Eaton Elementary

10621666006068

Principal's Name: Beth Buettner

Principal's Signature: *Beth Buettner*

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

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

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 – Kyle Roberson				X	
3. Secretary – Kim Vasquez		X			
4. Cindra Coles		X			
5. Kara Veith			X		
6. Monica Rocha			X		
7. Christa Weins				X	
8. Sara Della				X	
9. Nicole Vincent				X	
10. Brittany King				X	
11. Vice Principal – Gina Thao			X		
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Eaton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Beth Buettner	*Beth Buettner*	3/21/2024
SSC Chairperson	Kyle Roberson	*Kyle Roberson (Apr 4, 2024 16:57 PDT)*	3/21/2024

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

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Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Eaton - 0140

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ON-SITE ALLOCATION

3010	Title I	$47,488 *
7090	LCFF Supplemental & Concentration	$157,125
7091	LCFF for English Learners	$19,440

TOTAL 2024/25 ON-SITE ALLOCATION   **$224,053**

* 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	$1,484
Remaining Title I funds are at the discretion of the School Site Council	$46,004
Total Title I Allocation	$47,488

Eaton Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✔	-5 pts	-16 pts	2023-2024	-5 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✔		-98.3 pts	2023-2024	-82 pts
SBAC ELA - percentage of students met/exceeded standard	✔	59 %	46 %	2023-2024	56 %
SBAC Math - Average distance from standard	✔	-20 pts	-19.2 pts	2023-2024	-5 pts
SBAC Math - percentage of students met/exceeded standard	✔	51 %	42.8 %	2023-2024	54 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Key factors that contributed to the performance outcomes for students meeting or exceeding grade level standards on SBAC in ELA:

- Aligned professional learning based on teachers' learning needs (agreement to look at student ownership as a schoolwide focus)
- Grade level PLCs planning assessment, instruction, and intervention (PLC planning days, data chats, and weekly PLC planning)
- Utilization of board adopted Guaranteed & Viable Curriculum (GVC) Wonders for Tier 1 and Tier 2 instruction with provided resources
- Admin and Instructional Coach (IC) support for ILT,CCT, PLCs, and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching
- Intentional student achievement goal setting and reflection with adult support
- IC supports to students and teachers through the development of academic plans for students

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

Factors that may have contributed to the disproportionality for low performing ELA student groups include:

- Continued inconsistent attendance
- Less flexible RTI A small groups for differentiated instruction
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Reduced PL and PLC time
- Students checked out District issued devices but inconsistently brought to school; school site provided technology for day use with limited quantities
- Students demonstrated less mastery in foundational reading skills and writing which required more intervention time
- Inconsistent alignment of ELA Common Formative Assessments (CFA), clear success criteria, and grading policies
- Unfilled paraprofessional positions in Special Education - Special Day Class - moderate/severe

processed through TST
- IC support to teachers through demo lessons and class coverage to support implementing pre- and post-assessments for progress monitoring
- Parent updates on achievement results, and supporting parents with at home strategies in SSC, PFC, Coffee Hours, and ELAC
- Utilization of board adopted GVC and district specialized curriculum (SRA/Wonderworks, etc.) for students with IEPs
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify multi-tiered systems of support (MTSS) through Targeted Support Team (TST), Individualized Educational Plan (IEPs) and Student Success Team (SST) meetings
- Social emotional and behavior support which impacts academic achievement, from Resource Counseling Assistant (RCA), Tier 2 Specialist, and Campus Safety Assistant (CSA)
- Tier 3 support provided by RSP teacher and support staff with pull out/push in support for identified students in all grades
- Site wide Response to Intervention and Acceleration (RTIA) system implemented for grades K-6

Key factors that contributed to the performance outcomes for students meeting or exceeding grade level standards on SBAC in Mathematics:

- Aligned professional learning based on teachers' learning needs (agreement to look at student ownership as a schoolwide focus)
- Grade level PLCs planning assessment, instruction, and intervention (PLC planning days, data chats, and weekly PLC planning)
- Utilization of board adopted GVC - Go! Math for Tier 1 and Tier 2 instruction with provided resources and manipulatives
- Admin and IC support of ILT, CCT, PLCs, and site professional learning in collaborative processes to support data analysis, instructional planning, and formal and informal observations of instruction for cycles of feedback and coaching
- Use of district approved supplemental online resources (i.e. Reflex Math, Frax Math, Swun Math)
- Parent updates on achievement results and supporting parents with at home strategies in PFC, SSC, Coffee Hours and ELAC
- Social emotional and behavior support which impacts academic achievement, from RCA, Tier 2 Specialist, and CSA
- Utilization of board adopted GVC and district specialized curriculum (Touch Math) for students with IEPs
- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through TST, IEP, and SST meetings
- Along with general baseline classroom supports, students with disabilities receive additional tier 2 time with small group instruction
- Tier 3 support provided by RSP teacher and support staff with pull out/push in support for identified students in all grades
- Math Lesson Design (MLD) procedural and conceptual coaching and demo cycles for K, 1st, 3rd, & 4th grade levels
- MLD SWUN coach and Math Department Coach support
- IC support teachers with demo lessons and class coverage to support implementing pre- and post-assessments for data collection and progress monitoring

program and Resource Specialist Program (RSP) who work directly with students with disabilities (SWD)

Factors that may have contributed to the disproportionality for low performing Mathematics student groups include:

- Continued inconsistent attendance
- Less flexible RTI small groups for differentiated instruction
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Inconsistent use of math manipulatives and supplemental tools
- Reduced PL and PLC time
- Students checked out District issued devices but inconsistently brought to school; school site provided technology for day use with limited quantities
- Although ELA intervention time was a schoolwide commitment, Math intervention was not
- Students demonstrated less mastery in foundational math skills which required more intervention time
- Misalignment of CFAs with agreed upon success criteria and grading policies
- Unfilled paraprofessional positions in Special Education classes - Moderate/Severe SDC and RSP who work directly with SWD
- Math Lesson Design (MLD) professional learning, demo, and coaching focused on Grades K, 1, 3, & 4. Students in grades 2, 5, 6, Special Education classes did not participate in this learning opportunity

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Reduced PL and PLC time which did not allow for articulated professional learning in understanding and utilizing ELD standards and best practices for English learner/emergent bilingual students or improving Tier 1 practices in math and literacy for our SWD
- Title 1 and LCFF were utilized to provide Tier 1 and 2 literacy and math intervention and support in the classrooms. The mix of push in and pull out RTIA and RSP support has been proven to be effective; as a result, showing consistent student growth in reading and mathematics on the iReady Diagnostic from Diagnostic Test 1 (D1) to Diagnostic Test 2 (D2).
  - Currently, iReady Reading (D1 to D2) data revealed that in Kindergarten, there was a 38% increase in students testing in the "On Grade Level" or "Above Grade Level" range. 1st grade students showed and increase of 24%, and 2nd grade a 23% increase. There was an increase of 12% in 3rd grade, 2% in 4th grade, 14% in 5th grade and 3% in 6th grade.
  - In iReady Math, the D1 to D2 data showed that in kindergarten there was an increase of 17%, 11% in 1st grade, 13% in 2nd grade, and 11% in 3rd grade. In 4th grade there was a 10% increase, a 4% increase in 5th grade, and a 21% increase in 6th grade.
- Data analysis and teacher feedback aligned the RTIA schedule and the Multi-tiered Systems of Support (MTSS) to minimize the amount of classroom disruption. This alignment accommodated additional breaks, eliminated student pull-out at each grade level during Tier 1 instruction and maximized the use of instructional resources and minutes
- Actions and budget expenditures related to technology were shifted towards more teacher release day substitutes
- The adoption of the Literacy Initiative ("Lit 6") by the region shifted the focus to the district goal of reading by the end of 1st grade. The additional teacher release days for observation and practice, and the additional training hours for TK-1st grade teachers, supported their development of foundational skills instruction
- The amendments to the Targeted Support Team (TST) system helped refine and streamline the system (Student Success Team meetings, speech referrals, etc.)
- The enrollment of students identified as English Learners (ELs) increase to approximately 40 students. In previous years, the number stayed stagnant around 14 students. The implementation of ELD specific interventions and English Language Development (ELD) strategies and resources were more heavily utilized for our second language learners

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Math intervention and small group instruction strategies will be investigated and implemented
- Math fluency goals and achievements will be celebrated by grade level
- District funded IC will continue to be utilized in support of MLD strategies, math, science, The Write Tools, Lit 6, reading foundational skills, and professional development
- Schoolwide agreement to focus on student ownership, tenet 3 of the Instructional Practice Guide - feedback will center around this key area
- The Write Tools will be in its 3rd year of implementation. Teachers in K-6 will participate in professional learning with outside consultant - release days for training and observing
- Lit 6 will include teachers in TK-2nd grade as we implement vertical articulation of reading foundational skills, phonological awareness, phonics, and comprehension with the support of administration, support staff, IC, and regional funded Lit 6 resources and coaches

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Tutoring opportunities for students who are not achieving at grade level - More opportunities to celebrate the cultural diversities we have on campus	- How to help our EL students be successful - Support EL students who are behind and those close to being reclassified - Parent English classes to support child at home	- Continue Brainpop site license - Continue TWT training year 3 - Math intervention and supplementals

- More parent connection opportunities, AM and PM options

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 2024/2025 school year, as well as subsequent years. This literacy program will focus on the improvement of foundational reading skills, written language, and comprehension of complex text. The Regional Literacy Initiative (Lit 6) will focus on implementing high-leverage actions in balanced literacy in grades TK/K/1st/2nd for reading foundational skills. The Lit 6 Initiative will consist of literacy walks amongst teacher peers, progress monitoring, analyzing data, and tiered levels of support for student success. The school wide literacy plan 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. RSP will provide push in and pull out services for our students with IEPs. The Targeted Support Team (TST) will oversee the process for supporting students with academic needs. We 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 Tier 2 deployments, as well as classroom instruction. A Blended Learning model, 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, cooperative learning opportunities with peers, as well as core curriculum utilizing the district adopted literature program and standards based supplemental resources, e.g. Standards Mastery. This will be the foundation for extending learning opportunities for students at, and above, grade level. During the 24/25 school year, Eaton will implement year 3 of The Write Tools to support students' writing development. A full time, district funded instructional coach will be supporting the growth and development of teachers and ELA programs through professional learning opportunities, coaching cycles, and support in the implementation of the comprehensive literacy program.

