarterly coffee hours will be offered to support parent learning and involvement 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ CELDT Assessment data reflection and planning ▪ Academic English language development through integrated and designated ELD instruction ▪ Deconstructing ELD Standards in alignment with ELA Standards ▪ Use of the EL Goal Setting Report to identify students and their instructional needs ▪ <u>Learning by Doing</u> quarterly AC professional learning and monthly ILT meetings (feedback/surveys used to measure effectiveness) 		

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):
Specify additional targeted actions for EL students:

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

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Parent Participation	Other Classified-Supplemental				Action 4 - Interpreters	117
4	1	EL	Instruction	Materials & Supplies				Action 4 Materials & Supplies EL	818
4	1	EL	Instruction	Prof/Consulting Svc & Operating			Teaching Fellows	Action 4 Teaching Fellows EL	2,000
4	1	EL	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Action 4 Counseling	1,510
4	1	EL	Guidance & Counseling Services	Direct-Other (Dr)				Action 4 Counseling 2% (Families Foundation)	490
4	1	EL	Instruction	Direct-Other (Dr)				Action 4 CELDT Assessors	1,000
Total									\$5,935

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 5	<i>Detail the action:</i> Eaton Elementary will continue to implement a school-wide reward/incentive attendance program for 100% classroom attendance and students with perfect attendance.					
<i>SQII Element:</i> 6038 – Social Emotional Data/Grade Correlation	<i>SQII Sub-element(s):</i> Attendance			<i>Site Growth Target:</i> 77%	<i>Vendor (contracted services)</i> Families First Foundations	
<input type="checkbox"/> <i>New Action</i>	<input checked="" type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i>		<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	
<i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of TK – 6 th grade students with a 95% attendance rate, or higher, will increase from 73.65 % to 77%.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact) <ul style="list-style-type: none"> ▪ ATLAS attendance data ▪ Daily attendance report ▪ SQII ▪ Number of classes with 10 days of perfect attendance ▪ Attendance Administrator Meetings – A1 ▪ Home visits when necessary ▪ Student engagement – Goal 2 activity 				<i>Owner(s)</i>		<i>Timeline</i>
				Attendance Data: <ul style="list-style-type: none"> ▪ Attendance Clerk ▪ Counselor ▪ Principal Parent Meetings: <ul style="list-style-type: none"> ▪ Attendance Clerk ▪ Counselor ▪ Principal Semester Awards: <ul style="list-style-type: none"> ▪ Teachers ▪ TSA ▪ Principal 		Daily from August 15, 2016 through June 8, 2017 Monthly A1 meetings
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i> <ul style="list-style-type: none"> ▪ Parents will be invited to attend Attendance Conferences in an effort to improve attendance rates ▪ Teachers will review individual students’ attendance rate at the fall parent/teacher conference ▪ Student/Parent handbook will be provided that outlines attendance policies and procedures ▪ Ongoing communication of student progress through progress reports, ATLAS parent portal, EduText, phone calls, and/or emails 						
<i>Describe related professional learning:</i> <ul style="list-style-type: none"> ▪ School-wide policies/procedures for attendance program and awards assemblies ▪ Public Relations – how to be a service provider to our families 						
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i> <ul style="list-style-type: none"> ▪ Awards and incentives to encourage attendance 						

- Recognition at semester awards assemblies
- Weekly Second Step lessons
- Weekly Classroom Meetings
- Re-launch school wide anti-bullying (Olweus) program
- Eagle’s Nest social/emotional classroom alternative to outdoor recess
- Personal Responsibility program with quarterly incentive (1st – 6th)

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Health Services	Classified Support-Regular	Assistant, Health	0.3125		Please place Elizabeth Gomez Emp # 1052709	8,803
5	2	EL	Health Services	Classified Support-Regular	Assistant, Health	0.0625		Please place Elizabeth Gomez Emp # 1052709	1,761
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Action 5 Counseling	10,000
Total									\$20,564

