

Eaton Elementary

10621666068704

Principal's Name: Beth Buettner

Principal's Signature: *Beth Buettner*

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	• <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

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 rewritten 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 - Kimberly Vasquez		X			
3. Secretary – Heather Lentz				X	
4. Carol Hernandez		X			
5. Kirsten Lee		X			
6. Noha Assem			X		
7. Brittany King				X	
8. Kacie Johnson				X	
9. Kyle Roberson				X	
10. Nicole Vincent				X	
11. Kellie Ellis				X	
12. Monica Rocha			X		
13. Gina Thao (VP)			X		
14.					
15.					

Check the appropriate box below:

☒ 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		3/25/2025
SSC Chairperson	Kimberly Vasquez		3/25/2025

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

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

FY 2025/26

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$48,077 *
7090	LCFF Supplemental & Concentration	\$158,898
7091	LCFF for English Learners	\$20,328

TOTAL 2025/26 ON-SITE ALLOCATION	\$227,303
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,468
Program Budget	\$46,609
Total Title I Allocation	\$48,077

ESSA Assistance Status: Not Identified for Assistance

Eaton Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		33.3 %	2023-2024	40 %
SBAC ELA - Average distance from standard	✓	-5 pts	-24 pts	2023-2024	-9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	56 %	41.1 %	2023-2024	50 %
SBAC Math - Average distance from standard	✓	-5 pts	-31.8 pts	2023-2024	-16 pts
SBAC Math - percentage of students met/exceeded standard	✓	54 %	38.7 %	2023-2024	43 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics of this current goal, our students are not meeting grade level standards in ELA and Math. The 3rd-6th grade students, on average, are 24 points below grade level standards in ELA and 31.8 points below grade level standards in math as identified by 23/24 SBAC data results. Students with Disabilities (SWD) are, on average, 87.2 points below standard in ELA and 92.9 points below standards in math. English Learners (EL) are, on average, 103.5 points below standard in ELA and 92.1 below standard in math (CA Dashboard).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes that have contributed to the Problem of Practice in English Language Arts:

- Less flexible RTIA small groups for differentiated instruction
- Inconsistent implementation of Tier 2 in class supports and integrated and designated ELD instruction
- Reduced instructional day on early Release Days, PL, and PLC time
- Students demonstrated less mastery in foundational reading skills and writing which required more intervention time

Causes that have contributed to the Problem of Practice in Math:

- Continued inconsistent attendance
- No site wide formal math intervention time
- Reduced instructional day on early Release Days, 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
- Misalignment of CFAs with agreed upon success criteria and grading policies

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

English Language Arts:

- Continue to refine Reading intervention process
- MTSS small group, targeted instruction with progress monitoring to support gaps in student performance
- Professional learning for teachers and paras to strengthen practice and implementation of progress monitoring growth of students
- Professional Learning on developing foundational skill building for staff.

Mathematics:

- Develop and implement Math intervention system for students not on grade level
- MTSS small group, targeted instruction with progress monitoring to support gaps in student performance
- Professional learning for teachers and paras to strengthen practice and implementation of progress monitoring growth of students
- Professional Learning on developing math fluency and skill building for staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: ELA - Balanced Literacy Plan for TK-6th grade

Fully Implemented

- RTI paras to support academic interventions for students through MTSS was fully implemented in grades 3-6
- The Write Tools (TWT) fully implemented in grades K-6
- TK-2nd teacher training through Lit 6 (District initiative to have students reading by 1st grade) was fully implemented
- Instructional coach (IC) facilitated PLCs and individual teachers through coaching cycles in support of student learning (K-3rd)

Action 2: Mathematics - Comprehensive Plan to support K-6th grade

Partially Implemented

- Reflex/FRAX math site license purchased and utilized by students in 2nd-4th
- Instructional coach (IC) facilitated PLCs and individual teachers through coaching cycles in support of student learning (K-5th)
- RTI paras support academic interventions for students through MTSS was partially implemented (3rd & 6th)

Action 3: EL Academic Performance

Partially Implemented

- ELPAC assessors provided support for ELPAC goal setting and testing
- Materials and technology was purchased to support ELD instruction
- IC provided EL students processed through TST with ELD instruction and learning plans for success

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: ELA - Balanced Literacy Plan for TK-6th grade

Partially Effective

The action was partially effective. According to the CADashboard, there were less Gr. 3-6 students not meeting grade level standards (went from 34 points below standard in 2023 to 24 points below standard in 2024).

Action 2: Mathematics - Comprehensive Plan to support K-6th grade

Partially Effective

The action was partially effective. According to the CADashboard, there were less Gr. 3-6 students not meeting grade level standards (went from 44.3 points below standard in 2023 to 31.8 points below standard in 2024).

Action 3: EL Academic Performance

Partially Effective

This action was partially effective. Based on the ELLevation dashboard, 3 students (27.3% of our EL population) were reclassified in Fall 2025 school year compared to the 4 students (36.4% of our EL population) in Fall 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

English Language Arts:

- Strengthen the school wide reading Intervention
- Typical/stretch growth goals and achievements will be celebrated school wide

- Increase intentional use of FIAB/IAB/ELPAC IABs for progress monitoring
- District funded IC will continue to be utilized in support of goal setting, professional learning, small group instructional plans, reading foundational skills, and literacy initiatives.
- Teacher Sub release days for planning and assessments

Mathematics

- School wide math intervention
- School wide Math fluency goals and achievements will be celebrated by grade level
- Increase intentional use of FIAB/IAB
- District funded IC will continue to be utilized in support of goal setting, math fluency, professional learning, and small math group instructional plans
- Teacher Sub release days for planning and assessments

Section D: 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.

SSC:

- Implement intensive intervention time for students far below standards
- Look into para/volunteer to assist with intensive intervention
- ELOP Coordinator will increase support for SWD in the after school program

ELAC:

- Additional learning opportunities and enrichment activities (clubs, sports, trips, after-school, summer/winter programs)
- Increase interpreters and translators
- Trainings for parents to gain skills to help their child with homework
- SEL Supports/Tutoring
- Increase School to Parent Communication
- Teacher trainings on how to support English Learners
- District and School Site Resources to support ELs.