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 (K-1st)
- Phonics inventory/Phonological Awareness inventory (K-1st)
- Wonders diagnostic and Fluency quarterly administrations with an EOY target of grade level benchmark (K-1st)
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Implementation of The Write Tools (K-1st)
- TK/K Foundational Skills Assessment (FSA)

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)
- Standards Mastery data (3-6)
- CAASPP data (grades 3-6)
- Implementation of The Write Tools
- Implementation of the TST request process for tier II interventions
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Sped PLCs will review data regularly

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**

Teachers have decided to continue with Student Ownership as a schoolwide focus for 24/25, requesting feedback and data to be given with each classroom walkthrough as outlined on the Instructional Practice Guide.

Owner(s):

District Assessments:

- Site Test Coordinator
- Teachers
- Resource Specialist (RSP)
- PLC Teams
- VP
- Principal
- ELPAC Assessors

Grade Level Assessments:

- Teachers
- PLC Teams
- Instructional Coach (IC)
- VP
- Principal

Progress Monitoring:

- Resource Specialist (RSP)
- VP
- Instructional Coach (IC)
- TST
- 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., Standards Mastery
- K-6 implementation of The Write Tools, a researched based program to give consistent tools to support writing across the grades in alignment with the GVC (Opinion/Argumentative focus for 24/25)
- Differentiated small-group instruction based on K – 6th grade student's identified needs (through the TST process and/or bi-monthly progress monitoring) – provided by classroom teacher, resource specialist, teaching fellows (regional funded through Lit 6 initiative for TK-2nd grade students), and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Demonstration lessons/coaching cycles with district funded site instructional coach
- Push in and pull out services for students with an IEP
- Inclusionary practices to increase mainstreaming time for moderate/severe SPED students and to provide all students equitable access to succeed (Tier 1 & 2)

- Differentiated instruction in TK – 6th grade classrooms through adaptive literacy program technology, e.g., classroom tablets, to support student early literacy skills, reading and comprehension
- Designated and integrated ELD instruction
- Continued practice of Personalized Learning Models/Blended Learning designed by lead teachers and grade level teams and supported by instructional coach
- PLC teams will continue to improve instructional supports and provide intervention/ELD through the MTSS process
- ELs, foster youth, and Title 1 students will have priority in after/before school supports
- Materials and supplies to support instruction.
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- Staff will monitor progress of all students, including student identified as English Learners. Working towards EL re-classification.
- Classroom instructional materials and supplies; including, but not limited to FUSD Graphics, supplemental resources and site subscriptions, notebooks, paper, pencils, pens, markers, whiteboards, crayons, etc. will be purchased to support instruction in all subject areas and intervention needs for all students and staff.
- Students identified as needing special education support (SWD) will be receiving inclusion opportunities (General education - GE classroom setting) for Social Emotional Learning (SEL) and class meeting activities, and all school on-site Goal 2 and Goal 3 activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

*Students identified as an English Learner **and** have disabilities (EL-SWD) are performing at the lowest level in areas of English Language Arts (ELA) and Alternative ELPAC where according to the CA Dashboard, 40% of our EL students who are identified as SWD did not progress in the Summative Alternate ELPAC as opposed to the 76.9% of students identified as English Learners (ELs) without special needs progressed at least one English Learner Progress Indicator (ELPI) level.*

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support EL-SWD by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as EL-SWD. We will analyze data, set goals, and identify targeted instructional routines for ELs and EL-SWD. Teachers will be provided with supplemental and sub release time for planning and training (Lit 6, TWT, etc.)

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our English Learner students.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- ELPAC chats with targeted students
- CA ELD Standards
- Grade level Professional Learning Communities (PLCs) plan and implement integrated and designated ELD instruction

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level (98 points below standard which is 29 points less than 22/23, which equals approximately 50 students) in areas of ELA according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD. Site funded license for Brainpop.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district and classroom assessments
- ELPAC data chats for identified students at risk - EL-SWD
- Intervention paraprofessional support for at risk students (ie. foster youth, EL-SWD, students classified as nearly met and/or not meeting standards on CAASPP)
- Universal Lesson Design implemented with SWD in moderate/severe classrooms
- Computer program Brainpop
- TWT year 3 training for teachers
- General education (GE) inclusion opportunities for students identified as needing special education or

- 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-SWD students (including mathematics)
- ELPAC data chats/goal setting with EL students, specifically our SWD
- Intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)
- ELRT meeting throughout the year to progress monitor learning

SWD support
- Designated ELD instruction from certificated teacher to support learning
- Integrated ELD instruction designed by grade level PLCs
- ELRT quarterly reviews of student achievement data

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. i-Ready lessons (K-6), Reflex Math (2-6), & CAASPP released questions in the form of IABs & FIABs (3-6) will also be utilized to support student learning and monitor progress. Math Lesson Design (MLD) practices will continue in 3rd-6th grade. School wide implementation of a personalized learning model, or Blended Learning, will support students learning through technology based instruction. District funded instructional coach will support students and teachers through demonstration lessons and coaching cycles. The Targeted Support Team (TST) will oversee the process for supporting students with academic needs. RSP teacher and paras will provide push in and pull out services for our students with IEPs.

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 – 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
- Frequent daily Checks for Understanding
- 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)
- Coaching cycles and demonstration lessons with site instructional coach
- CAASPP data (grades 3-6)
- Reflex math fluency achievement by grade levels
- TST request process for tier II interventions
- Push in and pull out services for students with IEPs
- Progress monitoring through the IEP process
- Sped PLCs will review data regularly
- Classroom supervision of math instruction utilizing the CSTPs and the Instructional Practice Guide (IPG) with supporting documents to provide coaching feedback and reflective conversations
- Teachers will engage in peer-colleague observations; utilizing data collection to inform and improve instruction to increase student learning

K - 6th grade students will have access to supplemental on-line platforms, i-Ready, 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, with a focus on student ownership, #3:

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

Owner(s):

District Assessments:

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

Grade Level Assessments:

- Teachers
- Instructional Coach
- PLC Teams
- VP
- Principal

Progress Monitoring:

- Resource Specialist
- VP
- Instructional Coach
- TST
- 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 through site funding, e.g., Swun math consumables (3rd/4th), Reflex Math
- Differentiated small-group instruction based on student's identified needs (through TST process) – provided by classroom teacher, resource specialist, instructional coach, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Opportunities for teachers to experience coaching cycles with on-site instructional coach
- Push in and pull out services to be provided for students with IEPs
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated standards based instruction in 3rd – 6th grade classrooms through Prodigy and Reflex adaptive mathematics program
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability
- Supplemental contracts for teachers to offer after school tutoring for students at risk
- Sub release time for teachers to backwards map and review data to inform instructional planning decisions
- Homework support through after school program (grades TK – 6th)
- EL appropriate interventions based on data
- Teachers will plan and collaborate math lesson alignment with CAASPP Claims and Targets, EdCite, GoMath, FUSD Scope & Sequence and Pacing Guide for Gr. 3-6

- Through teacher release planning/assessment days, staff will progress monitor all students (including SWD and English Leaders (ELs)) and reflect on their instructional practices in all content areas. Including ELs progress towards re-classification through the use of student artifacts, assessment data, on-going data chats for goal setting and reflection with students
- Classroom instructional materials and supplies; including, but not limited to FUSD Graphics, supplemental resources and site subscriptions, notebooks, paper, pencils, pens, markers, whiteboards, crayons, etc. will be purchased to support instruction in all subject areas and intervention needs for all students and staff.
- Students identified as needing special education support (SWD) will be receiving inclusion opportunities (General education - GE classroom setting) for Social Emotional Learning (SEL) and class meeting activities, and all school on-site Goal 2 and Goal 3 activities

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

No student groups are in RED for the area of Mathematics

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support EL students by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as EL. We will analyze data, set goals, and identify targeted instructional routines for ELs. Teachers will be provided with supplemental and sub release time for planning and training (Math Professional Learning, etc.)

