

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 3, 2026

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District Goals		
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 - Brittany King				X	
3. Secretary – Heather Lentz				X	
4. Carol Hernandez		X			
5. Kirsten Lee		X			
6. Noha Assem			X		
7. Kacie Johnson				X	
8. Monica Rocha			X		
9. Adelina Silva		X			
10. Jaylssa Jenkins-McGill				X	
11. Esteban Torres			X		
12. Kyle Roberson				X	
13. Rita Berkebile				X	
14. Nicole Vincent			X		
15. Gina Thao (VP)			X		

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 School			
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	<i>Beth Buettner</i>	4/7/2026
SSC Chairperson	Brittany King	<i>Brittany King</i> Brittany King (Apr 16, 2026 09:26:57 PDT)	04/16/2026

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

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

FY 2026/27

Eaton - 0140

ON-SITE ALLOCATION

3010	Title I	\$52,716 *
7090	LCFF Supplemental & Concentration	\$148,224
7091	LCFF for English Learners	\$19,320

TOTAL 2026/27 ON-SITE ALLOCATION

\$220,260

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,528
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Program Budget	\$51,188
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Total Title I Allocation	\$52,716
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ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Eaton Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review						
School Level Dashboard						
Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		13.9 %	2024-2025	15 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		36.7 %	2024-2025	41 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		46.4 %	2025-2026	58 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		51.3 %	2025-2026	55 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		64.2 %	2025-2026	65.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		64.1 %	2025-2026	65.2 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		48.7 %	2025-2026	49.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		32.1 %	2025-2026	33.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		45.4 %	2025-2026	46.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		79.1 %	2025-2026	80.2 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.3 %	2025-2026	61.4 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		29.8 %	2025-2026	30.9 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-9 pts	-34 pts	2024-2025	-19 pts	↑
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-93.7 pts	2024-2025	-78.7 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		39.5 %	2024-2025	44.5 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-16 pts	-32.6 pts	2024-2025	-15.47 pts	↑
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-95.1 pts	2024-2025	-80.1 pts	↑

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		37.5 %	2024-2025	42.5 %	↑
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		22.8 %	2024-2025	22.2 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	18 %	12.8 %	2025-2026	12.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	96.1 %	96 %	2025-2026	97.1 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	90 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		88 %	2025-2026	90 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2.6 %	3.2 %	2025-2026	2.87 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Academic Growth and Achievement:

Based on the metrics for ELA and mathematics, students are on track towards district end of year proficiency goals in ELA but are inconsistent in meeting end of year proficiency goals in mathematics (by grade level). Students with Disabilities (SWD) are a specific group of concern.

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

The Whole Child (SEL & Student Engagement):

Based on data collected and current metrics, Eaton is on a downward trend for chronic absenteeism overall. However, Students with Disabilities, SWD, continue to have higher percentages of absences. Suspension rates have increased slightly from previous year.

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

Academic Growth and Achievement:

1. Inconsistent implementation of classroom supports and interventions in mathematics.
2. Limited time for Professional Learning (PL) and Professional Learning Community (PLC) meetings to process new learning, specifically around mathematical teaching strategies & practices.
3. Misalignment of Common Formative Assessments (CFAs) with agreed upon success criteria and grading policies.
4. New staff serving SWD

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

The Whole Child (SEL & Student Engagement):

- 1. 71% of students with chronic absenteeism are enrolled in our medically fragile moderate/severe Alternative Learning Pathways (ALPs) Program.
- 2. Inconsistent use of Tier One Second Step curriculum and implementation of Morning Meetings, which supports Social Emotional Learning (SEL), positive interactions, and increased attendance.
- 3. Higher percentage of students exposed to trauma and/or behaviors that result in level three misbehaviors.

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.

Academic Growth and Achievement:

English Language Arts:

- Continue to refine Reading Intervention and Multi-tiered System of Supports (MTSS) 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:

- Refine 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 mathematical practices skill building for staff.

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.