Staff:

- Math Intervention Time
- School wide math/reading fluency
- Incentives for iReady Lessons passed
- Goal Setting with Incentives
- Release time for planning/assessments

Action 1 :

ELA - Balanced Literacy Plan for TK-6th grade

Action Details:

Eaton Elementary will implement a comprehensive balanced TK-6th grade literacy program with a three-tiered approach to improve Foundational Reading Skills and comprehension of complex text which will result in an increase in students mastering grade level standards by the end of 2025/2026 school year, as well as subsequent years. The Regional Literacy Initiative will continue the focus on implementing high-leverage actions in balanced literacy in grades TK/K/1st/2nd for reading foundational skills. Professional Learning Communities (PLCs) will analyze Common Formative Assessments (CFAs) and will consistently monitor students' progress using Progress Monitoring Data Binder and site agreed-upon benchmark assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

Goal: By June 2026 Eaton Elementary will decrease the distance from standard (DFS) in ELA from -24 to -9 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Materials and supplies to support high quality, grade level first instruction from classroom teacher (Tier 1)
- District adopted baseline curriculum supplemented by additional resources, e.g., Heggerty, Reflex, etc.
- Consistent usage of The Write Tools (K-6), researched based strategies to give consistent tools to support writing across the grades in alignment with the GVC
- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Demonstration lessons/coaching cycles with district funded site instructional coach
- Push in and pull out services for students with an IEP (Tier 3)
- 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
- PLC teams will continue to improve instructional supports and provide intervention/ELD through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports
- 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.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

According to the CADashboard, 33.3% of our Long-Term English Learner (LTEL) improved at least one English Language Progress Indicator (ELPI) level. In order to reach our 40% target for 25/26 school year, we will implement the following:

- ELPAC goal setting with targeted students facilitated by Admin and Instructional Coach
- Provide site professional learning opportunities based on CAELD Standards
- Grade level Professional Learning Communities (PLCs) plan and implement integrated and designated ELD instruction
- Materials and supplies to support EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Student Groups

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

Using Title 1 funds only: What are the planned expenses to support these student groups?

English Learner (EL):

With Title I funds we plan to support all students including English Learners by:

- English Learning Review Team (ELRT) will meet throughout the school year to focus on students who are identified as ELs.
- Teachers will analyze data, set goals, and identify targeted instructional routines for ELs.
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)

Hispanic (HI): (Hispanic: -49.2 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -44.6 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports

Students with Disabilities (SWD): (SWD: -87.2 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

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

Using 7090/7091 funds only: What are the planned expenses to support these student groups?

English Learner (EL):

With 7090/7091 funds we plan to support all students including English Learners by:

- Sub Release Days for assessments and progress monitoring
- Paraprofessional support for early literacy
- ELPAC Assessors
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)

Hispanic (HI): (Hispanic: -49.2 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -44.6 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports

Students with Disabilities (SWD): (SWD: -87.2 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

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

As a site: What are planned actions to support English learner/HL/SED/SWD students?

English Learner (EL): (Hispanic: -49.2 DFS)

As a site we plan to support all students including English Learners by:

- ELPAC goal setting with targeted students facilitated by Admin and Instructional Coach
- Provide site professional learning opportunities based on CA ELD Standards
- Grade level Professional Learning Communities (PLCs) plan and implement integrated and designated ELD instruction
- Materials and supplies to support EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Hispanic (HL): (Hispanic: -49.2 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -44.6 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports

Students with Disabilities (SWD): (SWD: -87.2 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and California Standards for the Teaching Profession (CSTPs) for teacher feedback focus on IPG 2B and 2C - Outcomes measured by walkthrough data. 70% of classroom observations will show implementation of IPG 2B and 2C in the short term. - Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Outcomes measured by growth in iReady Diagnostic D1 to D2 in the area of comprehension. An increase in students meeting their typical/strength growth compared to previous years - Outcomes measured by growth through iReady MyPath Lessons. Increase students passing at least 2 lessons per week. - Increase in FIAB/IAB administration in Gr. 3-6 - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results will reflect a decrease the distance from standards (DFS) in ELA from -24 to -9 - Outcomes measured by growth from distance from standard. - Outcomes monitored by Principal, VP, and teachers.

Action 2 :

Mathematics - Comprehensive Plan to support K-6th grade

Action Details:

Eaton Elementary will ensure that all students receive high quality instruction through the implementation of a TK-6th grade comprehensive Math instruction program with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Professional Learning Communities (PLCs) will utilize our core curriculum to implement school wide multi-tiered system of support to achieve our goal of students demonstrating mastery of standards.

Goal: By June 2026 Eaton Elementary will decrease the distance from standard (DFS) in Math from -31.8 to -16 as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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) .
- Math Lesson Design (MLD) practices will continue in 3rd-6th grade.
- 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. (Tier 3)
- Materials and supplies to support high quality, grade level first instruction from classroom teacher (Tier 1)
- District adopted baseline curriculum supplemented by additional resources, e.g., Reflex Math and SWUN math
- Differentiated small-group instruction based on student's identified needs – provided by classroom teacher, instructional coach, and RTI paraprofessionals (Tier 2)
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability
- Sub release time for teachers to backwards map and review data to inform instructional planning decisions
- EL appropriate interventions based on data
- Teachers will plan and collaborate math lesson alignment with GoMath, FUSD Scope & Sequence and Pacing Guide for Gr. 3-6

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

According to the CADashboard, 11 EL students are 92.1 distance from standard in SBAC Math. We will implement the following to increase their DFS to 77.1:

- Goal setting with targeted students facilitated by Classroom teachers and Instructional Coach
- Provide site professional learning opportunities based on Math Standards
- Grade level Professional Learning Communities (PLCs) plan and implement math intervention practices
- Materials and supplies to support EL students (including mathematics)
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Student Groups

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

Using Title 1 funds only: What are the planned expenses to support these student groups?