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in math and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, planning days, and goal setting and reflection with our English Learner students.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- 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
- Monitor EL status (newcomer, LTELs, at-risk ELs), language progress, and academic achievement
- 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-SWD students (including mathematics)
- ELPAC data chats/goal setting with EL students, specifically our SWD
- Intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)
- ELRT meeting throughout the year to progress monitor learning

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the "orange" 2nd to the lowest level (91 points below standard which is 10.3 points less than 22/23, which equals approximately 49 students) in area of Math according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in Math, including EL-SWD, and progress towards growth goals, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD by progress monitoring their instructional practices in Math, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Priority into homework clubs and extra support will be given to students who are struggling, not or near meeting standards on assessments, prioritized be foster youth, EL status, Hispanic, Sped, etc.)
- Data check ins with teacher/staff to support student progress monitoring of their academic achievement - Hispanics, ELs, and students with disabilities
- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district, and classroom assessments
- General education (GE) inclusion opportunities for students identified as needing special education or SWD support

Action 3

Title: EL Academic Performance

Action Details:

Eaton Elementary will implement a comprehensive, balanced language acquisition program with integrated and designated English Language Development. Eaton will create and establish an English Learning Review Team (ELRT) include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on identifying students who are identified as English Learners, analyze data, set goals, and identify targeted instructional routines for English Learners (ELs).

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

- ELPAC
- Disaggregated i-Ready Diagnostic Results by EL subgroup
- Common Formative Assessments
- Grades
- EL Goal Setting Report
- ELLevation Progress Monitoring (tri-annually)
- FUSD EL Department quarterly Reports of RFEP and Current EL at-risk and failing scores/grades
- Power BI
- Classroom Walkthroughs and feedback focused on CSTPs and the IPG (utilizing IPG tool data for student academic discourse and student ownership - tenet 3)

Owner(s):
District Assessments, Grade Level Assessments, Progress Monitoring:

- EL Site Rep
- Home School Liaison (HSL)
- Teachers
- PLC Teams
- Instructional Coach
- Intervention paras
- Vice Principal
- Principal

Timeline:
- District Assessments: Quarterly
- Grade Level Assessments: Weekly
- Progress Monitoring: Weekly/Monthly/Quarterly

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

- Tier 1 & 2: Quality first teaching, based on standards, student goal setting, checking for understanding, implementation of classroom foundations/accountable community foundations, and use of formative assessments
- Tier 1 & 2: Daily Integrated and Designated ELD instruction
- Tier 1: Teachers will refer to Ellevation platform including progress monitoring, student plan and student data chats
- Tier 1: Teachers will review ELPAC results and academic assessment results with students, set goals, and monitor progress
- Tier 1: Increase digital literacy of students in alignment with the Technology standards
- Tier 1 & 2: Site licenses for digital literacy programs; including, but not limited to BrainPOP, Nearpod, Boomcards, etc.
- Tier 1 & 2: Substitutes Salaries for teachers to attend professional learning opportunities & plan with PLC focused on student achievement
- Tier 1, 2 & 3: Data chats to clearly communicate expectations and commitments of teachers and students to increase linguistic and academic achievement
- Tier 1, 2 & 3: Substitute Salaries for SST's, IEP's, data chats, and peer observations
- Tier 2 & 3: Target Support Team (TST) to meet bimonthly to identify students needing academic and/or social emotional support
- Tier 1, 2, & 3: ELRT to meet throughout the school year to set goals, progress monitor, and analyze data for our the English Learner student population.
- Tier 1: Food for Parent Meetings and materials and supplies
- Tier 1, 2 & 3: Classroom materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction and intervention program need

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

Although English Learner Academic Performance is not in RED on the CA Dashboard, we will be addressing ELs within our Students with Disabilities (SWD) as 40% of our EL students who are identified as SWD did not progress in the Summative Alternate ELPAC as opposed to the 76.9% of students identified as English Learners (ELs) without special needs progressed at least one English Learner Progress Indicator (ELPI) level.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner student population by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as English Learners. We will analyze data, set goals, and identify targeted instructional routines for ELs and EL-SWD. Teachers will be provided with supplemental and sub release time for planning and training (Lit 6, TWT, Math Professional Learning, etc.). For Tier 1, 2 & 3 support we will purchase classroom materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction and intervention program needs.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our English Learners. In order to support our English Learner students, including LTEL, At-Risk, and On-track ELs we will look at our Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading materials for students in their primary language. Utilizing 7090 or 7091 funds, we will provide Tier 1 support through ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Tier 1: EL students will participate in Integrated (during all content instruction and including SDAIE/SIOP strategies) and Designated (small group instruction during protected time) English Language Development (ELD) instruction using the California ELD Standards
- Tier 1: Conduct ELPAC Data Chats with targeted students
- Tier 1: Conduct Data Chats to clearly communicate expectations and commitment of teachers and students to increase linguistic and academic achievement
- Tier 1: Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress
- Tier 1 & 2: Following Professional Learning on the Write Tools strategies, students will be taught common language to form skillful writing in every classroom by every teacher, everyday. EL students will be supported through color coding, step-by-step approach to constructing sentences, paragraphs, and essays, and the "Turn and Talk" step of the Writing Routine for oral dress rehearsal prior to writing
- Tier 2 & 3: Intervention support staff and/or teachers to provide reading comprehension intervention to English Learners during grade level differentiation time to meet Tier 2 and Tier 3 needs. Groupings of students will be determined by teachers and Intervention support staff based on Common Formative Assessment results and student progress over time

Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level (98 points below standard which is 29 points less than 22/23, which equals approximately 50 students) in area of ELA according to the CA Dashboard. Within the SWD population, 40% or 19 English Learners who are also identified as SWD, did not progress in the Summative Alternate ELPAC.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our SWD.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district and classroom assessments
- ELPAC data chats for identified students at risk - EL-SWD
- Intervention paraprofessional support for at risk students (ie. foster youth, EL-SWD, students classified as nearly met and/or not meeting standards on CAASPP)
- General education (GE) inclusion opportunities for students identified as needing special education or SWD support
- Designated ELD instruction from certificated teacher to support learning
- Integrated ELD instruction designed by grade level PLCs
- ELRT quarterly reviews of student achievement data

The EL student population make up 6.9% of our student population, which is approximately 40 students with 8 languages represented.

- 68.4% of the EL Student Population made progress on the ELPAC, which is an increase of 18.4% compared to the previous year.
- 73.3% made ELPI (English Language Progress Indicator) Growth; 26.7% did not make ELPI growth
- When comparing the iReady Reading Diagnostic 1 (D1) to Diagnostic 2 (D2), 3 ELs (11.1%) are showing on grade level progress. 11 ELs (40.7%) are performing at 1 grade level below in reading, 6 ELs are performing at 2 grade levels below (22.2%), and 7 ELs (25.9%) are performing 3 grade levels below in the area of Reading.
- 2/11 ELs-SWD tested in mathematics on SBAC met or exceeded standards (18.2%)
- 2/10 ELs-SWD tested in ELA on SBAC met or exceeded standards (20%)

Ongoing intervention and progress monitoring to ensure the progress of our EL students aligns with our overall student population.

- Tier 1, 2 & 3: Selected EL students, including LTEL, At-Risk, and On-track ELs will have access to Books and Technology– reading materials for students in their primary language
- Tier 1, 2 & 3: Classroom materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction and intervention program needs
- Tier 1: ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6
- Tier 1: Translation services will be provided as needed
- Tier 1: District funded Home School Liaison (HSL) to support family outreach & communication
- Tier 1, 2, & 3: ELRT meeting throughout the year to progress monitor learning

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 hour K Para	12,705.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 hour K para site funded	12,705.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies **No food or incentives**	3,315.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs TWT training (21 teachers@3 days)	12,923.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release days (2@15 days)	6,152.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TK-2nd Assessment days (2 for TK/K; 3 for 1st/2nd)	5,745.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3 hour K para - Selena Lopez	13,751.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	25,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : TWT Training days for teachers	10,950.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3 hour K para - Selena Lopez	2,751.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning BOY (6hrs. for 26) **No IEPs**	8,584.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex site license	4,795.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Release days for 3rd-6th (10 teachers by PLC)	6,152.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2@ 40 hours total)	2,268.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies EL	3,908.00

$131,704.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✔	90.45 %	78.9 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Field Trips (TK-6) - student-centered real world learning experience including, but not limited to supporting the arts, athletics, STEM, and career enrichment activities (Fresno Art Museum, FOCUS Artistry, Bricks4Kidz, Fresno Chaffee Zoo, Fresno Fair, CA Academy of Science, Monterey Bay, Ballet at Warnor's Theatre, Fresno City and Fresno State College Tours, 6th Grade Camp to Green Meadows, Saroyan Theatre, Storyland, CTE Break-Out Box, etc.)
- Cyber Safety, Red Ribbon, Read Across America Week, Kindness Week (Guest speakers from Fresno PD, Sheriff's Dept, Mayor Dyer, etc)
- After School Clubs (Drama Club, Good News Club, Art Club, etc.)
- School-Community Wide Events and Engagements (Donuts with Grown Ups, Family Dances, Paint Night, Winter Boutique, Carnival, Sports Recognition Dessert, iReady Growth Days, Quarterly PR Celebrations, "You Did It!" Day, Awards Assemblies, Krazy Karen, Back to School Day, Open House, Krazy Karen Color Run, etc.)
- After School Program Events (RAP Assembly)
- After School Program partnership with community vendors for enrichment lessons
- Weekly classroom music and performance groups (i.e. Choir, Strings, and Band) Student recruitment - Music Programs
- Elementary athletics (Flag Football, Soccer, Cross Country, Track, Basketball, Volleyball, Softball)
- Technology was implemented to prepare students for workplace competencies
- 1 FTE HSL for family and school connections (Parent and Family Engagement Hour)
- School Site Council and ELAC Meetings
- Student of the Month - Character Counts
- School Wide Incentive Program - S.O.A.R Tickets
- Golden Tickets - Line Expectations
- Personal Responsibility (PR) System
- Climate & Culture Team Monthly Meetings
- Yearbook
- All4Youth Support for identified students needs SEL supports