The Whole Child (SEL & Student Engagement):

Attendance:

- Incentives, Materials, and Supplies to incentivize attendance
- Outreach initiatives to our students and families on a Transfer (approximately one-third of student population is on a transfer) to promote attendance
- Climate and Culture Team to work on initiatives to help increase student attendance, engagement, and positive interactions (student to student, staff to student, student to staff, etc.)
- Tier 2 Specialist to continue to support students through Girl Power/Young men of Character, Check-in/Check-out, small social skills group, etc.

Suspensions:

- Professional Learning on progressive discipline, including, but not limited to teacher tier 1 and 2 responses in the classroom.
- Tier 2 Specialist will continued to be utilized for tracking data for Tier 3 misbehaviors and suspensions; therefore, making sure student needs are being met and addressed upon re-entry (Re-entry Conference)

- Tier 2 Specialist to continue to support students through Girl Power/Young men of Character, Check-in/Check-out, small social skills group, etc.
- Climate and Culture Team to work on initiatives to help increase student engagement and positive interactions (student to student)

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

ELA - Balanced Literacy Plan for TK-6th grade

Fully Implemented

- Response to Intervention (RTI) paras to support academic interventions for students through MTSS was fully implemented in Grades 3-6. 54% of Gr. 3-6 Students met their iReady Reading Stretch Growth on iReady D2.
- Orton-Gillingham (OG) training for primary teachers and RTI paras was fully implemented.
- TK-2nd Gr. Teacher Training through Lit 6 (District Initiative to have students reading by the end of 1st grade) was fully implemented.
- Instructional Coach (IC) facilitated PLCs and individual teachers through coaching cycles in support of student learning was fully implemented.

Mathematics - Comprehensive Plan to support K-6th grade

Fully Implemented

- Differentiated Professional Learning focused on Math Fluency and Mathematical Practices. 49% of Gr. 3-6 Students met their iReady Math Stretch Growth on iReady D2.
- Instructional Coach (IC) facilitated Professional Learning and Coaching individual teachers through coaching cycles in support of student learning was fully implemented.
- RTI paras support academic interventions for students through MTSS was partially implemented (3rd & 6th)

EL Academic Performance

Partially Implemented

- ELPAC assessors provided supports for ELPAC Data Chat, Goal Setting, and Testing
- Materials and Technology purchased to support ELD instruction
- EL students processed through Targeted Support Team (TST) with ELD instruction and learning plans for success with the IC.
- EL students were not processed through ELRT, but through TST for progress monitoring.

Character Competencies for Success

Fully Implemented

- Continue Student Leadership and expand opportunities that provide after school clubs and activities led by staff and community partners focused on art, dance, crafts, sports, cooking, gardening, STEM, eSports, etc.
- Recruitment of students in grades 3-6 (cross country and track) and grades 5-6 (flag football, volleyball, soccer, basketball, softball) for athletic teams.
- Encourage 100% of students to participate in district provided study field trips.
- Recruitment of students in grades K-3 for classroom music lessons, grade 4 for choir, and grades 5-6 for music (band/string) groups.

- *Implement Climate and Culture Team (CCT) initiatives (incentive programs and celebrations, etc.).*
- *Class Meeting, 2nd Step, Morning Meetings "circles" implementation consistently (SEL, Bullying Prevention, Social Skills, etc.).*

Attendance - Connection to School

Fully Implemented

- *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, Autism Awareness Week, Sensory day, Inclusion Recess, etc.)*
- *Partnering with community for learning presentations, e.g. Bricks4Kidz, Minecraft STEM, etc.*
- *Supplemental contracts for teachers and staff, materials and supplies, and equipment.*
- *School Wide Incentives and Initiatives: S.O.A.R Tickets and weekly raffle, Daily Golden Tickets, Quarterly PR celebrations, iReady Growth celebrations, Kindness Week, Red Ribbon Week, Read Across America, 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 procedures to ensure no student is missed*
- *Ahwahnee Middle School Counselor for 6th grade transition (Move Up Day, class shirts, etc.)*
- *Office Staff and SEL Staff meet monthly to review attendance*
- *HSL and Admin conduct home visits based on attendance meetings*
- *Parent Transportation is inconsistent, especially for students on an active transfer*
- *Communication on the importance of school attendance via ParentSquare, Class Dojo, teacher communication, Parent-Family Engagement Hour, SSC, and ELAC*
- *Chronic Illness and Medically fragile students' chronic absenteeism due to health concerns, attendance team working on keeping communication open with these specific families for support.*