English Learner (EL):

With Title I funds we plan to support all students including English Learners by:

- English Learning Review Team (ELRT) will meet throughout the school year to focus on students who are identified as ELs.
- Teachers will analyze data, set goals, and identify targeted instructional routines for ELs.
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Professional Learning focused on math instruction

Hispanic (HI): (Hispanic: -50.3 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -46.4 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability

Students with Disabilities (SWD): (SWD: -92.9 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

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

Using 7090/7091 funds only: What are the planned expenses to support these student groups?

English Learner (EL):

With 7090/7091 funds we plan to support all students including English Learners by:

- Sub Release Days for assessments and progress monitoring
- Paraprofessional support for math intervention
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)

Hispanic (HI): (Hispanic: -50.3 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -46.4 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability

Students with Disabilities (SWD): (SWD: -92.9 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

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

As a site: What are planned actions to support English learner/HI/SED/SWD students?

English Learner (EL):

As a site we plan to support all students including English Learners by:

- Goal setting with targeted students facilitated by Classroom Teacher and Instructional Coach
- Provide site professional learning opportunities based on math instruction
- Grade level Professional Learning Communities (PLCs) plan and implement math intervention practices
- Materials and supplies to support EL students (including mathematics)
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Hispanic (HI): (Hispanic: -50.3 DFS)

- 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, Response to Intervention (RTI) Team, and Instructional Coach. (Tier 1, 2)
- Teacher sub-release days to support planning and assessment administration for progress monitoring.
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)

Socio-economically Disadvantaged (SED): (SED: -46.4 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SED At-Risk Students
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are at-risk
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- PLC teams will continue to improve instructional supports and provide intervention through the MTSS process (Tier 2)
- ELs, foster youth, and Socioeconomically Disadvantaged (SED) students will have priority in after/before school supports
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability

Students with Disabilities (SWD): (SWD: -92.9 DFS)

- Teachers will analyze data, set goals, and identify targeted instructional routines for SWD
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students who are part of our SWD population
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)
- Push in and pull out services for students with an IEP (Tier 3)
- 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.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and California Standards for the Teaching Profession (CSTPs) for teacher feedback focus on IPG 2B. - Outcomes measured by walkthrough data. 70% of classroom observations will show implementation of IPG 2B in the short term. - Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. - Outcomes measured by growth in iReady Diagnostic D1 to D2 in the area of comprehension. An increase in students meeting their typical/strength growth compared to previous years - Outcomes measured by growth through iReady MyPath Lessons. Increase students passing at least 2 lessons per week. - Increase in FIAB/IAB administration in Gr. 3-6 - Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. - SBAC results will reflect a decrease the distance from standards (DFS) in Math from -31.8 to -16 - Outcomes measured by growth from distance from standard. - Outcomes monitored by Principal, VP, and teachers.

Action 3 :

EL Academic Performance

Action Details:

Eaton Elementary will implement a comprehensive balanced TK-6th grade language acquisition program with integrated and designated English Language Development instruction. The Regional Literacy Initiative will continue the focus on implementing high-leverage actions in balanced literacy in grades TK/K/1st/2nd for reading foundational skills which will benefit English Learners. Professional Learning Communities (PLCs) will analyze Common Formative Assessments (CFAs) and will consistently monitor students' progress using Progress Monitoring Data Binder and site agreed-upon benchmark assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

Goal: By June 2026 Eaton Elementary will decrease the English Learners' distance from standard (DFS) in ELA from -103.5 to -88.5 and decrease DFS from -92.1 to -77.1 Math as measured by the Smarter Balanced Summative Assessment (SBAC).

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1: Conduct ELPAC Data Chats with targeted students
- Tier 1: Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress (ELlevation Progress Monitoring Forms)
- 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 supplemental resources, books and technology
- Tier 1, 2 & 3: Classroom materials and supplies for EL's to support ELD instruction
- 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 (meetings, etc)
- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

According to the CADashboard, 33.3% of our Long-Term English Learner (LTEL) students improved at least one English Language Progress Indicator (ELPI) level. In order to reach our 40% target for 25/26 school year, we will implement the following:

- ELPAC goal setting with targeted students facilitated by Admin and Instructional Coach
- Provide site professional learning opportunities based on CAELD Standards
- Grade level Professional Learning Communities (PLCs) plan and implement integrated and designated ELD instruction
- Materials and supplies to support EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Student Groups

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

Using Title 1 funds only: What are the planned expenses to support this student group?

English Learner (EL):

With Title I funds we plan to support all students including English Learners by:

- English Learning Review Team (ELRT) will meet throughout the school year to focus on students who are identified as ELs.
- Teachers will analyze data, set goals, and identify targeted instructional routines for ELs.
- Teachers will be provided with supplemental contracts for planning and sub release time for assessing and progress monitoring students
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)

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

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

English Learner (EL):

With 7090/7091 funds we plan to support all students including English Learners by:

- Sub Release Days for assessments and progress monitoring
- Paraprofessional support for early literacy
- ELPAC Assessors
- Sub release for Teachers and Admin for data analysis and goal setting (Data chats)

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

As a site: What are planned actions to support English learner students?

English Learner (EL):

As a site we plan to support all students including English Learners by:

- Tier 1: Conduct ELPAC Data Chats with targeted students
- Tier 1: Teachers will review the EL Goal Setting Report, ELPAC, and academic assessment results with students, set goals, and monitor progress (ELLevation Progress Monitoring Forms)
- 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 supplemental resources, books and technology
- Tier 1, 2 & 3: Classroom materials and supplies for EL's to support ELD instruction
- 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 (meetings, etc)
- 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

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) and California Standards for the Teaching Profession (CSTPs) for teacher feedback focus on IPG 2B and 2C • Outcomes measured by walkthrough data. 70% of classroom observations will show implementation of IPG 2B and 2C in the short term. • Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Outcomes measured by growth in iReady Diagnostic D1 to D2 in the area of comprehension. An increase in students meeting their typical/strength growth compared to previous years • Outcomes measured by growth through iReady MyPath Lessons. Increase students passing at least 2 lessons per week. • Increase in FIAB/IAB administration in Gr. 3-6 • Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • SBAC results will reflect a decrease the distance from standards (DFS) in ELA from -103.5 to -88.5 and decrease DFS from -92.1 to -77.1 Math • Outcomes measured by growth from distance from standard. • Outcomes monitored by Principal, VP, and teachers.

