

Eaton Elementary

10621666068704

Principal's Name: Elizabeth Buettner

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups 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 (DAC and 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 - Elizabeth Buettner	X				
2. Chairperson - Wendy Bush				X	
3. Secretary – Kathryn Corbitt				X	
4. Christa Wiens				X	
5. Phillip Mackey				X	
6. Kara Veith			X		
7. Nicole Vincent			X		
8. Monica Rocha			X		
9. Cindra Coles		X			
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☐ ELAC reviewed the SPSA as a school advisory committee.☒ ELAC voted to consolidate with the SSC. Date 9/20/2022 .

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	Elizabeth Buettner		March 29, 2023
SSC Chairperson	Wendy Bush		March 29 2023

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

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

FY 2023/24

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$39,808 *
7090	LCFF Supplemental & Concentration	\$136,594
7091	LCFF for English Learners	\$14,256
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$13,366</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$204,024

* 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	\$1,244
Remaining Title I funds are at the discretion of the School Site Council	<u>\$38,564</u>
Total Title I Allocation	<u>\$39,808</u>

Eaton Elementary 2023-2024 - 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
ELPAC - percentage of students who scored 4			8.7 %	2021-2022	12.8 %
SBAC ELA - Average distance from standard	✓		-15 pts	2021-2022	-5 pts
SBAC ELA - percentage of students met/exceeded standard	✓		48.17 %	2021-2022	59 %
SBAC Math - Average distance from standard	✓		-28 pts	2021-2022	-20 pts
SBAC Math - percentage of students met/exceeded standard	✓		41.36 %	2021-2022	51 %

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.

- Key factors that contributed to the performance outcomes for students meeting or exceeding grade level standards on SBAC in ELA:**
- Grade level PLCs planning assessment, instruction, and intervention
 - Utilization of board adopted GVC Wonders for Tier 1 and Tier 2 instruction with provided resources
 - Admin support 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
 - Parent updates on achievement results, and supporting parents with at home strategies in SSC, PFC, Coffee Hours, and ELAC
 - Social/emotional, and behavioral support from RCA and Tier 2 Specialist
 - Utilization of board adopted GVC and district specialized curriculum (SRA/Wonderworks, etc) for students with IEPs

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 due to pandemic health protocols
- Staff absences and vacancies due to pandemic health protocols
- Less flexible RTI small groups for differentiated instruction due to pandemic health protocols
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Reduced PL and PLC time due to pandemic concerns
- 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

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

- Special education, general education teachers, admin, and support staff collaborate to reflect on student progress and identify supports through IEPs and SST meetings
- Tier 3 support provided by RSP teacher and support staff with pull out/push in support for identified students in all grades

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

- Grade level PLCs planning assessment, instruction, and intervention
- Utilization of board adopted GVC - Go! Math for Tier 1 and Tier 2 instruction with provided resources and manipulatives
- Admin 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, Xtra Math)
- Parent updates on achievement results and supporting parents with at home strategies in PFC, SSC, Coffee Hours and ELAC
- Academic, social emotional, and behavior support from RCA and Tier 2 Specialist
- 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

groups include:

- Continued inconsistent attendance due to pandemic health protocols
- Staff absences and vacancies due to pandemic health protocols
- Less flexible RTI small groups for differentiated instruction due to pandemic health protocols
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Inconsistent use of math manipulatives and tools
- Reduced PL and PLC time due to pandemic concerns
- 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

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 due to pandemic concerns 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
- Substitute release time and Supplemental time for teachers to plan instruction, attend SSTs and IEPs, and observe peers was not utilized due to a lack of available substitute teachers.
- Actions and budget expenditures related were shifted towards purchasing more technology

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 2023/24 SPSA.

- MLD focus in K-6
- Math intervention options will be investigated and implemented
- Math fluency goals and achievements will be celebrated by grade level
- Site instructional coach will be utilized more in support of MLD and professional development
- Schoolwide agreement to focus on student ownership, tenet 3 of the Instructional Practice Guide - feedback will center around this key area