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

- Late start for Choir due to changes to staffing from FUSD Music Department
- Late start for Primary Grade Music Lessons due to FUSD Music Department staffing
- Music performance groups limited to grades 5 and 6 (band/orchestra)
- Low staffing interest in starting clubs
- Elementary athletics only available to grades 5 and 6 (3-6 for x-country/track)
- Low attendance from students and staff rates affected student participation in co-curricular and extra curricular groups, activities, and events
- Staffing Shortages (unfulfilled paraeducator positions for Kindergarten, ALPs 5-6, After School Program, RSP, etc)
- ELOP Coordinator staffing adjustment after first Semester
- ASP Lead was filled in January 2024
- RCA Position filled late which left an open ASP Lead position in early Fall 2023
- Plant Coordinator (PC) change over the summer. Late start with new PC
- Inconsistent sports staffing due to adjustments to Sport Coaches
- Saturday Attendance School is on Hold due to Staffing
- Staffing adjustment and changes for Speech Therapy (SLP) and Project Access Counselor

- Project Access support to meet with Foster/Unhoused Youth for academic, attendance, and SEL Support
- Tier 2 Specialist facilitating and point of contact for DESSA, TST meetings, SEL Support, Social Skills Group, Attendance Groups - Girl Power and Young Men of Character, etc)
- Community Fundraising for Poverello House ("Change for the POV")
- Winter Camp and Summer Camp
- Winter Band, String, and Choir Program
- Inclusion Opportunities with ALPs and VI Programs

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Families still cautious about participation with continuous concerns for health and safety
- Inconsistent, late, and/or lack of staffing for vacant positions for student-centered real world learning experiences (unfulfilled paraeducators positions in RSP, ALPs 5-6, RCA, ASP Lead, ELOP Coordinator, SLP, Project Access Counselor, PC, After School Program)
- Due to a lack of interest for staff to facilitate after school clubs, opportunities for student engagement was low.
- The start of the school year (Quarter 1) was met with challenges associated with planning and professional learning meetings

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Continue Student Leadership and expand opportunities
- Provide after school clubs and activities led by teachers, staff, and community partners focused on art, dance, theater, ethnic/racial affinity groups, SEL development, and STEM
- Recruitment of students in grades 3-6 (track and cross country) and grades 5-6 (flag football, volleyball, soccer, basketball, softball) for athletic teams
- Encourage 100% of students to participate in district provided study trips
- Recruitment of students in grades 5-6 for music groups
- Utilize HSL to reach out to community and encourage participation at all levels
- Implement Climate and Culture Team initiatives (incentive programs and celebrations, etc.)
- Class Meeting, 2nd Step, Morning Meetings "circles" Implementation Consistently (SEL, Anti-Bullying, Social Skills, etc)

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Cultural Fair school wide	- Extracurricular activities (sports, clubs, excursions, guided tours of colleges & universities) - Additional support for students to expand their learning	- Career Day - Cultural Fair

experiences

Action 1

Title: Character Competencies for Success

Action Details:

Eaton Elementary will continue to implement and expose students to a variety of opportunities for student to participate in real-world learning experiences and gain an awareness of career possibilities. Engaging through student-centered and real-world learning experiences through extra-curricular activities, clubs, arts, music, dances, athletic programs, and community vendor partnerships will increase participation of students to build school connectedness and positive interactions between peers and adults.

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 daily Olweus class meetings and class circles in all classrooms
- Participation in Career day
- Student Climate Culture - Social Emotional Learning Survey
- Social Skills Group Participation
- DESSA Implementation and Progress Monitoring
- Targeted Support Team (TST) bi-weekly meetings
- Attendance Meetings
- Teachers and Staff to promote School Attendance towards 95% success rate (Currently 93.6%)
- Support Staff (School Psychologist, RCA, Tier 2 Specialist, All4Youth Counselor, Project Access Counselor, admin, CSA, etc.) will provide SEL support and progress monitor through ATLAS, PowerBI, and Care Solace referrals. Meet bi-weekly at TST meetings and discuss data as needed

Owner(s):

- Climate/Culture Team
- Teachers
- Tier II Specialist, RCA, HSL
- Library tech.
- Instructional Coach
- VP
- Principal

Timeline:

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture survey
- Attendance rates for activities
- Bi-Weekly TST

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 Tier II Specialist, RCA & School Psychologist as needed and determined by TST
- Weekly 2nd Step lessons in social skills
- Daily class meetings and class circles
- Appropriate Equipment and supplies for specific sports, enrichments, art and club activities
- SEL support will be addressed by support staff (School Psychologist, RCA, Tier 2 Specialist, All4Youth Counselor, Project Access Counselor, admin, CSA, etc.) and progress monitored through ATLAS, PowerBI, and Care Solace referrals. Meet bi-weekly at TST meetings to discuss data and what materials and supplies are needed for all students (including, but not limited to ELs, SWD, Foster/Unhoused Youth, etc.).

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the CA Dashboard, 68.4% of the English Learner student population is making progress towards English Language proficiency which is an 18.4% increase from the 22/23 school year. 40% of the English Learner population which is approximately 19 students who were also identified as EL-SWD did not progress on the Summative Alternate ELPAC. Therefore, the EL-SWD student population is performing at the lowest level in areas of English Language Arts (ELA). The impact of EL student proficiency in ELA and other areas of their academics directly impacts students engagement in school. Intentionally providing real-world learning experiences and enrichment activities for our EL student population will increase their background knowledge and experience to help them in the area of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner student population by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as English Learners. We will analyze data, set goals, and identify targeted instructional routines for ELs and EL-SWD. Staff will utilize Title 1 funds to plan and implement student-centered and real-world learning experiences and initiatives to engage EL students and include their families through translations, parent engagement events, and materials and supplies.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their levels and assisting them in engaging in student-centered and real-world experiences. In order to support our English Learner students, including LTEL, At-Risk, and On-track ELs we will look at our Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading materials for students in their primary language. Utilizing 7090 or 7091 funds, we will provide Tier 1 support through, translations and ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Monthly data chats with EL students to foster and support engagement
- ELPAC chats and goal setting with ELs
- ELRT to meeting throughout the school year for progress monitoring associated with our EL student population
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- HSL to conduct Home visits to support EL families
- Use of 2nd Step, Class Meetings, and Class Circles to promote speaking and listening skills and positive interactions
- Intentional Use of Technology to enhance social/academic language development
- Expose students to work and career pathways where a multilingual skill set is a benefit and advantage by

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities (SWD) student group is performing at the lowest level according to the CA Dashboard.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by providing teachers with supplemental and substitute release PLC planning time and professional learning with Lit 6 (TK-2nd), The Write Tools (K-6th), and grade level planning.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD student population by providing computer site licenses, reading intervention, social-emotional supports with a Resource Counseling Assistant (RCA), and materials/supplies to support student centered and real-world learning experiences.

4. As a site: What are planned actions to support this student group?

Staff will support SWD and families through outreach, home visits, and other related services. These students will be encouraged to attend and participate in the real-world learning experiences and career awareness opportunities.

- Student surveys conducted to determine interests in career opportunities
- SSC/ELAC input into increasing engagement and participation in events
- Use of 2nd Step, Class Meetings, and Class Circles to promote speaking and listening skills and positive interactions
- Intentional Use of Technology to enhance social/academic language development
- SEL Support will be provided to students identified as at-risk and needing special education supports (SWD) by support staff (school psychologist, Tier 2 Specialist, RCA, paraeducators, admin, CSA, etc.)
- Expose students to school events focused on work and career pathways by guest speakers and career professionals who overcame adversities and possibly used their personal experience for needing special education supports to help them succeed.

including multilingual guest speakers and career professionals at school events.
- HSL to provide on the spot translations and HSL will connect families and staff to additional language translations supports

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Instruction	Bks & Ref			Brainpop site license	3,900.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology purchases	10,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Tier 1 Support	58,124.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA - Tier 1 Support	9,688.00