Suspensions - A safe, fun place to learn and grow

Fully Implemented

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

Staff: Shared Decision Making

Fully Implemented

- *Increased the use of staff surveys (Microsoft Forms) to gather staff voice in decision-making practices*
- *CCT provided more staff recognition and promote sense of belonging and participation on the CC-SEL Staff Surveys*

Family Engagement

Fully Implemented

- Parent-Faculty Committee (PFC) increase attendance by offering a virtual option, babysitting, and dinner
- SSC increase attendance by offering a virtual option
- ELAC Meetings offered additional times for meetings
- Parent/Family Needs Assessment and Surveys sent home for parent/family voice.
- Parent-Family Engagement Hour

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

ELA - Balanced Literacy Plan for TK-6th grade

Partially Effective

The action was partially effective. According to the CA Dashboard, there were less Gr. 3-6 students not meeting grade level standards on SBAC (went from 24 points below standard in 2024 to 34 points below standard in 2025).

Mathematics - Comprehensive Plan to support K-6th grade

Partially Effective

The action was partially effective. According to the CA Dashboard, the number of Gr. 3-6 students not meeting grade level standards was stagnant (went from 31.8 points below standard in 2024 to 32.6 points below standard in 2025 which was a -0.9 difference).

EL Academic Performance

Partially Effective

This action was partially effective. Based on the ELlevation dashboard, 30% of our EL population (11 students) made ELPI (English Learner Progress Indicator) growth and 9 students (24%) improved one ELPI level.

Character Competencies for Success

Effective

The effectiveness of Goal 2 Action 1 is evident by a 6% increase in the School Environment domain on the Fall 2025 Climate and Culture Student survey (80%) compared to the Spring 2025 Climate and Culture Student Survey (74%).

Attendance - Connection to School

Effective

Connection to School:

The actions were effective based on the CC-SEL Student Survey's "Student Engagement" domain sub-category: "I feel like I belong at my school just the way I am" increased from 82% to 85%.

Attendance:

The action is effective, all 3 focus student groups' chronic absenteeism declined 3.1% compared to the previous school year. ELs chronic absenteeism decreased 1.1%, Socioeconomically Disadvantaged (SED) chronic absenteeism declined by 1.3%, and our Hispanic population declined 2.1% in chronic absenteeism.

Suspensions - A safe, fun place to learn and grow

Partially Effective

The action was partially effective. According to the CA Dashboard, the suspension rate declined 1.4% in the 2024-2025 school year, but the current data (PowerBI) trend shows that we are not on track. In 2024-2025, there were 11 suspensions from Quarter 1 to Quarter 3, but there are currently 24 suspension from Quarter 1 to Quarter 3 in the 2025-2026 school year.

Staff: Shared Decision Making

Effective

This action was effective. Utilizing our CCT and Instructional Lead Teacher (ILT) teams, we collaborated on some activities to provide more staff recognition and promote a sense of belonging and participation on the staff CC-SEL Survey ("I feel valued as a staff member at our school" increased from 84% to 86%).

Family Engagement

Effective

The action for this goal was effective. Based on the Climate/Culture Family Survey, metrics show an increase of sense of belonging: "I feel like I am part of my child's learning journey at their school" (91% favorable) from the Spring 2025 family survey to 96% favorable responses to feeling welcomed.

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.

Academic Growth and Achievement:

- Strengthen the school wide reading and math Intervention (RTI)
- 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
- School wide Math fluency goals and achievements will be celebrated by grade level

The Whole Child (SEL & Student Engagement):

- Continue to strengthen our planning, Climate and Culture Team (CCT) involvement, and implementation of student-centered/real-world experiences
- Increase the number of extra curricular 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, Dance, Music, Visual Arts activities, etc.
- **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:**
 - Admin and Tier II Specialist will be utilized to reach out to families, make connections, address behaviors, and offer resources
 - 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)
 - Professional Learning on Teacher Tier 1 responses in the classroom.