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 6	<p><i>Detail the action:</i> Eaton Elementary will implement a school-wide tiered level of support for behavior incidents to reduce the number of suspensions. Guidelines for Success, district programs (Olweus, Second Step, Class Meetings), school wide programs/supports (Eagle’s Nest, Personal Responsibility, RAK, counseling services), and Student Success Team meetings will continue to promote a culture of kindness and caring in support of positive behavior.</p>					
<i>SQII Element:</i> 3684 – PL Alignment to Demonstrated Student/Staff Needs	<i>SQII Sub-element(s):</i> Attendance/Behavior Growth		<i>Site Growth Target:</i> 100%		<i>Vendor (contracted services)</i> Families First Foundations Teaching Fellows	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i>	<input checked="" type="checkbox"/> <i>Data</i>	<input type="checkbox"/> <i>Research-based</i>	<input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>	

<p><i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of TK – 6th grade students who had one suspension incident in the fall semester and do not have a suspension incident in the spring semester will increase from 66.67% to 100%, as measured by documentation of suspension data on ATLAS.</p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> ▪ Suspension data ▪ Behavior referral data ▪ SEL survey ▪ Student survey ▪ Staff survey ▪ SQII ▪ Classroom meeting quarterly documentation ▪ Second step quarterly documentation ▪ Eagle’s Nest attendance data ▪ Personal Responsibility attendance data ▪ Student behavior plans data ▪ Student Success Team meeting data ▪ Counseling referral data ▪ MAC/CHAMPs implementation in ALL classrooms ▪ Goal 2 participation data 	<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> ▪ Teachers ▪ Counselor ▪ Teaching Fellows ▪ Climate/Culture Team ▪ TSA ▪ Principal 	<p><i>Timeline</i></p> <p>Daily from August 15, 2016 through June 8, 2017</p> <p>Data reviewed monthly by Climate/Culture team</p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ Parent contact for level 2 behaviors initiated by teacher – phone call, email or text ▪ Parents will be invited to SST meetings to collaboratively develop interventions necessary to support individual students 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ Second Step ▪ Classroom Meetings ▪ Tiered levels of response to behaviors ▪ Social/Emotional learning ▪ Olweus re-launch training 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ▪ Eagle’s Nest available as an alternative for recess for students in grades 1st – 6th staffed by Teaching Fellows and Counselor ▪ Personal Responsibility room for students to own responsibility for actions/behaviors for students in grades 1st – 6th staffed by Teaching Fellows and Counselor ▪ Monthly recognition for students exemplifying character counts traits ▪ All classrooms will implement weekly classroom meetings and second step lessons ▪ Re-launch of Olweus anti-bullying program 		

- Implement Safe & Civil Schools initiatives as determined by Climate/Culture team and provide rewards/incentives for positive behavior
- Quarterly PR celebrations for all students with good behavior
- Behavior contracts with incentives/rewards implemented with struggling students to promote positive behavior
- Students will be referred to SST when necessary to determine behavioral intervention supports
- Supplemental materials and supplies as needed to ensure full implementation of a positive and safe school climate
- Counseling opportunities for students in tier 3

Specify additional targeted actions for EL students:

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Action 6 Counseling	10,000
								Total	\$10,000

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/Completion/Retention/Graduation Rates</i>	<input type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates</i>	<input checked="" type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates</i>
Action # 7	<i>Detail the action:</i> Eaton Elementary will provide a wide array of opportunities for students to participate in arts, activities, and athletics and for parents to be involved with the school.					
<i>SQII Element:</i> 2080 – Goal 2/Grade Correlation	<i>SQII Sub-element(s):</i> Club/Organization Alignment to Student Needs		<i>Site Growth Target:</i> 60%		<i>Vendor (contracted services)</i>	
<input checked="" type="checkbox"/> <i>New Action</i>	<input type="checkbox"/> <i>On-going</i>	<i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input checked="" type="checkbox"/> <i>Local Knowledge/Context</i>				
<i>Write a SMART Goal to address each data point:</i> By May 2017, the percentage of students who are engaged in any Goal 2 activities (arts, activities, and athletics) will increase from 46.35% to 60% as measured school-wide data entry for attendance and participation in extra-curricular activities.						
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>				<i>Owner(s)</i>		<i>Timeline</i>
<ul style="list-style-type: none"> ▪ Engagement (Goal 2) data ▪ Parent attendance at school events and for volunteer opportunities throughout the year ▪ Positive Proof sign in data 				<ul style="list-style-type: none"> ▪ Teachers ▪ Office Manager ▪ Noontime Assistants 		<ul style="list-style-type: none"> ▪ Daily from August 15, 2016 through June 8, 2017 ▪ Quarterly review of Goal 2 data