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: • Tutoring opportunities for students who are not achieving at grade level • More opportunities to celebrate the cultural diversities we have on campus • More parent connection opportunities, AM and PM options	2 ELAC: • Tutoring opportunities for EL students • Family connections	3 Staff: • Continue Brainpop site license • Continue TWT training year 2 • Math intervention and MLD
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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 2023/2024 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. This will include a Multi-Tiered System of Support (MTSS) approach to literacy development: Tier 1 services focus on common core implementation of literacy standards in content areas so that students are developing and practicing grade level literacy skills daily (classroom first good teaching); Tier 2 includes opportunities for deployment, flexible groupings, and tutorials (MTSS with classroom first good teaching); and Tier 3 includes resource specialist services, mentoring, and tutorials. 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. Continued implementation of Personalized Learning Initiative, or Blended Learning, where students, with the support of teachers, are setting achievement goals, monitoring their progress towards their goals, and developing their literacy through technology based learning, cooperative learning opportunities with peers, as well as core curriculum utilizing the district adopted literature program and standards based supplemental resources, e.g. i-Ready Tool Kit (K-6) & Standards Mastery. This will be the foundation for extending learning opportunities for students at, and above, grade level. During the 23/24 school year, Eaton will continue to implement The Write Tools to support students' writing development. A full time 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
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

TK - 1st grade teachers and students will set and monitor the following:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- Wonders diagnostic and Fluency quarterly administrations with an EOY target of grade level benchmark
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Implementation of The Write Tools (K-1st)

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 selected Student Ownership as a schoolwide focus for 23/24, requesting feedback and data to be given with each classroom walkthrough as outlined on the Instructional Practice Guide.

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

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., i-Ready Toolkit, 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 (Narrative focus for 23/24)
- 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, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Demonstration lessons/coaching cycles with site instructional coach
- Push in and pull out services for students with an IEP
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated instruction in K – 6th grade classrooms through adaptive literacy program technology, e.g., classroom tablets, to support student early literacy skills, reading and comprehension
- Designated and integrated ELD instruction
- Continued practice of Personalized Learning Models designed by lead teachers and grade level teams and supported by instructional coach

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
- VP
- Principal

Progress Monitoring:

- Resource Specialist RSP
- 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
- *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

- 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, plus teacher subs.

Specify enhanced services for EL students:

- ELPAC chats with targeted students
- CAELD Standards
- Designated ELD instruction from certificated teacher during school wide RtI time
- Integrated ELD instruction in flexible groupings
- ELD supported through technology based instruction
- Materials and supplies for EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Personalized learning plans/targets specific to EL students (including mathematics)
- Intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)

Specify enhanced services for low-performing student groups:

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

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 Tool Kit (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. All grade levels (K-6) will implement Math Lesson Design (MLD) with district support. School wide implementation of a personalized learning model, or Blended Learning, will support students learning through technology based instruction. 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
- Checks for Understanding daily
- Grades
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using CAASPP assessment platform, IABs - Interim Assessment Blocks & FIABs - Focused Interim Assessment Blocks)
- Coaching cycles and demonstration lessons with site instructional coach
- CAASPP data (grades 3-6)
- Reflex math fluency achievement by grade levels
- Implementation of the 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

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

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, IPG data report, and weekly feedback for classroom practice of the following, with a focus on student ownership, #3:

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

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

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., Prodigy, Reflex Math, (free - upgrade if funds allow)
- 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
- Opportunities for teachers to experience coaching cycles with instructional coaches through MLD (Math Lesson Design) strategy
- 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 (free - upgrade if funds allow)
- 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 K – 6th)
- EL appropriate interventions based on data

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

Timeline:

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

- 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
- 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

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.

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
- Power BI
- Classroom Walkthroughs and feedback (including IPG tool data)

Owner(s):

District Assessments, Grade Level Assessments, Progress Monitoring:

- EL Site Rep
- Teachers
- PLCTeams
- Instructional Coach
- Intervention paras
- Vice Principal
- Principal

Timeline:

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

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 such as BrainPOP, Nearpod, 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: Food for Parent Meetings and materials and supplies

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- 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
- 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 K-6
- Tier 1: Translation services will be provided as needed
- Tier 1: District funded Home School Liaison (HSL) to support family outreach & communication

EL students make up 6.5% of our student population, 29 students with 8 languages represented.

- 2/11 tested in mathematics on SBAC met or exceeded standards (18.2%)
- 2/10 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.