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

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:	ELAC:	Staff:
• Implement intensive intervention time for students far below standards • Community outreach to connect with outside organizations • HHS (regional) leadership partnership • 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.	• Math Intervention Time • School wide math/reading fluency • Incentives for iReady Lessons passed • Goal Setting with Incentives • Release time for planning/assessments • Staff provided input on a Forms Survey in January 2026 (more club opportunities) • 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



Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

ELA - Balanced Literacy Plan for TK-6th grade

Action Details

Early Literacy

Eaton Elementary will implement a comprehensive balanced TK-6th grade literacy program with a three-tiered approach to improve Literacy Foundational Skills and comprehension of complex text which will result in an increase in students mastering grade level standards by the end of 2026/2027 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 Literacy Foundational Skills. Professional Learning Communities (PLCs) will follow the PLC+ framework where they will analyze Common Formative Assessments (CFAs) and will consistently monitor students' progress using data analysis protocols and track students' progress with a Progress Monitoring Data Binder and site agreed-upon benchmark assessments to measure student demonstration of mastery of standards and determine appropriate intervention and enrichment.

Early Literacy Goal: By June 2027 Eaton Elementary will increase the percentage of 1st grade students who are meeting proficiency in literacy based on iReady results from 73% (Spring 2025 D3) to 77% in order to move towards the district goal of 80% by June 2030.

- Interim Early Literacy Goal: From June 2026 to June 2028, the percentage of 1st grade students who are meeting their stretch growth target as measured by iReady diagnostic assessment will increase from 46.4% (Spring 2025 D3) to 58%
- Interim Early Literacy Goal: From June 2026 to June 2028, the percentage of Kindergarten students who are mastering literacy foundational skills as measured by an updated comprehensive K-FSA assessment will increase from 88% (Spring 2025) to 93%

Literacy Intervention Goal: By June 2027 Eaton Elementary's percentage of 3rd-6th grade students who are more than one year behind as measured by the Smarter Balanced (SBAC) English Language Arts (ELA) will make more than one year's growth increasing from 39.25% (Spring 2025) to 45% with the aim of the district goal of 50% by June 2030.

- Interim Literacy Intervention Goal: From June 2026 to June 2028, the percentage of identified 3rd-6th grade students who met their stretch growth goal on iReady D1 to D2 will increase from 51.2% to 55%
- Interim Literacy Intervention Goal: From August 2026 to June 2028, the percentage of identified 3rd-6th grade students who improve a minimum of one rubric score from the first to the second administration on the district writing assessment will achieve 55%.

Direct Instructional Services

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)
- Materials and supplies available to enhance instruction and support inclusionary practices (e.g., Brain POP) (tier 1)

- RICOH Office Equipment Lease
- 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)
- English Learners (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 (Substitutes for K Teachers assessment day - 1 day per K teacher, Substitutes for Kinder Teachers for 1 assessment day - 1 day per teacher.)
- Staff will monitor progress of all students, including student identified as English Learners. Working towards ELPI growth and 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 athletic opportunities, student-centered real world experiences, and Visual and Performing Arts (VAPA) activities.
- 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)

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 ELLevation dashboard, 36.7% of our students who are identified as English Learners improved at least one English Language Progress Indicator (ELPI) level and 13.9% of ELs scored a 4 on the ELPAC. In order to reach our 41% ELPI growth target for 26/27 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 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.
- Teachers and IC 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
- 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.

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): (English Learners: -92.8 DFS)

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

- English Learning Review Team (ELRT) will meet with the Target Support Team (TST) 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: -53.6 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: -47.8 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
- 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
- Materials and Supplies to support Parent Classes
- Daily planners for 4th-6th Grade students as a means of communication between school and home.