2025-2026 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	3Hour Kinder Para Site Funded - 1086438 - SSC approved January 2025	11,743.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3hour Kinder Para Site Funded - SSC approved January 2025	12,977.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Heggerty Training Videos	178.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No Food or Incentives** (G1A1)	3,377.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub Release Days (2@15 IEP days/1@4 504/SST Days)	8,759.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release Days TK-6th Assessment/Planning Days (2 per teacher)	10,820.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Incentives (All Goals)	42,066.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Days (4 IEP Days & 4 Data Chats)	6,679.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning BOY (6hrs. for 27) *No IEPs*	9,734.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Site License	3,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology NC - Equipment Purchases (G1A1, G1A2, G1A3)	10,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3Hour Kinder Para Site Funded - 1085400 - SSC approved January 2025	12,063.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 @40hours total G1A3)	2,462.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies EL (G1A3)	2,436.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL - Technology NC-Equipment	4,500.00

\$141,394.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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 %	86.1 %	2024-2025	89.1 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the 2024-2025 Climate and Culture Student Survey, Eaton is showing 86% favorable in Student-centered/Real-world Experiences domain, which is a 7% increase from the Fall 2023 Climate and Culture Student Survey in the same domain. The trend data conveys that we typically see a decrease in the percentage favorable in the Spring Student Survey within the same domain.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The planning and implementation of clubs and events are stronger in the Fall
- Lack of Staff and Sponsorship needed for the facilitation of the clubs and events.
- Parents keeping students home from student-centered/real-world opportunities like field trips, etc.
- Lack of funds for supplemental contracts for student engagements diminishes substantially in the Spring as we start strong with student-centered/real-world opportunities in the Fall.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Recruit staff and schedule student-centered events and clubs throughout the year
- Increase parent participation in school meetings to promote student-centered/real-world opportunities
- Teachers and Staff help connect the purpose of the field trips and student engagements to the student-centered/real-world opportunities
- Allocate site funds for more teacher and/or classified supplemental contracts to facilitate clubs and events.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Character Competencies for Success

Fully Implemented

- Continue Student Leadership and expand opportunities that 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)

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Character Competencies for Success

Effective

The effectiveness of Goal 2 Action 1 is evident by a 7% increase in the Student-Centered/Real-World Experiences Domain on the 2024-2025 Climate and Culture Student Survey from the Fall 2024 student survey. Students disclosed that there are student-centered/real-world opportunities for them to participate in.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to strengthen our planning, Climate and Culture Team (CCT) involvement, and implementation of student-centered/real-world experiences
- Increase the number of activities available for students to choose from
- Increase recruitment of staff and educational partners to facilitate and provide student engagements
- Utilize Prop 28 funds for our Art Club, Drama Club, etc.

Section D: 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.

SSC:

- Community outreach to connect with outside organizations
- HHS (regional) leadership partnership

ELAC:

- Additional learning opportunities and enrichment activities (clubs, sports, trips, after-school, summer/winter programs)
- Increase interpreters and translators
- Trainings for parents to gain skills to help their child with homework
- SEL Supports/Tutoring
- Increase School to Parent Communication
- Teacher trainings on how to support English Learners
- District and School Site Resources to support ELs.

Staff:

- Staff provided input on a Forms Survey in January 2025 (more club opportunities)
- Staff provided input during PL in Feb 2025 (partnerships with outside organizations)

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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, AI4 Youth Counselor, Project Access Counselor, admin, CSA, etc.) and progress monitored through ATLAS, PowerBI, DESSA, and Care Solace referrals.
- Bi-weekly 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.).

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Staff will support English Learners and families through outreach, home visits and other related services to encourage participation in career enrichment opportunities and real-world learning experiences.
- Student engagement data of EL students will be monitored for disproportionality.

Student Groups

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

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 implementing an English Learning Review Team (ELRT) which will include administration, homeschool liaison (HSL), 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.

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

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 K-6.

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

As a site: What are planned actions to support English learner students?

- 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 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

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed quarterly for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Engagement participation will be analyzed at each semester for increases compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, TST, and Climate & Culture Team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Responses on the Climate and Culture Surveys will increase by 3% compared to last year.
- Outcomes measured through ATLAS reports.
- Outcomes monitored by Principal, VP, and Climate & Culture Team.

2025-2026 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	Sup & Conc	Instruction	Teacher-Supp			Teacher Supp. Contracts for CCT (4 teachers G2A1)	2,402.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Tier 1 Support - 1076909 - SSC approved January 2025	59,578.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA - Tier 1 Support - 1076909 - SSC approved January 2025	9,930.00

\$71,910.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		21.4 %	2023-2024	18 %
Suspension Rate	✓	0.5 %	3.6 %	2023-2024	2.6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on PowerBI, the site data reflects an insignificant change in chronic absenteeism from 2023 to 2024, but is down from 2022 which was 26.6%. Although the suspension rate increased 0.6% from 2023 to 2024, from 22 to 36 incidents, it is on a downward trend for 2025, with only 11 incidents through February 2025.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Attendance:

- Although there is an insignificant difference from 2023 to 2024 in chronic absenteeism, it was noted that the 7 students (21.4%) who had chronic and severely chronic absenteeism are Students With Disabilities (SWD), who may have health concerns.
- Increase in short term independent study (STIS) contracts with incomplete fulfillment of student work - 15 days allowed
- Low parent participation rates at attendance meetings

Suspension:

- Inconsistent 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
- Consistent tiered level of responses by the SEL Support Staff (CSA, T2 Specialist, RCA, Admin, etc.)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-

performing student groups.