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary

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		11,278.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,387.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies Title One Restrictions **No incentives or food**	4,303.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Two Release Days for TWT Training (20 teachers)	8,042.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2TWTPlanning & 2MathPlanning (19teachers@4days)	11,044.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Kinder Assessments (3 teachers @ 1 day each)	481.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		11,278.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : i-Ready Toolkit license (ELA & Math)	6,035.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials to support SEL/Academics	20,660.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		2,256.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : TWT Consultant fees	7,011.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning BOY 24@\$44/hr **NO IEPs**	6,776.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site Licenses for FRAX and Brainpop	4,820.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Release days for IEPs/SSTs/504s (2 tchrs @ 7 days)	2,822.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Admin/Teacher Data Chats (2 roving subs @ 3 days)	902.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Release for EL IEPs/504s/SSTs (2 tchrs @ 2 days)	840.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors 2@28 hours total	2,094.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL programs/supports	4,395.00

\$116,424.00

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	✓	90.46 %	81.35 %	2022-2023	90.45 %

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 were reinstated after pandemic; some virtual options remain
- Events and clubs were re-started after pandemic
- Weekly classroom music and performance groups (i.e. Choir, Strings, and Band) reinstated and students recruited
- Elementary athletics reinstated after pandemic
- Volunteers on campus were limited due to pandemic health protocols
- Technology was implemented to prepare students for workplace competencies

2

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

- Classroom choral music limited to grades 2 and 3 (intermediate choir student choice)
- Music performance groups limited to grades 5 and 6 (band/orchestra)
- Events and clubs just restarting after pandemic
- Elementary athletics only available to grades 5 and 6 (3-6 for x-country/track)
- Low attendance rates affected student participation in co-curricular and extra curricular groups, activities, and events

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 after pandemic
- HSL position was open, which was one less person to reach out to families and make connections

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 2023/24 SPSA.

- Continue Student Leadership and expand opportunities
- Provide for 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 4-6 for athletic teams

- Encourage 100%of students to participate in district provided studytrips
- Recruitment of students in grades 5-6 for music groups
- Utilize HSL to reach out to community and encourage participation at all levels

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: • Cultural Fair school wide	2 ELAC: • Cultural Fair	3 Staff: • Career Day • Cultural Fair
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Action 1

Title: Character Competencies for Success

Action Details:

Eaton Elementary will continue to expose students to a variety of opportunities for student to participate in real-world learning experiences and gain an awareness of career possibilities.

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 class meetings in all classrooms
- Participation in career day
- Student climate culture survey
- Social skills group participation

Owner(s):

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

Timeline:

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

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

- Monthly awards for 1st-2nd grade students
- Semester awards for 3rd-6th grade students
- Monthly Goal 2 recognition at blacktop assemblies
- Social skills reinforced in small group setting with Tier II Specialist, RCA& psychologist as needed and determined by TST
- Weekly 2nd Step lessons in social skills
- Daily class meetings
- Equipment

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Tech purchases to increase engagement	10,000.00

\$10,000.00

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	✓	25.23 %	28.54 %	2022-2023	20.94 %
Suspension Rate - Semester 1	✓	1.72 %	1.54 %	2022-2023	1.21 %

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 and clarification of COMD protocols via School Messenger, Class Dojo, teacher communication, SSC, and ELAC
- Office Assistant completed attendance calls for chronic absent students

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)
- Implementation of our TST (Targeted Support Team) procedure to ensure no student is missed

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:

- Pandemic health protocols continued to influence student attendance
- English Learners (EL): 33% chronic (13/33 students) - a number of EL students are also students with disabilities (moderate/severe) which impact attendance due to their fragile health
- Asian students: 13% chronic (7/51 students)
- Home School Liaison position at our site was open for the 22/23 school year

Suspension:

- Refining tier one strategies in classrooms school wide - continuing to build teacher capacity
- Refining our TST process

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:

- Pandemic health protocols continued to influence student attendance
- Home School Liaison position at our site was open for the 22/23 school year, therefore phone calls/home visits were not always done in home language

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)

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 2023/24 SPSA.

Attendance:

- HSL position will be filled and utilized to reach out to families, make connections, and address attendance
- Home/School connection activities/events (cultural fair/career day)

Suspension:

- HSL position will be filled and 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

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
• Education opportunities for parents to better understand policies and procedures for attendance and behavior	• Education opportunities for parents to better understand policies and procedures for attendance and behavior	• 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. A Tier II Specialist - SEL, and an RCA (Resource Counseling Assistant) will provide a safe place for students to build relationships, practice social skills development, and set goals & reflect on behaviors and attitudes towards school. 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	Owner(s):	Timeline:
• Goal 2 activities participation/attendance rates • 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	• Climate/Culture Team • Teachers • Psychologist • HSL • Tier II Specialist • RCA (Resource Counseling Assistant) • TST (Targeted Support Team) • RSP Teacher • Inclusion Team • VP • Principal	• Quarterly updates in ATLAS • Weekly classroom walk-thrus • Monthly data analysis • Annual Climate/Culture Survey • Quarterly progress reports

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.