Students with Disabilities (SWD): (SWD: -93.7 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)
- Sub release for teachers and admin for IEP/504/SST Days
- 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 athletic opportunities, student-centered real world experiences, and Visual and Performing Arts (VAPA) activities.
- Materials and supplies available to enhance instruction and support inclusionary practices
- Admin Data Chats with Teachers (2 roving substitutes and 1 admin sub) for 2 days in BOY and 2 days in EOY
- Materials and Supplies to support Parent Classes

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): (English Learners: -92.8 DFS)

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)
- 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

Hispanic (HI): (Hispanic: -53.6 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: -47.8 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
- Supplemental planning and substitute release time for teachers
- Admin and Certificated substitute release time for IEPs/504s/SSTs Days
- Materials and Supplies to support instruction
- Kindergarten paraprofessionals (3 hours) to support early learning of foundational skills
- Supplemental contracts for teachers for instructional planning in August.
- Food provided for parent classes

Students with Disabilities (SWD): (SWD: -93.7 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 athletic opportunities, student-centered real world experiences, and Visual and Performing Arts (VAPA) activities.
- Materials and supplies available to enhance instruction and support inclusionary practices
- Admin and Certificated substitute release time for IEPs/504s/SSTs Days

- Supplemental contracts for teachers for instructional planning in August

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): (English Learners: -92.8 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
- ELRT will meet throughout the school year to progress monitor EL student growth
- Consult with English Learner Services to support newcomers, Long-term English Learner (LTEL) students, and students who have been reclassified.

Hispanic (HI): (Hispanic: -53.6 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: -47.8 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
- Parenting classes and Book Club Events provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Students with Disabilities (SWD): (SWD: -93.7 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 athletic opportunities, student-centered real world experiences, and Visual and Performing Arts (VAPA) activities.

- Increase opportunities for staff voice in decision making process
- Materials and supplies available to enhance instruction and support inclusionary practices

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, Student Success Team (SSTs), IEPs, Parent Meetings (Parent-Family Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Field Trips (Chaperones), Regional Literacy Night, including, but not limited to, Authors'/Math Night, etc.
- 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, poster maker ink, books, technology, food services, and incentives
- Substitutes for quarterly Student Success Team meetings with virtual/telecom translation services for parents/family who are non-English speakers.
- Substitutes for monthly IEP days with virtual/telecom translation services for parents/family who are non-English speakers.
- Virtual Meeting and Event options when appropriate and requested
- ELAC Coordinator and HSL to work with EL families
- Parenting classes and Book Club events provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested including supplemental contracts for social media outlets.

Professional Learning

Describe Professional Learning related to this action.

- Staff supplemental contracts as needed to increase participation in leadership teams and committees
- Focused professional learning to support good first teaching (tier 1)
- Professional Learning facilitated by district funded site Instructional Coach (IC) in coordination with site administration and departmental support and alignment.
- Professional Learning opportunities around Tier 2 differentiated small group instruction and Multi-tiered System of Supports (MTSS)
- Staff PL and PD that promotes inclusionary practices
- 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 iReady
- Professional learning opportunities for staff (CAASPP, CAA, ELPAC, and Alternative ELPAC Assessment, etc.)
- Provide feedback to teachers (CCI)

Progress Monitoring: Outcomes

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.

- Classroom Observations and Feedback Cycles with clear success criteria and task aligned rigor to grade level Common Core State Standards (CCSS)
- 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
- 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 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.

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.

- 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.

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.

- SBAC results will reflect a decrease the distance from standards (DFS) in ELA from -34 to -19
- SBAC results will reflect an increase in Gr. 3-6 students meeting or exceeding standards in ELA from 39.5% to 45%
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal, VP, and teachers.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics - Comprehensive Plan to support TK-6th grade

Action Details

College & Career Readiness

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. Students' mastery of Math standards in elementary school will support the district's College and Career readiness goal where we are targeting the percentage of students graduating from high school who are college and career ready based on Cycle of Continuous Improvement (CCI) will increase to 64% by June 2030.

Math Goal: By June 2027 Eaton Elementary percentage of 3rd-6th grade students who are more than one year behind as measured by the Smarter Balanced (SBAC) Math who make more than one year's growth will increase from 37.5% (Spring 2025) to 42.5%.