Attendance:

- Although there is an insignificant difference from 2023 to 2024 in chronic absenteeism, it was noted that the 7 students (21.4%) who had chronic and severely chronic absenteeism are Students With Disabilities (SWD), who may have health concerns.
- Increase in short term independent study (STIS) contracts with incomplete fulfillment of student work - 15 days allowed
- Low parent participation rates at attendance meetings

Suspension:

- Build teacher capacity in tiered behavioral responses utilizing PBIS, 2nd Step, Teacher Encyclopedia, DPI trainings, etc.
- Continue to refine and be more comprehensive of the TST process and archive Response to Intervention Data over multiple years.
- Tracking of the tiered level calls by the SEL Support Staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Connection to School - A safe, fun place to learn and grow

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes

- Monthly awards for 1st & 2nd grades and semester awards for 3rd - 6th grades
- Monthly Goal 2 recognition at blacktop assemblies
- Social Skills reinforced in small group settings with Tier II Specialist
- Weekly 2nd Step lessons and daily class meetings in social emotional learning
- Opportunities to participate in school wide inclusion events, e.g. Special Olympics, awareness days (Down Syndrome Day, Autism Awareness Week, etc.)
- Partnering with community for learning presentations, e.g. Bricks4Kidz, 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)
- Utilization of Resource Counseling Assistant (RCA) and Tier II Specialist to support Tier 2 social emotional needs
- Bi-monthly TST (Targeted Support Team) procedures to ensure no student is missed
- Ahwahnee Middle School Counselor for 6th grade transition (Move Up Day, class shirts, etc)

Action 2: Attendance/Suspensions - Stay in school

Fully Implemented

The actions were **Fully Implemented** to meet the desired student outcomes

Attendance:

- Office staff and SEL staff meet monthly to review attendance
- HSL makes home visits based on the attendance meetings
- Parent transportation continues to be a challenge

- Communication of importance of school attendance via Parent Square, Class Dojo, teacher communication, Parent Engagement Hour, SSC, and ELAC
- Chronic Illness and Medically Fragile Students' chronic absenteeism due to health concerns

Suspensions:

- Utilization of Resource Counseling Assistant (RCA) and Tier II Specialist to support Tier 2 social emotional needs
- Continue TST (Targeted Support Team) procedures to ensure no student is missed
- All 4 Youth Counseling to support Tier III
- Climate & Culture Team progress monitoring with Fall and Spring Surveys and implement initiatives for positive interactions

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Connection to School - A safe, fun place to learn and grow

Effective

The actions were **Effective** - Based on the CC-SEL Student Survey Student Engagement Domain sub-category: "I feel like I belong at my school" increased from 74% to 90%.

Action 2: Attendance/Suspensions - Stay in school

Effective

Attendance:

The action is effective, all 3 focus student groups' chronic absenteeism declined compared to the previous school year. ELs chronic absenteeism decreased 13.8%, Socioeconomically Disadvantaged (SED) chronic absenteeism declined by 3.5%, and our SWD student group declined 13.9% in chronic absenteeism.

Suspension:

Although the data shows a slight increase (0.6%) from 2023 to 2024 in suspensions, the current data trend is show a decline in suspensions for 2025 (PowerBI); therefore, the actions are effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Attendance:

- HSL will continue to reach out to families, make connections, and address attendance
- Home to School connection activities/events (cultural fair/career day)
- 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
- 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 Teacher Tier 1 responses in the classroom.

Section D: 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.

SSC:	ELAC:	Staff:
• Communicate to parents to bring students to school even if they have appointments/outside conflicts (some school is better than no school) • Share attendance data at BTS • Weekly raffles for incentives	• Additional learning opportunities and enrichment activities (clubs, sports, trips, after-school, summer/winter programs) • Increase interpreters and translators • Trainings for parents to gain skills to help their child with homework • SEL Supports/Tutoring • Increase School to Parent Communication • Teacher trainings on how to support English Learners • District and School Site Resources to support ELs.	• PR funds to grade level • Attendance banners • Family rewards for their child's perfect attendance • Training on Effective Morning Meetings • Quarterly Rewards for Perfect Attendance

Action 1 :

Attendance - Connection to 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. 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 while increasing our overall site ADA and positive responses on the Climate and Culture - Social Emotional Learning (CC-SEL) Fall and Spring Surveys.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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 consists of Tier II Specialist - SEL, School Psychologist, RCA (Resource Counseling Assistant), Campus Safety Assistant (CSA), and administration 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

English Learner (EL):

11.8% Students identified as English Learners are chronically absent which decreased 13.8% from the previous year.

Supports include:

- Materials and supplies to support student engagement
- Response to Intervention to support academic needs
- Reclassified Celebrations/Awards

Student Groups

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

Using Title I funds Only: Socio-economically Disadvantaged (SED): (SED: 23.4)

- Reflex site license is purchased to support student engagement in mathematics
- For Tier 1, 2 & 3 support we will purchase school wide materials and supplies for our SED – including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support instruction, intervention, and Goal 2 and 3 engagement opportunities.

Hispanic (HI): (HI: 23.6%)

- Classrooms will hold daily class meetings and practice social skills development.
- 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.

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

Using 7090/7091 funds only: Socio-economically Disadvantaged (SED): (SED: 23.4)

- RCA
- Substitutes for IEP/SST/504 meetings
- Classroom incentives and rewards for student engagement
- Materials and supplies to support student engagement
- ELPAC assessors (EL)
- Designated ELD instruction from certificated teacher Integrated
- Tier 1, 2 & 3 support to ensure and purchase easy access to Books and Technology– reading and math materials for students

Hispanic (HI): (HI: 23.6%)

- Classrooms will hold daily class meetings and practice social skills development.
- 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.