Specify enhanced services for EL students:	Specify enhanced services for low-performing student groups:
• Monthly chats with EL students to foster and support goal 2 engagement • ELPAC chats with targeted students • Designated ELD instruction from certificated teacher Integrated • ELD instruction in flexible groupings • Cultural Fair hosted by ELAC	• High risk students will be identified through multiple data sources (attendance, behavior, participation) 31% (13/33) of EL students showed 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 stakeholders on a monthly basis.

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 Resident 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 stakeholders. This will be carried out through the TST process. To support college and career readiness for our students, we will reduce the amount of chronic absenteeism while increasing our overall site ADA

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Attendance records
- Health office referrals
- Home visits when necessary
- Number of classes with 10 days of perfect attendance (recurring)
- Administrative meetings
- Attendance reports (ATLAS)
- Daily attendance report
- Attendance Administrator Meetings – A1
- Student engagement – Goal 2 activity
- Student participation/enrollment in restorative practices
- Student attendance in Eagle's Nest (RCA room - alternative environment for students to cool down, refocus, and/or meet for social skills development
- Number of home visits

Owner(s):

Attendance Data:

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

SEL Participation:

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

Parent Meetings:

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

Semester Awards:

- Teachers
- Principal

Timeline:

- Daily from August 2023 through June 2024
- Monthly A1 meetings
- Quarterly review of data

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

- Awards and incentives to encourage attendance
- Recognition at semester awards assemblies
- Weekly Second Step lessons
- Daily Classroom Meetings
- Eagle's Nest social/emotional classroom alternative setting
- Personal Responsibility program with quarterly incentive (1st – 6th)
- Bi-monthly SOAR activities
- TST process for prioritizing supports for students (academic and SEL)

Specify enhanced services for EL students:

- Attendance meetings to include EL levels and new criteria of the ELPAC
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher

Specify enhanced services for low-performing student groups:

ATSI - Additional Target Support & Improvement - designation for chronic absenteeism based on 2022-2023 California Dashboard Data:

1. Asian students showed a 13% (7/51) chronic absent rating

- Integrated ELD instruction in flexible groupings
- Tier II Specialist/RCA/HSL who will monitor EL students and need for support in SEL

2. English Learners showed a 31% (13/33) chronic absent rating

- 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 (Asian, EL status, Hispanic, special education students)
- Orange Level on dashboard - Students with Disabilities, Hispanic, Asian and ELs will be monitored
- Home visits as needed to support attendance
- Re-entry meetings with families of students returning from a suspension (tier 2 & 3)

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary

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-Supp			Inclusion Team (7 teachers@6 hours)	1,909.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Inclusion Team (3 paras @ 6 hours)	393.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Contracts for communications/art	3,278.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Class banners/school connection	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Entry fees/t-shirts	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125		54,250.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		4,171.00
G3A1	One-time School	Instruction	Nc-Equipment			Tech purchases	4,855.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Installation of Monitors	1,500.00

\$75,856.00

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	✓	97.22 %	90.46 %	2022-2023	95.56 %

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) opportunities
- Direct support to PLCs from admin
- 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

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 25 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%

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).

- Rebounding for Covid 19 and re-engaging in the face to face world
- Site meeting time decrease to give planning time to PLCs

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 2023/24 SPSA.

- Incentivize meetings to build community
- Food purchases for meetings

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- None at this time

2 ELAC:

- None at this time

3 Staff:

- Celebrate successes
- More opportunities to connect outside of school/work

Action 1

Title: Staff connection to site - Sense of belonging

Action Details:

During the 2022/2023 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.