- Indicator: By June 2027, decrease the distance from standard (DFS) of Gr. 3-6 students in Math from -32.6 to -15.47 as measured by the Smarter Balanced Summative Assessment (SBAC).
- Interim Goal: By June 2027, the percentages of identified 3rd-6th grade students who met their stretch growth goal on iReady D1 and D2 will increase from 49% to 55%

Direct Instructional Services

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 CA Dashboard, EL students are 71.1 distance from standard in SBAC Math. We will implement the following to decrease their DFS to 66.1:

- 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): (English Learners: -71.1 DFS)

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: -50.5 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: -47.3 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)
- Kindergarten paras (3 hours) to support learning

- 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: -95.2 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): (English Learners: -71.1 DFS)

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: -50.5 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: -47.3 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: -95.2 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/HI/SED/SWD students?

English Learner (EL): (English Learners: -71.1 DFS)

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: -50.5 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: -47.3 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: -95.2 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.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, Student Success Team (SSTs), IEPs, Parent Meetings (Parent-Family Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Field Trips (Chaperones), Math Night, etc.
- 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, poster maker ink, books, technology, food services, and incentives
- Substitutes for quarterly Student Success Team meetings with virtual/telecom translation services for parents/family who are non-English speakers.
- Substitutes for monthly IEP days with virtual/telecom translation services for parents/family who are non-English speakers.
- Virtual Meeting and Event options when appropriate and requested
- ELAC Coordinator and HSL to work with EL families
- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Professional Learning

Describe Professional Learning related to this action.

- Staff supplemental contracts as needed to increase participation in leadership teams and committees
- Focused professional learning to support good first teaching (tier 1)
- Professional Learning facilitated by district funded site Instructional Coach (IC) in coordination with site administration and departmental support and alignment.
- Professional Learning opportunities around Tier 2 differentiated math intervention instruction and Multi-tiered System of Supports (MTSS)
- Staff PL and PD that promotes inclusionary practices
- 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 iReady
- Professional learning opportunities for staff (CAASPP, CAA, ELPAC, and Alternative ELPAC Assessment, etc.)
- Provide feedback to teachers (CCI)

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

- Classroom Observations and Feedback Cycles with clear success criteria and task aligned rigor to grade level Common Core State Standards (CCSS)
- 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.
- 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 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.

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.

- 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.

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.

- SBAC results will reflect a decrease the distance from standards (DFS) in Math from -32.6 to -15.47
- SBAC results will reflect an increase in Gr. 3-6 students meeting or exceeding standards in Math from 37.5% to 42.5%
- Outcomes measured by growth from distance from standard.
- Outcomes monitored by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Supp pay BOY planning days for 27 teachers, IC *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	10,552.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 Hour Kinder Para Site Funded **Budget lines for personnel include salaries and related benefits	13,123.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3 Hour Kinder Para Site Funded **Budget lines for personnel include salaries and related benefits	11,899.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Brainpop site License	4,276.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies *No Food or Incentives	2,141.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology purchases-split funded with 7090	5,000.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (Parent Engagement) *No Food or Incentives*	1,528.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Teacher Planning (1/Sem);IEP/504/SST (2/20 days) **Budget lines for personnel include salaries and related benefits	22,979.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Kinder Assessment Day (3 subs) **Budget lines for personnel include salaries and related benefits	835.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Kinder para 26/27 **Budget lines for personnel include salaries and related benefits	12,502.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies	27,768.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology purchases-split funded with 3010	5,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Ricoh Lease	3,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors (2 @40hours total G1A1) **Budget lines for personnel include salaries and related benefits	2,637.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology for EL - Technology NC-Equipment	3,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Reflex Site License	4,197.00
G1A2	Sup & Conc	Instruction	Direct-Maint			: Technology Repairs	5,000.00
G1A2	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Admin Sub Days for IEPs (4 days 1/Q)/Data Chats (4 days 2 BOY 2EOY) **Budget lines for personnel include salaries and related benefits	6,159.00
G1A2		Instruction	Mat & Supp				7,439.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies EL	7,435.00

\$144,035.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Character Competencies for Success

Action Details

Life Skills

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.