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

As a site: Socio-economically Disadvantaged (SED): (SED: 23.4)

- Data chats between Admin and Staff for goal setting in support of Goal 2-3 engagement
- Cultural Fair/Career Fair
- 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.
- Intentional use of technology to enhance SEL and academic language development
- Communicate to parents through ELAC, SSC, Family Engagement Meetings, and other communication avenues of student engagement data and Goal 2 and 3 opportunities

Hispanic (HI): (HI: 23.6%)

- Classrooms will hold daily class meetings and practice social skills development.
- 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increase the number of students participating in activities • Consistently using the ATLAS Engagement Tool to capture data • Outcomes measured by monthly CCT meetings to review/analyze engagement data by school and grade level • Outcomes monitored by Principal, VP, and CCT	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • 2% increase (88% to 90%) in student favorability for student engagement for Fall 2025 • Monitor ATLAS Attendance Rates monthly. • Outcomes measured by CCT meetings to review/analyze Panorama data • Outcomes monitored by Principal, VP, TST, and CCT	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • 2% increase (90% to 92%) in student favorability for student engagement for Spring 2026 • 0.6% decrease in chronic absenteeism by Spring 2026 • Outcomes measured by CCT meetings to review/analyze Panorama data • Outcomes monitored by Principal, VP, TST and CCT

Action 2 :

Suspensions - A safe, fun place to learn and grow

Action Details:

Eaton Elementary will support student 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 suspensions

while increasing our overall positive responses on the Climate and Culture - Social Emotional Learning (CC-SEL) Fall and Spring Surveys.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- RCA(site funded) to support Tier 1 interventions in SEL and attendance
- Tier II Specialist & CSA(district funded) for supporting students who are not responding to Tier 1 interventions
- 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
- Carried out through the TST and DESSA process
- Reduce the amount of suspensions while increasing our overall site positive responses on the Climate and Culture - Social Emotional Learning (CC-SEL) Fall and Spring Surveys

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

The CADashboard 2024 data conveys 3.8% of English Learner (ELs) students were suspended at least one day. Contributing factors that impact EL students' positive engagement in school and community is their academic performance and school connectedness.

Supports include:

- Materials and supplies to support student positive engagement
- Re-entry Conferences post suspensions with parent, Tier 2 Specialist, and teacher present.
- Response to Intervention to support academic, behavioral, and social-emotional needs
- Personal Responsibility Celebrations, Character Counts Awards

Student Groups

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

Using Title I funds Only: Students with Disabilities (SWD): Of our 3.6% Suspension Rate, 5.8% were White students who are identified as Students with Disabilities (SWD) were suspended at least one day. However, it was 1 student who had repeated suspensions that accounted for the 5.8%.

- Reflex site license is purchased to support student engagement in mathematics at their pace
- Materials and supplies to support student access to academics and engagement
- Weekly Second Step lessons
- Daily Classroom Meetings and Class Circles
- Eagle's Nest social/emotional classroom alternative setting facilitated and monitored by RCA
- TST process for prioritizing supports for students (academic and SEL) needs
- 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.
- Re-entry Conference will occur after suspensions with Student, Tier 2 Specialist, Admin, Parent/Guardian, and when possible the Teacher present.

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

Using 7090/7091 funds only: Students with Disabilities (SWD):

- RCA
- Substitutes for IEP/SST/504 meetings
- Classroom incentives and rewards for student engagement
- School wide positive incentive Programs (Personal Responsibility program with quarterly incentive (1st – 6th), Weekly SOAR Raffles, Golden Tickets, etc.)
- Materials and supplies to support positive student engagement
- Tier 1 support through ELPAC assessors

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

As a site: Students with Disabilities (SWD):

- Professional learning for teachers to develop strategies that support student engagement and attendance
- CCT with each Grade Level Representative will meet monthly for planning initiatives, analyze data, and implementing student engagement activities and opportunities for positive interactions and school connectedness
- TST who will monitor students and their need for support in SEL
- 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.
- Intentional use of technology to enhance SEL and academic development
- Communicate to parents through ELAC, SSC, Family Engagement Meetings, and other communication avenues of student engagement data and Goal 2 and 3 opportunities

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rate monthly • Suspension outcomes measured by CCT, VP, Principal, and TST • Outcomes monitored by Principal, VP, TST	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rate over the semester • Suspension outcomes measured by CCT, VP, Principal, and TST • Outcomes monitored by Principal, VP, TST	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Decrease in suspension rate over the school year • Suspension outcomes measured by CCT, VP, Principal, and TST • Outcomes monitored by Principal, VP, TST

2025-2026 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	Title 1 Basic	Instruction	Nc-Equipment			: Technology NC-Equipment and Printing Supplies	4,000.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			K Teachers Assess for Incoming Students (1 Day, 3 Teachers G3A1)	772.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Assist Supplemental for CCT (G3A1)	765.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G3A1)	2,933.00
G3A2	LCFF: EL	Attendance & Social Work Service	Local Mileage			HSL Mileage (G3A1, G3A2)	500.00

\$8,970.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	96.5 %	88.7 %	2024-2025	90 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the Fall 2024 Staff survey, our problem of practice is that staff do not feel like they have opportunities to be involved in planning and decision making (81% favorable) and feeling valued (82% favorable).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Limited professional learning time and team building for certificated and classified staff.
- CCT focused their efforts on sub-category: Recognition for the work they do which increased by 10%
- Classified staff had limited access to technology and did not complete the Staff Survey.
- Influx of new staff beginning after the school year started

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Plan and calendar quarterly professional learning for classified staff
- Differentiated support for classified staff based on role and years of experience
- Continue to provide opportunities for all staff to voice input through committees, surveys, and feedback forms
- Continue to leverage leadership decision making utilizing CCT, ILT, and SSC to identify areas where growth can occur

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff connection to site - Sense of belonging

Partially Implemented

Due to a decrease in professional learning time less time was spent on gathering staff voice in decision making practices.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff connection to site - Sense of belonging

Effective

Although professional learning time decreased, CCT implemented some activities to provide more staff recognition and promote sense of belonging and participation in the staff CC Survey (increase from 24 to 57 participation). Therefore, this action was effective.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Continue to utilize CCT to promote participation in site surveys and events
- Provide more opportunities for staff voice in decision making process through forms and surveys
- Differentiated professional learning opportunities for staff

Section D: 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.