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

- Monthly coffee hours (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 newsletter
- Quarterly whole staff professional learning
- Professional Learning Communities (PLC) for all staff (weekly/monthly)
- School Site Council participation (quarterly)
- HR staffing report

Owner(s):

- All staff
- VP
- Principal
- Data from Staff CC/SEL survey

Timeline:

- Weekly
- Monthly
- Quarterly

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- **Student Academics:**
- **Student Centered and Real-World Learning:**
- **Student Engagement:**

- **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 two implementation
 - Cultural proficiency and multicultural experiences
 - Inclusionary practices and opportunities
 - Essential standards and backwards mapping
 - Shared vision of effective instruction utilizing the Instructional Practice Guide (IPG): High expectations, challenging content, and student ownership, with a priority of feedback on student ownership
 - Digital literacy and personalized learning
 - Assessments
 - Professional Learning Communities
 - Substitutes for teachers for backwards mapping and planning - 2 days per teacher
 - 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, IEPs, 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
 - Promote 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
 - Tiered levels of response to behaviors
 - Social emotional learning

Specify enhanced services for Staff in support of EL students:

- Understanding the ELPAC Assessment
- 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

Specify enhanced services for Staff to support low-performing student groups:

- Analysis of student work to determine individual student need
- Inclusionary practice tool utilized through classroom walk-throughs
- TNTP Inclusionary indicator utilized

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	✓	91.04 %	91.44 %	2022-2023	93.54 %

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.

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.

- 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

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

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 upon the return to face to face instruction
- Home School Liaison position was not filled
- Re-establishment of on campus events (carnival, movie nights, dances)

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 2023/24 SPSA.

- School wide agreement to re-establish the WAAG in all grade levels
- More consistent communication through Parent Square as the primary platform
- Hire an HSL
- More publicity through our parent club

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: - Multiple opportunities for parents to engage (AM and PM) - Community events	2 ELAC: - More opportunities for parents to engage - Primary language outreach through HSL and interpreters as needed	3 Staff: Consistent school to home communication (weekly)
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Action 1

Title: Sense of belonging for families and school community

Action Details:

During the 2023/2024 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

- Back to School/Open House/Cultural Fair 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 Coffee Hours attendance (quarterly)
- School programs (minimum of 2 times/year) featuring students

Owner(s):

- HSL
- Families
- Staff
- PFC Exec. Board
- VP
- Principal

Timeline:

- Weekly
- Monthly
- Quarterly
- CC/SEL Parent survey

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Student Academics:
- Student Centered and Real-World Learning:
- Student Engagement:
- Materials and supplies

- **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, EduText, 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 (grades 4-6) and parents will commit to reviewing the agenda each night
- Parents will collaborate with the school through the use of homework 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

- **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

- **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 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

Specify enhanced services for Families of EL students:

- 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

Specify enhanced services for Families of low-performing student groups:

- 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

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/homework folders **No incentives or food**	1,244.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Cultural fair/community connection	500.00

\$1,744.00

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0140 Eaton Elementary

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		11,278.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750		11,387.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & supplies Title One Restrictions **No incentives or food**	4,303.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Two Release Days for TWT Training (20 teachers)	8,042.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			2TWTPlanning & 2MathPlanning (19teachers@4days)	11,044.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Kinder Assessments (3 teachers @ 1 day each)	481.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125		11,278.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : i-Ready Toolkit license (ELA & Math)	6,035.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials to support SEL/Academics	20,660.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625		2,256.00
G1A1	One-time School	Instruction	Cons Svc/Oth			Write Tools, LLC : TWT Consultant fees	7,011.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning BOY 24@\$44/hr **NO IEPs**	6,776.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site Licenses for FRAX and Brainpop	4,820.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Release days for IEPs/SSTs/504s (2 tchrs @ 7 days)	2,822.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Admin/Teacher Data Chats (2 roving subs @ 3 days)	902.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Release for EL IEPs/504s/SSTs (2 tchrs @ 2 days)	840.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors 2@28 hours total	2,094.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL programs/supports	4,395.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: Tech purchases to increase engagement	10,000.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Inclusion Team (7 teachers@6 hours)	1,909.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Inclusion Team (3 paras @ 6 hours)	393.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Contracts for communications/art	3,278.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Class banners/school connection	5,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Entry fees/t-shirts	500.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8125		54,250.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.0625		4,171.00
G3A1	One-time School	Instruction	Nc-Equipment			Tech purchases	4,855.00
G3A1	One-time School	Instruction	Cons Svc/Oth			Installation of Monitors	1,500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/homework folders **No incentives or food**	1,244.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Cultural fair/community connection	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$39,808.00
Sup & Conc	7090	\$136,594.00
LCFF: EL	7091	\$14,256.00
One-time School	7099	\$13,366.00
Grand Total		\$204,024.00

\$204,024.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$116,424.00
G2 - Expand student-centered and real-world learning experiences	\$10,000.00
G3 - Increase student engagement in their school and community	\$75,856.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,744.00
Grand Total	\$204,024.00