$81,712.00

05/10/2024

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✔		22.1 %	2023-2024	12 %
Suspension Rate - Semester 1	✔	1.21 %	1.5 %	2023-2024	0.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Attendance:
- Communication of importance of school attendance via Parent Square, Class Dojo, teacher communication, Parent Engagement Hour, SSC, and ELAC
- Office Assistant/HSL completed attendance calls and home visits for chronic absent students
- TST meets bi-weekly to discuss and review student attendance (manageable & chronic)
- Tier 2 Specialist/HSL/Attendance Clerk facilitated attendance meetings
- 1.0 FTE HSL for family and school connections & home visits
- Perfect attendance incentives for classes with 10 days of perfect attendance
- Perfect attendance awards for individuals with perfect attendance (quarterly)
- Attendance data reviewed with TST, SSC, ELAC, SSTs, 504s, and IEPs
- Registered Nurse and 2 LVNs
- SEL support from support staff (School Psychologist, Tier 2 Specialist, Project Access Counselor for identified students, All4Youth Counselor for identified students, Administration, RCA)
- School Wide Incentive Programs: S.O.A.R Tickets & Golden Tickets
- Olweus Anti-Bullying/Bullying Prevention Program
- Second Step Curriculum
- Olweus Classroom Meeting/Class Circles Lessons
- Girl Power and Young Men of Character Attendance Groups facilitated by Tier 2 Specialist
- Ahwahnee Middle School Counselor for 6th grade transition (Move Up Day, etc)
- Climate & Culture Team progress monitoring with Fall and Spring Surveys and implement initiatives for positive interactions
- HSL facilitating Family/Parent Engagement Hour
- School Site Council, ELAC, and PFC Meetings to increase community partner collaboration
- School Wide Events (Family Dances, Donuts with Grownups, Carnivals, Back to School Night, Open House, Krazy Karen, Color Run, Read Across America Guest Speakers, Red Ribbon Week, Cyber

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

Attendance:
- Chronic Illness and Medically Fragile Students' chronic absenteeism due to health concerns
- English Learners (EL): 20.19% Chronic/Severely Chronic Absent (6 out of 39 EL students) - a number of EL students are also students with disabilities (moderate/severe) which impact attendance due to their fragile health
- African American Students: 38.09 % (8 out of 21 AA students) are chronic/severely chronically absent
- Increase in Transfer Students who don't live in the area with less than 85% attendance rate.
- Attendance Clerk and Administration missed the December deadline to revoke transfer cases that has attendance issues

Suspension:
- Refining tier one strategies in classrooms school wide - continuing to build teacher capacity
- Refining our TST process
- Refinement of the "Tiered Responses to Behaviors that Impede Student Success" systems

Safety, etc.)
- PR Celebrations (Quarterly)
- Music Program (Choir, Band, Strings)
- Student of the Month - Character Counts Celebrations
- iReady and Testing Incentives

Suspension:

- Behavior expectations presented to all students by grade level spans in Fall and first week of the Spring semester
- Guidelines for success posted in common areas
- Utilization of Resource Counseling Assistant (RCA) and Tier II Specialist to support Tier 2 social emotional needs
- Consistent implementation of Class Meetings (daily) and Second Step lessons (weekly)
- Continue TST (Targeted Support Team) procedures to ensure no student is missed
- All 4 Youth Counseling to support Tier III
- CCT meets monthly to review behavior data\
- SEL support from support staff (School Psychologist, Tier 2 Specialist, Project Access Counselor for identified students, All4Youth Counselor for identified students, Administration, RCA)
- School Wide Incentive Programs: S.O.A.R Tickets & Golden Tickets
- Olweus Anti-Bullying/Bullying Prevention Program
- Second Step Curriculum
- Olweus Classroom Meeting/Class Circles Lessons
- Girl Power and Young Men of Character Attendance Groups facilitated by Tier 2 Specialist
- Ahwahnee Middle School Counselor for 6th grade transition (Move Up Day, etc)
- Climate & Culture Team progress monitoring with Fall and Spring Surveys and implement initiatives for positive interactions
- PR Celebrations (Quarterly)
- Music Program (Choir, Band, Strings)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Attendance:

- Eagles Nest alternative recess location inconsistently implemented due to lack of staff and space
- According to the CA Dashboard, 23.1% of students were chronically absent for the 22/23 school year which is a 20.3% decline.
- Currently, 23 English Learner students have good attendance (59%) and 9 (23.1%) EL students have manageable attendance, compared to 20.19% Chronic/Severely Chronic Absent. (2023 CA Dashboard reported 25.6% of EL students were chronically absent). 42 SWD students have good attendance (48.8%) and 23 or 26.7% SWD students have manageable attendance, compared to the 23.3% Chronic/Severely Chronic SWD student population (The 2023 CA Dashboard Data state that the SWD student population were 33.3% chronically absent).
- 21 students (4%) are identified as severely chronically absent, 84 students (16.2%) are chronically absent, 146 students' have manageable attendance (28.1%), and 268 student (51.5%) have Good attendance.
- Alignment of the Instructional Schedule, RTIa Schedule, and RSP schedule to minimize classroom disruptions, but there were changes to the classroom instructional schedule based on teacher and PLC decisions.
- Vacant positions and adjustments to staffing caused SEL support system to function differently than intended until the position was filled.
- Large increase in ASP enrollment caused a need to fill more ASP paraeducator positions to safely meet students' and parents' ASP needs
- Restructuring of ASP, ASP Lead, and ELOP Coordinator position

Suspension:

- Refining tier one strategies in classrooms school wide - continuing to build teacher capacity
- TST process was refined as the year advanced (learn as we go, learn as we do) to include and adjust for other areas of concern (academics, behavior, SEL/DESSA, Speech, etc.) which impacted the SST process
- Refinement of the "Tiered Responses to Behaviors that Impede Student Success" forms, process, and protocols based on shared decision making with administration and Climate and Culture Team

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Attendance:

- HSL position will be utilized to reach out to families, make connections, and address attendance
- Home/School connection activities/events (cultural fair/career day)
- More consistent HSL Home Visits for attendance dropping below the threshold
- Attendance Clark and Administration will work with families that are on a transfer to support positive attendance
- Calendar the Attendance Meetings early in the school year
- Attendance Clerk consistent follow up with proof of residency concerns
- Climate and Culture Team to work on initiatives to help with increase student attendance, engagement, and positive interactions (student to student, staff to student, student to staff, etc.)

Suspension:

- HSL position will be utilized to reach out to families, make connections, and address behaviors
- Track students who have returned after a suspension and make sure needs are being met and addressed upon re-entry (Re-entry Conference with Teacher present)
- Climate and Culture Team to work on initiatives to help with increase student attendance, engagement, and positive interactions (student to student, staff to student, student to staff, etc.)
- Professional Learning on Tier 1 supports in the classroom for teacher and support staff

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- Education opportunities for parents to better understand policies and procedures for attendance and behavior	- Extra-curricular activities (sports, clubs) - Increase student participation in enrichment activities - Social-emotional issues (social work, counseling, and psychological services)	- Teacher outreach to students with absences - Re-entry meetings to include teachers

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. Eaton's SEL support

team, which consistent of Tier II Specialist - SEL, School Psychologist, RCA (Resource Counseling Assistant), and Campus Safety Assistant (CSA) will provide supports to create a safe place for students to build relationships, practice social skills development, and set goals & reflect on behaviors and attitudes towards school. Students will be recognized and celebrated for their achievements in character, SEL, academic, athletics, and other areas to help students feel connected and engaged. Clubs will be offered to support school connectedness and community outreach. Our site Climate/Culture Team (CCT) will review data monthly to determine needs, and acknowledge areas of growth. The Targeted Support Team (TST) will review requests for SEL supports on a bi-monthly basis. An Inclusionary Team will also meet quarterly to implement and monitor inclusionary practices at the site.

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
- ATLAS Engagement Tool
- School-wide 2nd Step curriculum utilized weekly - digital lessons 20/year
- School-wide daily Class Meetings facilitated in all classrooms (TK-6th)
- Social Skills group participation
- Participation rates for SOAR
- Eagle's Nest attendance
- Progress monitoring completed through the IEP process
- Inclusion event participation
- Back to school night/Open House
- Student performances
- Awards assemblies
- Climate and Culture Survey will reflect an increase in student connectedness and positive interactions.
- The SEL support team will meet bi-weekly during the TST meeting to go over the data and put in supports based on student needs.
- Students identified as needing Tier 3 SEL supports will complete sessions and check-ins with a Project Access Counselor and/or All4Youth Counselor

Owner(s):
- Climate/Culture Team
- Teachers
- School Psychologist
- HSL
- Tier II Specialist
- RCA (Resource Counseling Assistant)
- TST (Targeted Support Team)
- RSP Teacher
- Inclusion Team
- VP
- Principal
- Project Access Counselor/All4Youth Counselor

Timeline:
- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis (CCT)
- Annual Climate/Culture Survey
- Quarterly progress reports
- Ongoing progress monitoring beginning the first day of school and ending 6/2025
- Bi-weekly TST Meetings

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 Tier II Specialist, RCA and psychologist
- Weekly 2nd Step lessons in social skills
- Daily class meetings
- Opportunities to participate in school wide inclusion events, e.g. Special Olympics, awareness days (Down Syndrome Day, Autism Awareness Week, etc.)
- Push in & pull out services for students in RSP program
- Free exploration in PS-Kinder
- Partnering with community for learning presentations, e.g. Zoo Mobile, Bricks for Kidz, Artists in Residency.
- Supplemental contracts for teachers and staff, materials and supplies, and equipment.
- School Wide Incentives and Initiatives: S.O.A.R tickets and raffle weekly. Golden Tickets daily, PR celebrations quarterly, iReady Growth celebrations, etc.
- Attendance incentives (Attendance Posters)
- Inform parents of current EL students of their engagement data and Goal 2 and 3 opportunities during Parent-Teacher Conferences, ELAC, SSC, Family/Parent Engagement Meetings, etc.