<ul style="list-style-type: none"> ▪ Increased number of approved volunteer applications for support to Goal 2 activity for students ▪ SQII ▪ Parent surveys ▪ Student surveys ▪ Parent Faculty Club membership data 	<ul style="list-style-type: none"> ▪ Coaches ▪ PFC board ▪ Parent Volunteers ▪ TSA ▪ Principal 	<ul style="list-style-type: none"> ▪ Monthly updated list of approved volunteer applications ▪ Quarterly review of campus visitations
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> ▪ Parents will be informed of opportunities for volunteer opportunities ▪ Parents will be informed of opportunities for Goal 2 activities ▪ Monthly PFC meetings ▪ Quarterly SSC meetings ▪ Increase opportunities for parents to support Goal 2 activities on a volunteer basis ▪ Quarterly coffee hours will be held for parents to review programs and answer questions ▪ Back to school night in August ▪ Title I meeting in August ▪ Teachers will share Goal 2 opportunities for students, and volunteer opportunities at fall parent/teacher conference ▪ Parents will be invited to celebrations and programs throughout the year, including music performances, achievement awards assemblies, and other special events ▪ Volunteer Luncheon to recognize parents for their volunteer efforts and encourage future participation 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> ▪ Teachers will receive timely information and calendars regarding outreach efforts ▪ Teachers will receive updates and information regarding student engagement data ▪ Staff in-servicing on how to recruit students and parents to become more involved in Goal 2 options ▪ ILT will develop a plan to engage students in Goal 2 opportunities 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> ▪ Materials, supplies, awards and incentives to support engagement ▪ Assemblies, presentations, and field trips <p><i>Specify additional targeted actions for EL students:</i></p>		

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
7	3	Title 1 Basic	Parent Participation	Materials & Supplies				Action 7 Parent Participation	508
7	3	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Counseling: Family Foundation Services	Action 7 Counseling (Family Outreach)	3,000
7	3	Sup & Conc	Instruction	Direct-Graphics (Dr)				Action 7 Graphics	437
7	3	Title 1 Basic	Instruction	Direct-Graphics (Dr)				Action 7 Graphics	800
Total									\$4,745

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$20,952
7090	LCFF Supplemental & Concentration	\$75,172
7091	LCFF for English Learners	\$10,668
		\$106,792
TOTAL 2016/17 ON-SITE ALLOCATION		\$106,792

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$508
Remaining Title I funds are at the discretion of the School Site Council	\$20,444
Total Title I Allocation	\$20,952