SSC:

- Provide opportunities for staff feedback
- Provide opportunities for parents to connect with staff
- Continue actions as funds allow

ELAC:

- Continue actions as funds allow

Staff:

- Professional learning for classified staff
- Continue connection activities for staff

Action 1 :

Staff: Shared Decision Making

Action Details:

Eaton Elementary will provide opportunities for staff to be involved in the decision making process and continue to support all staff feeling valued.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Site created surveys will be sent quarterly to measure staff connection and give opportunities for feedback around school climate and attitude towards environment and learning. The following will be ongoing:

- Focused professional learning to support good first teaching (tier 1)
- Materials and supplies available to enhance instruction and support inclusionary practices (e.g., Heggerty videos, Reflex math digital platform, etc.) (tier 1)
- RTI/SEL teams to support classrooms with targeted instruction/SEL (tier 2)
- TST bi-monthly meetings in support of teacher request for review of MTSS and recommendation to SST (tier 2)
- SST/IEP/504 meetings held to provide targeted supports for individual student needs (tier 3)
- Staff supplemental contracts as needed to increase participation in leadership teams and committees
- Substitutes for TK/K. Teachers assessment days - 1 day 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 - 2 days per 1st-2nd Gr. Teacher.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Professional learning for all teachers will be designed to support teachers based on their needs and schoolwide EL data as measured by ELPAC, SBAC, and i-Ready.

- Teachers and Instructional Coach use of the EL goal setting report to identify target students to implement the interim ELPAC IABs for their instructional needs based on ELlevation data
- Provide feedback to teachers (CCI)
- Staff PL and PD that promotes inclusionary practices
- ELRT will meet throughout the school year to progress monitor and provide feedback to progress monitor EL student growth

Student Groups

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

Students with Disabilities (SWD):

- Reflex site license for math practice and reinforcement
- Supplemental planning and substitute release time for teachers
- Material and supplies to support instruction
- Admin Data Chats with Teachers (2 roving substitutes and 1 admin sub) for 2 days in BOY and 2 days in EOY

Socio-economically Disadvantaged (SED):

- Reflex site license for math practice and reinforcement
- Supplemental planning and substitute release time for teachers
- Material and supplies to support instruction

- Kindergarten paraprofessionals (3 hours) to support early learning of foundational skills
- Admin Data Chats with Teachers (2 roving substitutes and 1 admin sub) for 2 days in BOY and 2 days in EOY

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

Students with Disabilities (SWD):

- Admin and Certificated substitute release time for IEPs/504s/SSTs Days
- Materials and supplies to support instruction
- Supplemental contracts for teachers for instructional planning in August
- Teachers and Instructional Coach use of the EL goal setting report to identify target students to implement the interim ELPAC IABs for their instructional needs based on ELLevation data

Socio-economically Disadvantaged (SED):

- Supplemental planning and substitute release time for teachers
- Admin and Certificated substitute release time for IEPs/504s/SSTs
- Materials and supplies to support instruction
- Kindergarten paraprofessionals (3 hours) to support early learning of foundational skills
- Substitutes for 3rd-6th Grade Teachers for Planning/Peer Observations - 2 Days per 3rd-6th Gr. Teacher
- Supplemental contracts for teachers for instructional planning in August
- Teachers and Instructional Coach use of the EL goal setting report to identify target students to implement the interim ELPAC IABs for their instructional needs based on ELLevation data

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

Students with Disabilities (SWD):

- Professional learning opportunities for staff (Alternative ELPAC Assessment, etc.)
- Increase opportunities for staff voice in decision making process
- Teachers and Instructional Coach use of the EL goal setting report to identify target students to implement the interim ELPAC IABs for their instructional needs based on ELLevation data
- Admin to provide feedback to teachers (CCI)
- Staff PL and PD that promotes inclusionary practices

Socio-economically Disadvantaged (SED):

- Professional learning opportunities for staff (ELPAC Assessment, etc.)
- Increase opportunities for staff voice in decision making process
- Teachers and Instructional Coach use of the EL goal setting report to identify target students to implement the interim ELPAC IABs for their instructional needs based on ELLevation data
- Admin to provide feedback to teachers (CCI)
- Staff PL and PD that promotes inclusionary practices
- ELRT will meet throughout the school year to progress monitor EL student growth

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • We will measure the effectiveness of professional learning around implementation of learning in classrooms, teachers engaging with IC in Coaching Cycles during the first semester, and site created staff survey results. • Outcomes measure with iReady D1 and D2 administrations. There will be an increase of students who meet typical/stretch growth at D2 from the previous year. • Outcomes monitored by Principal, VP, Instructional Coach, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • We will see an increase in favorable responses from the Fall to Spring Climate and Culture staff survey. • Outcomes measured by staff survey results in the organizational domain sub-category: shared decision-making. There will an increase in 4% favorable responses (up to 85%). • Outcomes monitored by Principal, VP, and CCT.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • We will see an increase in the Fall Climate and Culture staff survey from last year to this year. • Outcomes measured by staff survey results in the organizational domain sub-category: shared decision-making. Favorability will increase from 81% to 90% • Outcomes monitored by Principal, VP, and CCT.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Staff Professional Learning	1,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats (4 Roving Cert. Subs 4 Days G4A1)	2,061.00

\$3,061.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	99 %	95 %	2024-2025	96.1 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Our challenge is that parents do not recognize that the school is providing sufficient Student-centered and Real-world Experiences for their children (86% favorability CC-SEL Family Survey).

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Funding and facilities to hold and implement real-world activities for students
- Working parents are unable to attend meetings where announcements for student events are shared.
- Not all families engage with Parent Square or other forms of communication to keep informed of events, meeting dates and times
- Low family participation rates in school business meetings (e.g., SSC, ELAC, PAC)

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Further increase inclusionary opportunities for SWD and their families through multiple communication avenues
- Offer more compatible time frames for meetings and events
- Offer virtual options and incentives for meetings
- Offer parents opportunities to connect with HSL to train and support technological needs for connecting with school

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Sense of belonging for families and school community

Fully Implemented

This action was fully implemented; however, there was low parent and community participation in student-centered/real-world opportunities.