- At-Risk students including, SWD, ELs, and Foster/Unhoused Youth students will intentionally and strategically involved in Goal 2 and 3 activities and events to increase their positive interactions, participation, and attendance.

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Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the CA Dashboard, 68.4% of the English Learner student population (8% of the school enrollment) is making progress towards English Language proficiency which is an 18.4% increase from the 22/23 school year. 40% of the English Learner population which is approximately 19 students who were also identified as EL-SWD did not progress on the Summative Alternate ELPAC. Therefore, the EL-SWD student population is performing at the lowest level in areas of English Language Arts (ELA). The impact of academic performance directly links to EL students' engagement in school and community. 20.19% (6 out of 39 EL students) showed chronic/severely chronic absenteeism.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner student population by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as English Learners. We will analyze academic, SEL, re-classification, and engagement data, set goals, and identify targeted instructional routines and school engagement activities for ELs and EL-SWD. For Tier 1, 2 & 3 support we will purchase school wide materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction, intervention, and Goal 2 and 3 engagement opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our English Learners. In order to support our English Learner students, including LTEL, At-Risk, and On-track ELs we will look at our Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading materials for students in their primary language. Utilizing 7090 or 7091 funds, we will provide Tier 1 support through ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Monthly chats with EL students to foster and support goal 2 engagement
- ELPAC chats with identified students
- ELRT will meet throughout the year to discuss EL student data (academics, engagement, attendance, etc.)
- Designated ELD instruction from certificated teacher Integrated
- ELD instruction in flexible groupings
- Cultural Fair hosted by ELAC
- Consistent usage of Olweus Class Meetings or Class Circles and Second Step Curriculum to promote inclusion, SEL, speaking and listening skills, growth mindset, and positive social interactions.

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Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level (98 points below standard which is 29 points less than 22/23, which equals approximately 50 students) in areas of ELA according to the CA Dashboard. The impact of academic performance directly links to SWD engagement in school and community.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our SWD student population.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our SWD student population by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, through the use of student work samples and disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our our SWD student population during Goal 2 and 3 opportunities.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- High risk students will be identified through multiple data sources (attendance, behavior, participation) 20.19% (6 out of 39 EL students) showed chronic/severely chronic absenteeism. 23.26% (20 out of 86 SWD students) showed chronic/severely chronic absenteeism.
- Proactive interactions will be developed by designated staff (TST). Our TST will implement and support a process to evaluate and prioritize requests for student support.
- Progress monitoring will be provided to community partners on a monthly basis.
- Consistent usage of Olweus Class Meetings or Class Circles and Second Step Curriculum to promote inclusion, SEL, speaking and listening skills, growth mindset, and positive social interactions.
- Inclusion opportunities in the GE classroom setting for SEL activities.
- SEL support for our SWD student population will be addressed by the special education teachers and support staff team

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- Intentional use of technology to enhance SEL and academic language development
- Communicate to parents of current EL students through ELAC, SSC, Family Engagement Meetings, and other communication avenues of student engagement data and Goal 2 and 3 opportunities
- Active recruitment of EL students by classroom teacher and staff

Action 2

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 Resource Counseling Assistant (RCA). A Tier II Specialist & a Home School Liaison (HSL) will support high risk students who are not attending or engaging in school. 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 community partners. This will be carried out through the TST and DESSA process. To support college and career readiness for our students, we will reduce the amount of chronic absenteeism and suspensions while increasing our overall site ADA and positive responses on the Climate and Culture - Social Emotional Learning (CC-SEL) Fall and Spring Surveys.

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:

- Attendance records
- Health office referrals
- HSL will conduct Home visits and collect Home Visit frequency data
- Number of classes with 10 days of perfect attendance (recurring)
- Administrative meetings
- Attendance reports (ATLAS) and PowerBI Data
- Daily attendance report
- Attendance Administrator Meetings – A1
- CC-SEL Fall and Spring Surveys
- TST Referral Data

Suspensions:

- Student engagement – Goal 2 and Goal 3 activities
- ATLAS Engagement Tool
- 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
- Discipline Guideline Professional Learning
- Office Discipline Referral (ODR - Tier 3 referrals) Data
- PowerBI Level/Tier 3 Behavior Reports
- TST Referral Data

Owner(s):

Attendance Data:

- Attendance Clerk
- HSL
- Tier II Specialist
- Teachers
- Climate/Culture Team
- Climate and Culture Specialist
- VP
- Principal

SEL Participation:

- Teachers
- Tier II Specialist/RCA/HSL
- Climate/Culture Team
- Climate and Culture Specialist
- TST
- VP
- Principal

Parent Meetings:

- Attendance Clerk
- Tier II Specialist/RCA/HSL
- VP
- Principal

Semester Awards:

- Teachers
- Principal

Timeline:

- Daily from August 2024 through June 2025
- Monthly A1 meetings
- Quarterly review of data
- Bi-Weekly TST Meetings

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
- Daily Classroom Meetings and Class Circles
- Eagle's Nest social/emotional classroom alternative setting facilitated and monitored by RCA
- Personal Responsibility program with quarterly incentive (1st – 6th)
- Weekly SOAR Raffles (SOAR tickets given out daily)
- TST process for prioritizing supports for students (academic and SEL)
- Tier 2 Specialist will continue to facilitate the DESSA process, TST meetings (academic, SEL, behavior, etc.), Girl Power, Young Men of Character, Social Skills Groups, and goal setting, check-ins/check-outs for identified students.
- School Psychologist and Tier 2 Specialist will provide SEL support and refer families to Care Solace and/or All4Youth based on students' needs.
- CCT will meeting monthly for planning initiatives, analyze data, and implementing student engagement activities and opportunities for positive interactions and school connectedness.
- Incentives provided to foster positive behavior, increase attendance, academic improvement, and achievement.
- Attendance Clerk will continue to monitor attendance, making phone calls, refer to HSL for home visits, refer chronic cases to SARB
- Re-entry Conference will occur after suspensions with Student, Tier 2 Specialist, Admin, Parent/Guardian, and when possible the Teacher present.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the CA Dashboard, 68.4% of the English Learner student population (8% of the school enrollment) is making progress towards English Language proficiency which is an 18.4% increase from the 22/23 school year. 40% of the English Learner population which is approximately 19 students who were also identified as EL-SWD did not progress on the Summative Alternate ELPAC. Therefore, the EL-SWD student population is performing at the lowest level in areas of English Language Arts (ELA). The impact of academic performance directly links to EL students' positive engagement in school and community. 20.19% (6 out of 39 EL students) showed chronic/severely chronic absenteeism.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner student population by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as English Learners. We will analyze academic, SEL, re-classification, attendance, suspension, and engagement data, set goals, and identify targeted instructional routines and school engagement activities for ELs and EL-SWD. For Tier 1, 2 & 3 support we will purchase school wide materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction, intervention, and Goal 2 and 3 engagement opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our English Learners. In order to support our English Learner students, including LTEL, At-Risk, and On-track ELs we will look at our Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading materials for students in their primary language. Utilizing 7090 or 7091 funds, we will provide Tier 1 support through ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Attendance meetings to include EL levels and new criteria of the ELPAC
- ELPAC chats with identified students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- Tier II Specialist/RCA/HSL who will monitor EL students and need for support in SEL
- Monthly chats with EL students to foster and support goal 2 and 3 engagement
- ELRT will meet throughout the year to discuss EL student data (academics, engagement, attendance, etc.)
- Cultural Fair hosted by ELAC
- Consistent usage of Olweus Class Meetings or Class Circles and Second Step Curriculum to promote

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level (98 points below standard which is 29 points less than 22/23, which equals approximately 50 students) in areas of ELA according to the CA Dashboard. The impact of academic performance directly links to SWD positive engagement and attendance in school and community.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our SWD student population with positively engaging in school which will result in an increase in attendance.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our SWD student population by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, through the use of student work samples and disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our our SWD student population during Goal 2 and 3 opportunities for positive engagement and attendance.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- High risk students will be identified through multiple data sources (attendance, behavior, participation) 20.19% (6 out of 39 EL students) showed chronic/severely chronic absenteeism. 23.26% (20 out of 86 SWD students) showed chronic/severely chronic absenteeism.
- African American Students: 38.09 % (8 out of 21 AA students) are chronic/severely chronically absent
- Staff check ins with students showing low attendance or at risk of suspension based on misbehavior entries in ATLAS (tier 1 & 2)
- Monitoring of our at risk student groups (African American student population, EL status, Hispanic, special education students - SWD)
- Orange Level on dashboard - Students with Disabilities, Hispanic, African American, Pacific Islander, and ELs will be monitored
- Home visits conducted by the HSL
- Re-entry meetings with student and their families, Tier 2 Specialist, Teacher, admin upon returning from a suspension (tier 2 & 3)
- Inclusion opportunities in the GE classroom setting for SEL activities.
- SEL support for our SWD student population will be addressed by the special education teachers and support staff team

inclusion, SEL, speaking and listening skills, growth mindset, and positive social interactions.