Direct Instructional Services

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, All4Youth 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.
- Support our English Learner students, including LTEL, At-Risk, and On-track ELs by looking at our Tier 1, 2 & 3 support
- Ensure and purchase easy access to Books and Technology– reading materials for students in their primary language.
- Tier 1 support through, translations
- ELPAC assessors 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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, Student Success Team (SSTs), IEPs, Parent Meetings (Parent-Family Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Field Trips (Chaperones), Author's/Math Night, etc.
- 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, poster maker ink, books, technology, food services, and incentives
- Substitutes for quarterly Student Success Team meetings with virtual/telecom translation services for parents/family who are non-English speakers.
- Substitutes for monthly IEP days with virtual/telecom translation services for parents/family who are non-English speakers.
- Virtual Meeting and Event options when appropriate and requested
- ELAC Coordinator and HSL to work with EL families
- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Professional Learning

Describe Professional Learning related to this action.

- Staff supplemental contracts as needed to increase participation in leadership teams and CCT committees
- Focused professional learning to support good first teaching and tier 1 levels of support within the classroom (tier 1)
- Professional Learning facilitated by district funded site Instructional Coach (IC) in coordination with site administration and departmental support and alignment.
- Professional Learning opportunities around Multi-tiered System of Supports (MTSS)
- Staff PL and PD that promotes inclusionary practices
- Professional learning for all teachers will be designed to support teachers based on their needs and schoolwide data as measured by ELPAC, SBAC, and iReady
- Professional learning opportunities for staff (CHAMPS, STOIC, 2nd Step, Morning Meetings, PBIS, Olweus, CAASPP, CAA, ELPAC, and Alternative ELPAC Assessment, etc.)
- Provide feedback to teachers (CCI)

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 5% compared to last year.
 - Outcomes measured through ATLAS reports.
 - Outcomes monitored by Principal, VP, and Climate & Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Attendance - Connection to School

Action Details

Life Skills

Eaton Elementary will support student attendance and connection to school by providing comprehensive social/emotional supports through utilizing the district adopted Social Emotional Learning (SEL) curriculum and a Resource Counseling Assistant (RCA). A Tier II Specialist, Home School Liaison (HSL), and Office Assistant (OA) 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, we will have our students build a quality foundation of life skills by reducing 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.

Attendance Goal:

By June 2027, the percentage of students who are absent 10 percent or more of the instructional day (chronically absent) will decrease from 12.8% to 7.8%

Life Skills Goal:

By June 2027, the percentage of 4th - 6th grade students who demonstrate the Portrait of a Learner benchmarked competencies as measured by students attaining or sustaining typical or strength ratings on the Devereux Student Strengths Assessment (DESSA).

Direct Instructional Services

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 2nd Step, Class meetings/circles, Morning 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 (kindness club, art club, STEM club, ASP facilitated clubs, etc.).
- Our site Climate/Culture Team (CCT) will review data monthly to determine needs, acknowledge areas of growth, and implement attendance and student engagement initiatives.
- 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):

10.6% Students identified as English Learners are chronically absent which decreased 1.1% from the previous year.

Supports include:

- Materials and supplies to support student engagement
- Response to Intervention to support academic needs
- Reclassified Celebrations/Awards
- ELAC Meetings with translation supports
- Parent classes and Family Book Club facilitated by Parent University
- ELAC specific communication sent home in their home language
- Parent feedback surveys sent home and incentivized when returned.

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): (SWD: 22.8%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Materials and supplies in support of inclusive practices
- The attendance team (Tier 2 specialist, HSL, OA, Nurse, and Admin) will review attendance data to determine needs and schedule home visits to offer supports

Socio-economically Disadvantaged (SED): (SED: 22.1)

- 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 student-centered real-world engagement opportunities.

Hispanic (HI): (HI: 21.5%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Clubs will be offered to support school connectedness and community outreach (kindness club, art club, STEM club, ASP facilitated clubs, etc.).
- Our site Climate/Culture Team (CCT) will review data monthly to determine needs, acknowledge areas of growth, and implement attendance and student engagement initiatives.