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Supp			Action 1 - Supplemental TK-3rd	1,743.00
1	1	Title 1 Basic	Instruction	Bks & Ref			: Action 1 Web-based learning 2yr contract	329.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Action 1 Materials and Supplies	2,000.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Action 1 Equipment/Technology	2,271.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Action 1 - Supplemental TK - 3	1,163.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Paraprof. IA	8,918.00
1	1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.375	Paraprof. IA	8,918.00
1	1	Sup & Conc	Instruction	Mat & Supp			Action 1 Materials & Supplies (TK-2nd)	1,651.00
1	1	Sup & Conc	Instruction	Direct-Maint			Action 1 Equipment Maintenance	1,500.00
1	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Action 1 CA Teaching Fellows	2,630.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.063	Paraprof. IA	1,486.00
1	1	EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.063	Paraprof. IA	1,486.00
2	1	Title 1 Basic	Instruction	Teacher-Supp			Action 2 Supplemental 3rd - 6th	1,743.00
2	1	Title 1 Basic	Instruction	Bks & Ref			: Action 2 Web-based learning 2yr contract	500.00
2	1	Title 1 Basic	Instruction	Mat & Supp			: Action 2 Materials and Supplies	2,000.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			: Action 2 Equipment/Technology	2,500.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Action 2 - Supplemental Contracts 3rd - 6th	1,163.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Action 2 Materials & Supplies (3rd - 6th)	1,500.00
2	1	Sup & Conc	Instruction	Direct-Maint			: Action 2 Equipment Maintenance	1,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Action 2 CA Teaching Fellows	5,500.00
3	1	Title 1 Basic	Instruction	Teacher-Subs			Action 3 Sub Release Time	622.00
3	1	Title 1 Basic	Instruction	Teacher-Supp			Action 3 Supplemental K - 6th	1,743.00
3	1	Title 1 Basic	Instruction	Bks & Ref			: Action 3 Web-based learning 2yr contract	500.00
3	1	Title 1 Basic	Instruction	Mat & Supp			: Action 3 Materials and Supplies	1,193.00
3	1	Title 1 Basic	Instruction	Nc-Equipment			: Action 3 Equipment/Technology	2,500.00
3	1	Sup & Conc	Instruction	Teacher-Subs			Action 3 - Sub Release Time K-6	400.00
3	1	Sup & Conc	Instruction	Teacher-Supp			Action 3 - Supplemental Contracts K-6th	1,163.00
3	1	Sup & Conc	Instruction	Mat & Supp			: Action 3 Materials & Supplies (K - 6th)	1,926.00
3	1	Sup & Conc	Instruction	Cons Svc/Oth			Teaching Fellows : Action 3 CA Teaching Fellows	5,500.00
4	1	EL	Instruction	Mat & Supp			Action 4 Materials & Supplies EL	818.00
4	1	EL	Instruction	Direct-Other			Action 4 CELDT Assessors	1,000.00
4	1	EL	Instruction	Cons Svc/Oth			Teaching Fellows : Action 4 Teaching Fellows EL	2,000.00
4	1	EL	Parent Participation	Oth Cls-Supp			Action 4 - Interpreters	117.00
4	1	EL	Guidance & Counseling Services	Direct-Other			: Action 4 Counseling 2% (Families Foundation)	490.00

4	1	EL	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Action 4 Counseling	1,510.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Action 5 Counseling	10,000.00
5	2	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.313	Please place Elizabeth Gomez Emp # 1052709	8,803.00
5	2	EL	Health Services	Cls Sup-Reg	Assistant, Health	0.063	Please place Elizabeth Gomez Emp # 1052709	1,761.00
6	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Action 6 Counseling	10,000.00
7	3	Title 1 Basic	Instruction	Direct-Graph			Action 7 Graphics	800.00
7	3	Title 1 Basic	Parent Participation	Mat & Supp			Action 7 Parent Participation	508.00
7	3	Sup & Conc	Instruction	Direct-Graph			Action 7 Graphics	437.00
7	3	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Counseling: Family Foundation Services : Action 7 Counseling (Family Outreach)	3,000.00

\$106,792.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$20,952.00
Sup & Conc	7090	\$75,172.00
EL	7091	\$10,668.00
Grand Total		\$106,792.00

Domain Totals	Budget Totals
Academic	\$71,483.00
Culture & Climate	\$4,745.00
Social/Emotional	\$30,564.00
Grand Total	\$106,792.00

E.1. 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Beth Buettner	X				
2. Chairperson - Jamie Ahart				X	
3. Secretary - Monica Rocha			X		
4. Roxanne Valdez				X	
5. Heather Waldren				X	
6. Wendy Bush				X	
7. Stephanie Mikow				X	
8. Cynthia Perry		X			
9. Sonia Hernandez		X			
10. Colleen English-Wong			X		
11.					
12.					
13.					
14.					
15.					
<input type="checkbox"/> ELAC operated as a school advisory committee.		<input checked="" type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: <i>Eaton</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Beth Buettner	<i>Beth Buettner</i>	4.1.16
SSC Chairperson	Jamie Ahart	<i>Jamie Ahart</i>	4.1.16

E.4. Addendum -- Attach Site Parent Involvement Policy/Compact/SSC Bylaws

Eaton Elementary

Title I

Dept.