- Intentional use of technology to enhance SEL and academic language development
- Communicate to parents of current EL students through ELAC, SSC, Family Engagement Meetings, and other communication avenues of student engagement data and Goal 2 and 3 opportunities
- Active recruitment of EL students by classroom teacher and staff

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Subs			K teachers assess for incoming students (1 day, 3 teachers)	626.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Inst. assist supplemental (CCT, clubs)	2,035.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,933.00
G3A2	LCFF: EL	Attendance & Social Work Servic	Local Mileag			HSL mileage	325.00

$5,919.00

05/10/2024

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✔	95.56 %	86.5 %	2023-2024	96.5 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Professional Learning (PL) and Professional Development (PD) opportunities based on needs and meaningful topics
- Direct support to PLCs from admin and IC (Instructional Coach)
- Parent/Faculty Club (PFC) established and supported
- PL incorporate Connection before Content section to develop staff relationships
- Active participation in the decision making process
- SPED team promoting inclusivity
- Intentional diverse interview/hiring panel
- Use of Departmental coaches (all subject areas), site specific IC, Climate and Culture Specialist, Climate and Culture Team, and support staff.
- CC-SEL Panorama Staff Survey (Fall and Spring)
- CCT, ILT, SBC, and Site Administration work together on criteria and rubrics to increase staff favorable ratings in connectedness, preparation, value, recognition, enjoyment, understanding of diversity, mission and vision, and social-emotional learning.

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

Teaching (Classroom) Staff Racial/Ethnic Identity 28 teachers:

- African American: 8%
- Asian and Pacific Islander: 8%
- Hispanic: 20%
- White: 56%
- Other: 8%

Paraprofessional (Classroom) Staff Racial/Ethnic Identity 18 classified:

- African American: 5%
- Asian and Pacific Islander: 17%
- Hispanic: 33%
- White: 28%
- Other: 17%

- Weighted consideration of the diversity of the hiring of candidates, but the hiring pool didn't represent the demographics of the student population.
- More Professional Learning (PLs) needed in the area of Tier 1 supports and interventions for the adults to model to students.
- Lack of staff interest in events and engagements for team building and student participation
- Inconsistent staff input and participation

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Site meeting time decreased to give more planning time to PLCs
- Pool of hiring candidates did not reflect our community and student demographics and/or the qualifications of the candidate did not meet the standards and expectations of the job description.
- The Fall CC-SEL Staff Survey results: 97% (+2%) in Academic & SEL, 99% (+1%) in Family Engagement, 87% (-3%) in Organization Environment, 92% (-2%) in School Environment, 96% (-3%) in Student Engagement, 100% favorable in student wellness, 92% (+1%) in Student-centered and Real-World Experiences
- CCT focused on Organizational Environment Domain, specifically on staff value (86% favorable/-4%), staff enjoyment (92% favorable/-5%), staff understanding of different races, ethnicities, and cultures (86% favorable/-14%), adults modeling SEL skills expected of students (83% favorable/-10%), staff decision-making (74% favorable/-12%)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Incentivize meetings to build community
- Food purchases for meetings
- Deliberate attempts to utilize a diverse and inclusive hiring/interview panel that reflect our student demographic population

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
- None at this time	- Increase staff salaries	- Celebrate successes - More opportunities to connect outside of school/work

Action 1

Title: Staff connection to site - Sense of belonging

Action Details:

During the 2024-2025 school year, Eaton Elementary will provide opportunities for staff to connect to each other and to our school community, creating a culture of belonging. Inclusionary practices learned through Cultural Proficiency training will be implemented and practiced daily. Staff will be given time to meet as PLCs and build relationships through their grade level and vertically throughout the school. Eaton's Climate and Culture Team will work together with site administration and ILT to plan and implement initiatives that promote staff connection, positive interactions, and sense of belonging at the school site.

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

- Parent/Family Engagement Hour (virtual/in-person) - attendance
- Social club participation - attendance
- Parent/Faculty Club Membership (PFC)
- Instructional Leadership Team (ILT) participation - attendance
- Climate Culture Team (CCT) participation - attendance
- Targeted Support Team (TST - tier II) participation - attendance
- Classified & certificated staff highlighted in weekly emails
- Monthly whole staff professional learning
- Professional Learning Communities (PLC) planning for all staff (weekly)
- School Site Council participation (quarterly)
- HR staffing report
- Staff Management Portal on iAchieve
- PL and PD sign-in attendance of staff who attend trainings; including, but not limited to Cultural Proficiency Training.
- CC-SEL Fall and Spring Staff Surveys increase in staff favorable responses in the Organization Domain (value, connectedness, enjoyment, diversity, SEL, mission and vision).

Owner(s):

- All staff
- VP
- Principal
- Data from Staff CC/SEL survey
- FUSD Human Resources Department
- Residency and Credentialing Programs

Timeline:

- Weekly
- Monthly
- Quarterly
- Survey 1/per Semester
- Timelines for lateral hires, overage hires, and new teacher hires

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

- **Student Academics:**
  - Increasing challenging content with integrated reading, writing, listening , and speaking, including academic discourse
  - Supporting reading foundational skills for early learners
  - Increasing focus, coherence, and rigor
  - Increasing the use of the eight mathematical practices
  - Ensuring conceptual understanding of mathematics, procedural skill & fluency, and application - 3rd and 4th grade PLCs participating in MLD (Math Lesson Design) through FUSD embedded coaching
  - The Write Tools Year Three implementation
  - Cultural proficiency and multicultural experiences
  - Inclusionary practices and opportunities
  - Essential standards and backwards mapping
  - Shared vision of effective instruction utilizing the CTSPs and Instructional Practice Guide (IPG): High expectations, challenging content, and student ownership, with a priority of feedback on student ownership
  - Digital literacy and personalized blended learning
  - Assessments
  - Professional Learning Communities
  - Substitutes for teachers for peer observations/TWT training, backwards mapping, and planning - 3 days per teacher
  - Substitutes for TK/K Teachers assessment days - 2 days per TK/K teacher
  - Substitutes for Kinder Teachers for 1 additional assessment day - 1 day per teacher
  - Substitutes for 1st-2nd Grade Teachers Assessment Days - 3 days per 1st-2nd Gr. Teacher.
  - Substitutes for 3rd-6th Grade Teachers for Planning - 3 Days per 3rd-6th Gr. Teacher
  - Admin Data Chats with Teachers (2 roving substitutes and 1 admin sub) for 3 days
  - Supplemental contracts for teachers for instructional planning in August - 6 hours per teacher
  - ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their grade level PLC
- **Student Centered and Real-World Learning:**
  - Developing teacher expertise in targeting instruction utilizing a culturally proficient lens, creating opportunities for students to reflect and own their learning, navigating content and tools to support students
  - Increasing academic discourse leading to greater student ownership
  - Teachers will receive updates and information regarding student real-world learning experiences

- **Student Engagement:**
  - Substitutes for teachers for SSTs, 504s, IEPs, (2 substitutes for 15 days - 13 IEP days, 2 SST/504 days), data chats, peer observation, and professional learning
  - Teachers will receive updates and information regarding student engagement in the school and community
  - Policies/procedures for attendance program and awards assemblies
  - Policies/procedures for daily attendance
  - Tier II Specialist, RCA, and HSL will follow up with students with chronic absences
  - Admin, HSL, and Attendance Clerk with ELOP Coordinator in promoting Saturday Academy and recruit teachers to lead and teach during sessions
  - ATLAS data entry for positive behaviors and misbehaviors
  - MAC/CHAMPs
  - Second Step curriculum
  - Morning Meetings/Class Meetings/Class Circles
  - Tiered levels of response to behaviors
  - Social emotional learning

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

According to the CA Dashboard, 68.4% of the English Learner student population (8% of the school enrollment) is making progress towards English Language proficiency which is an 18.4% increase from the 22/23 school year. 40% of the English Learner population which is approximately 19 students who were also identified as EL-SWD did not progress on the Summative Alternate ELPAC. Therefore, the EL-SWD student population is performing at the lowest level in areas of English Language Arts (ELA). The impact of academic performance directly links to EL students' engagement in school and community.

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support the English Learner student population by creating and establishing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), Special Education Teacher, and our district-funded site instructional coach (IC). The ELRT will meet throughout the school year to focus on students who are identified as English Learners. We will analyze academic, SEL, re-classification, and engagement data, set goals, and identify targeted instructional routines and school engagement activities for ELs and EL-SWD. For Tier 1, 2 & 3 support we will purchase school wide materials and supplies for EL's – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support ELD instruction, intervention, and Goal 2 and 3 engagement opportunities.