- Parent club (PFC) increased attendance by offering a virtual option
- SSC increased attendance by offering a virtual option
- ELAC meetings offered optional times for meetings

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Sense of belonging for families and school community

Effective

The action for this goal was effective. Based on the Climate/Culture Family Survey, metrics show an increase of sense of belonging (95% favorable) from the Fall 2024 family survey.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

We will strengthen our efforts to increase parent participation by providing more incentives for parents to attend school business meetings where we will promote student-centered/real-world engagements. We will continue to offer virtual options and time frames that support our working families.

Section D: 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.

SSC:

- Positive phone calls home
- Continue to communicate events
- Provide opportunities for parents to connect with staff
- Utilize other platforms (e.g. Instagram, You Tube Channel)
- Increase paper communication

ELAC:

- Additional learning opportunities and enrichment activities (clubs, sports, trips, after-school, summer/winter programs)
- Increase interpreters and translators
- Trainings for parents to gain skills to help their child with homework
- SEL Supports/Tutoring
- Increase School to Parent Communication

Staff:

- Provide food and other incentives/raffles
- Virtual option for Parent/Teacher conferences

- Teacher trainings on how to support English Learners
- District and School Site Resources to support ELs.

Action 1 :

Family Engagement

Action Details:

During the 2025-2026 school year, Eaton Elementary will provide opportunities for family engagement and involvement in a variety of activities and school business meetings to promote student-centered/real-world experiences.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, SSTs, IEPs, Parent Meetings (Parent Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Trips (Chaperones).
- Supplemental contracts for certificated and classified for preparation and organization of community events
- Materials and supplies to promote family engagement including, but not limited to office supplies, books, technology, food services, and incentives
- Substitutes for quarterly student success team meetings

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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 through HSL 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
- ELAC Coordinator and HSL to work with EL families

Student Groups

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

Using Title 1 Funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

- Materials & supplies to support parent classes
- Daily planners for 4th-6th as a means of communication between school and home

Students with Disabilities (SWD):

- Materials & supplies to support parent classes

- Daily planners for 4th-6th as a means of communication between school and home

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

Using 7090/7091 Funds Only: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

- Materials and supplies to support parent classes
- HSL mileage reimbursement for home visits
- Food provided for parent classes

Students with Disabilities (SWD):

- Materials and supplies to support parent classes
- HSL mileage reimbursement for home visits
- Food provided for parent classes
- Substitutes for monthly IEP days

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

As a site: What are the planned expenses to support this student group?

Socio-economically Disadvantaged (SED):

- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend Goal 2 enrichment trips
- SST meetings to address the needs of our low performing groups (sub release time quarterly)
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Students with Disabilities (SWD):

- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend Goal 2 enrichment trips
- SST meetings to address the needs of our low performing groups (sub release time quarterly)
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☐ Moderate Evidence ☒ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increase in attendance for school business meetings
- Outcomes will be measured by attendance rosters with a 5% increase from '24/'25 school year (P/T Conferences, Title One Meeting, SSC/ELAC meetings, etc.)

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increase from the Fall CC Family Survey to the Spring CC Family survey by 1.1%
- Outcomes monitored by Principal, VP, CCT, and teachers

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Increase from the Fall CC Family Survey to the Spring CC Family survey by 3%
- Outcomes monitored by Principal, VP, CCT, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

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 Involvement, materials & supplies (no incentives/food G5A1)	1,468.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies - Family Events (G5A1 & G1A3)	500.00

\$1,968.00

2025-2026 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	3Hour Kinder Para Site Funded - 1086438 - SSC approved January 2025	11,743.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3hour Kinder Para Site Funded - SSC approved January 2025 / PERSACTHST – CHANGE: VR 1035301 - Turner,China: POSCHANGE - RIN PRM 05/01/2025	12,977.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Heggerty Training Videos	178.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials & Supplies **No Food or Incentives** (G1A1)	3,377.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Teacher Sub Release Days (2@15 IEP days/1@4 504/SST Days)	8,759.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Sub Release Days TK-6th Assessment/Planning Days (2 per teacher)	10,820.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies, Incentives (All Goals)	42,066.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Days (4 IEP Days & 4 Data Chats)	6,679.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning BOY (6hrs. for 27) *No IEPs*	9,734.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Reflex Site License	3,600.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology NC - Equipment Purchases (G1A1, G1A2, G1A3)	10,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3Hour Kinder Para Site Funded - 1085400 - SSC approved January 2025	12,063.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 @40hours total G1A3)	2,462.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies EL (G1A3)	2,436.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology for EL - Technology NC-Equipment	4,500.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supp. Contracts for CCT (4 teachers G2A1)	2,402.00
G2A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA - Tier 1 Support - 1076909 - SSC approved January 2025	59,578.00
G2A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	RCA - Tier 1 Support - 1076909 - SSC approved January 2025	9,930.00
G3A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology NC-Equipment and Printing Supplies	4,000.00
G3A1	Sup & Conc	Instruction	Teacher-Subs			K Teachers Assess for Incoming Students (1 Day, 3 Teachers G3A1)	772.00
G3A1	Sup & Conc	Instruction	Ins Aide-Sup			Instructional Assist Supplemental for CCT (G3A1)	765.00
G3A1	Sup & Conc	Instruction	Direct-Graph			Graphics (G3A1)	2,933.00
G3A2	LCFF: EL	Attendance & Social Work Services	Local Mileag			HSL Mileage (G3A1, G3A2)	500.00
G4A1	Title 1 Basic	Instruction	Bks & Ref			: Staff Professional Learning	1,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Data Chats (4 Roving Cert. Subs 4 Days G4A1)	2,061.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Involvement, materials & supplies (no incentives/food G5A1)	1,468.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies - Family Events (G5A1 & G1A3)	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,077.00
Sup & Conc	7090	\$158,898.00
LCFF: EL	7091	\$20,328.00
Grand Total		\$227,303.00

\$227,303.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$141,394.00
G2 - Expand student-centered and real-world learning experiences	\$71,910.00
G3 - Increase student engagement in their school and community	\$8,970.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$3,061.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$1,968.00
Grand Total	\$227,303.00