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support the English Learner student population by progress monitoring their instructional practices in ELA, including EL-SWD, and progress towards reclassification, through the use of student work samples and assessment data with ongoing data chats, special education planning days, and goal setting and reflection with our English Learners. In order to support our English Learner students, including LTEL, At-Risk, and On-track ELs we will look at our Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading materials for students in their primary language. Utilizing 7090 or 7091 funds, we will provide Tier 1 support through ELPAC assessors will be provided for individual student assessment in reading, writing, listening and speaking for students in TK-6.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 4 does not have specific student group data, but you can choose to put staff related actions in place that will positively affect student outcomes aligned with the metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The Students with Disabilities (SWD) student population is performing at the lowest level (98 points below standard which is 29 points less than 22/23, which equals approximately 50 students) in areas of ELA according to the CA Dashboard. The impact of academic performance directly links to SWD engagement in school and community.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support SWD by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our SWD student population.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support our SWD student population by progress monitoring their instructional practices in ELA, including EL-SWD, and SWD engagement in Goal 2 and 3 activities, through the use of student work samples and disaggregated data with ongoing data chats, special education planning days, professional learning, and goal setting and reflection with how to support our our SWD student population during Goal 2 and 3 opportunities.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Analysis of student work to determine individual student need
- Inclusionary practice tool utilized through classroom walk-throughs
- TNTP Inclusionary indicator utilized
- Staff PL and PD that promotes diversity and inclusive practices
- Special Education Teachers and support staff to engage in trainings, planning, and collaboration with

- Understanding the ELPAC Assessment
- Teachers engage in Academic English Development through integrated and designated ELD
- Deconstruction ELD standards and alignment with ELA standards
- Use of the EL goal setting report to identify target students and their instructional needs
- Processes for monitoring implementation for instructional delivery
- Provide feedback to teachers (CCI)
- Staff PL and PD that promotes diversity, Cultural Proficiency, and Culturally responsive practices
- ELRT will meet throughout the school year to progress monitor and provide feedback to staff on instructional delivery and implementation on EL instruction.

appropriate grade level PLCs to align lessons and implement a co-teach model for students with disabilities (SWD) achievement.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4 - Increase recruitment and retention of staff reflecting the diversity of our community							
G4A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats (2 roving cert. subs & 1 adm sub 3 days)	2,734.00
							$2,734.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✔	93.54 %	92.3 %	2023-2024	99 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- Parent Square - School Messengers sent out weekly to families
- Virtual School Site Council (SSC) meetings
- English Language Advisory Committee (ELAC) meetings
- Virtual IEP's/SST's offered if parents could not do face to face
- Admin presence and availability daily at arrival and dismissal
- Parent/Family Engagement Hour hosted by the HSL and Admin
- Community Events (Back to School Night, Open House, Red Ribbon Week, Read Across America, Awards assemblies, Krazy Karen, Color Run, Family Dances, Winter Music Program, Carnival, Donuts with Grown Ups, Paint Night, etc.)
- Communication via Parent Square, Peach Jar, Eaton Website, Class Dojo, Emails, and Social Media Outlets, etc.
- Parent-Teacher Conferences
- SST and 504 meetings
- Confidential Family Surveys
- CC-SEL Family Surveys (Fall and Spring)

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

- Technology access (internet, device) limited
- Transition from School Messenger to Parent Square
- Lack of parent participation due to medically fragile conditions, work, transportation and availability for SWD and Foster/Unhoused Youth student populations
- Inconsistent access to communication for at-risk student populations (SWD, Foster/Unhoused Youth, and ELs)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Week at a Glance (WAAG) was inconsistent and based on PLC's decision to implement a public WAAG to their students' families
- On-Campus events (carnival, donuts with grown-ups, dances, paint night, etc) with less restrictions
- Family and Parent participation is low or inconsistent due to lack of availability due to work or transportation
- Virtual options were provided for SSC, ELAC, and Family/Parent Engagement Hour
- Fall CC-SEL Family Survey Results: Academic and SEL 92%, Family Engagement 92%, Organizational Environment 93%, School Environment 94% (+1%), Student Engagement 93% (+2%), Student Wellness 93% (+8%),

and Student-Centered and Real-World Experiences 90% (+1%)

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- School wide agreement to re-establish the WAAG in all grade levels
- More consistent communication through Parent Square as the primary platform
- More publicity through our parent family club (PFC)
- Provide multiple opportunities for engagement for parents/families (virtual and in-person options).
- HSL partner with Parent University to provide Trainings and Workshops based on Parent/Families' interest (English classes, technology trainings, social media awareness, etc)
- Communicate through Parent Square, Peach Jar, School's Website, Social Media, Email, etc.
- Provide translations through HSL and translation department
- Advertise and incentivize Panorama Family/Parent Survey Opportunities

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

- Multiple opportunities for parents to engage (AM and PM)
- Community events

2 ELAC:

- Parenting skills Workshops (discipline, high expectations of my child)
- DAC/ELAC training for parents
- Increase communication and activities between parents and the school
- Have more information or trainings on the use of technology for errors to support the parents and students
- Parents trainings and workshops to learn more tools to further support our students.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Consistent school to home communication (weekly)

Action 1

Title: Sense of belonging for families and school community

Action Details:

During the 2024-2025 school year, Eaton Elementary will provide opportunities for family participation and involvement in a variety of activities to promote ownership and a sense of belonging. The Home School Liaison will take a lead role in reaching out to our families and community and bridge the path from home to the classroom.

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:
• Back to School/Open House/Cultural Fair/Carnival Nights/ Parent-Teacher Conferences (annually) • Semester awards (grades 3-6) • Monthly awards (grades 1-2) • Social Media outlets to generate interest in school events (weekly) • School Site Council (SSC) participation (Quarterly) • Parent Advisory Committee (PAC) participation (Quarterly) • English Learner Advisory Committee (ELAC) participation (Quarterly) • Parent Faculty Club (PFC) membership • Parent/Family Engagement Hour attendance (quarterly) • School programs (minimum of 2 times/year) featuring students • CC-SEL Fall and Spring Family Surveys	• HSL • Families • Staff • PFC Exec. Board • VP • Principal	• Weekly • Monthly • Quarterly • CC/SEL Parent/Family survey (1 per semester)

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

- **Student Academics:**
    - Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
    - Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their child
    - Ongoing communication of student progress through progress reports, quarterly report cards, ATLAS parent portal, Parent Square, and ISLP's and parents will commit to reviewing student progress with students
    - Parents will collaborate with the school through the use of student agendas/planners (grades 4-6) and parents will commit to reviewing the agenda/planners each night
    - Parents will collaborate with the school through the use of homework/communication folders and commit to supporting their child in returning the completed homework in the folders
    - A minimum of four SSC and ELAC meetings will be scheduled throughout the school year
    - Parents will be invited to student celebrations/recognition assemblies and programs throughout the year
    - Monthly Parent Newsletters uploaded to a variety of communication avenues to keep them informed of the school events, activities, and opportunities to engage in their students' education
    - Materials and supplies
- **Student Centered and Real-World Learning:**
    - Parents will be informed about learning opportunities, e.g. study trips
    - Parents will be invited to present information about their career
    - Parents will be invited to participate/lead in clubs that support student engagement
    - Materials and supplies
- **Student Engagement:**
    - Parents will be informed about opportunities for intramural sports
    - Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
    - Quarterly parent and family engagement meetings with coffee and food to encourage attendance and to provide information about the school and events
    - Parent handbook will be available online - information about policies, schedules, and events will be listed, as well as contact information for staff
    - Back to School night and Open House will be scheduled to invite parents into the classrooms and engage with the teacher and other families
    - Parents will be invited to celebrations/recognitions to support students achievements and engagements
    - Weekly Parent Square messages will be posted to keep families informed of all school activities and opportunities
    - Monthly Parent Newsletters uploaded to a variety of communication avenues to keep them informed of the school events, activities, and opportunities to engage in their students' education
    - Materials and supplies

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Teachers will review EL goal setting report, ELPAC, and academic assessment results with parents and 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 and available through the HSL and the translation resources
- EL parent trainings and workshops (ELD Proficiency level continuum, ELPI, ELPAC, Re-classification, RFEP monitoring, English classes, etc.) through HSL and Parent University

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Parents will be invited to Student Success Team (SST) meeting to collaboratively develop interventions necessary to support individual students
- Parents will be invited to attend attendance conferences in an effort to improve attendance and support parents' and students' commitment to improving attendance
- Parents will be invited to attend re-entry meetings when a child is returning to school from a suspension
- Parents will be invited to school wide inclusion events, ie. Special Olympics

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5 - Increase inclusive opportunities for families to engage in their students' education							
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **No food or incentives**	1,484.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Family events	500.00

$1,984.00

2024-2025 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	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 hour K Para	12,705.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 hour K para site funded	12,705.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies **No food or incentives**	3,315.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Subs TWT training (21 teachers@3 days)	12,923.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release days (2@15 days)	6,152.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			TK-2nd Assessment days (2 for TK/K; 3 for 1st/2nd)	5,745.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3 hour K para - Selena Lopez	13,751.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & supplies	25,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : TWT Training days for teachers	10,950.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3 hour K para - Selena Lopez	2,751.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning BOY (6hrs. for 26) **No IEPs**	8,584.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex site license	4,795.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Sub Release days for 3rd-6th (10 teachers by PLC)	6,152.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2@ 40 hours total)	2,268.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & supplies EL	3,908.00
G2A1	Title 1 Basic	Instruction	Bks & Ref			Brainpop site license	3,900.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			Technology purchases	10,000.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Tier 1 Support	58,124.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA - Tier 1 Support	9,688.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			K teachers assess for incoming students (1 day, 3 teachers)	626.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Inst. assist supplemental (CCT, clubs)	2,035.00
G3A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,933.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL mileage	325.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats (2 roving cert. subs & 1 adm sub 3 days)	2,734.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation **No food or incentives**	1,484.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Family events	500.00

$224,053.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$47,488.00
Sup & Conc	7090	$157,125.00
LCFF: EL	7091	$19,440.00
Grand Total		**$224,053.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$131,704.00
G2 - Expand student-centered and real-world learning experiences	$81,712.00
G3 - Increase student engagement in their school and community	$5,919.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	$2,734.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$1,984.00
Grand Total	**$224,053.00**

05/10/2024