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

Using 7090/7091 funds only:

Students with Disabilities (SWD): (SWD: 22.8%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Materials and supplies in support of inclusive practices
- The attendance team (Tier 2 specialist, HSL, OA, Nurse, and Admin) will review attendance data to determine needs and schedule home visits to offer supports

Socio-economically Disadvantaged (SED): (SED: 22.1)

- 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: 21.5%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Clubs will be offered to support school connectedness and community outreach (kindness club, art club, STEM club, ASP facilitated clubs, etc.).
- Our site Climate/Culture Team (CCT) will review data monthly to determine needs, acknowledge areas of growth, and implement attendance and student engagement initiatives.
- HSL will make home visits to support attendance.

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

As a site:

Students with Disabilities (SWD): (SWD: 22.8%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Materials and supplies in support of inclusive practices
- The attendance team (Tier 2 specialist, HSL, OA, Nurse, and Admin) will review attendance data to determine needs and schedule home visits to offer supports

Socio-economically Disadvantaged (SED): (SED: 22.1)

- Data chats between Admin and Staff for goal setting in support of student-centered real-world engagement opportunities.
- 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 student-centered real-world engagement opportunities

Hispanic (HI): (HI: 21.5%)

- Classrooms will hold daily morning meetings, class meetings, and practice social skills development (Social Emotional Learning curriculum, 2nd Step, Olweus, Class Meetings that Matter, etc.).
- Cultural Fair/Career Fair
- Clubs will be offered to support school connectedness and community outreach (kindness club, art club, STEM club, ASP facilitated clubs, etc.).
- Our site Climate/Culture Team (CCT) will review data monthly to determine needs, acknowledge areas of growth, and implement attendance and student engagement initiatives.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, Student Success Team (SSTs), IEPs, Parent Meetings (Parent-Family Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Field Trips (Chaperones), Regional Literacy Night, Authors'/Math Night, etc.
- 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, poster maker ink, books, technology, food services, and incentives
- Substitutes for quarterly Student Success Team meetings with virtual/telecom translation services for parents/family who are non-English speakers.
- Substitutes for monthly IEP days with virtual/telecom translation services for parents/family who are non-English speakers.
- Virtual Meeting and Event options when appropriate and requested
- ELAC Coordinator and HSL to work with EL families
- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning opportunities on DESSA, 2nd Step, CHAMPs, Class Meetings that Matter, PBIS, STOIC, Morning Meetings, etc.
- Staff supplemental contracts as needed to increase participation in leadership teams and committees
- Professional Learning opportunities around Social Emotional Learning and the district adopted SEL Curriculum
- Staff PL and PD that promotes inclusionary practices
- Professional learning for all teachers will be designed to support teachers based on their needs and schoolwide DESSA, Attendance, and CC-SEL Survey data as measured by PowerBI, PanoramaEd, ATLAS, and DESSA
- Provide feedback to teachers (CCI)

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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 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

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.

- 4% increase (86% to 90%) in student favorability for student engagement for Fall 2026
- Monitor ATLAS Attendance Rates monthly.
- Outcomes measured by CCT meetings to review/analyze Panorama data
- Outcomes monitored by Principal, VP, TST, and CCT

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.

- 4% increase (90% to 94%) in student favorability for student engagement for Spring 2027
- Decrease in chronic absenteeism from 12.8% to 12.2% by Spring 2027
- Outcomes measured by CCT meetings to review/analyze Panorama data
- Outcomes monitored by Principal, VP, TST and CCT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Suspensions - A safe, fun place to learn and grow

Action Details

Health & Wellness

Eaton Elementary will support student connection to school by providing comprehensive social/emotional supports through the utilization of the district adopted Social Emotional Learning (SEL) curriculum and a Resource Counseling Assistant (RCA). The Tier II Specialist, Home School Liaison (HSL), Administration, RCA, and Office staff 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 have students and staff build the life, health, and wellness skills in order to 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.

Suspension Goal:

By June 2027, the percentage of students who are suspended will decrease from 3.2% to 2.87%

Health and Wellness Goal:

From July 2025 to July 2028, the percentage of teachers utilizing the current adopted Social Emotional Learning (SEL) curriculum (2nd Step) will increase from 90% to 95%.

By October 2028, the percentage of students responding agree or strongly agree as measured by the CC-SEL Student Survey - Student Engagement Domain will increase from 86% to 92% and Health and Wellness Guardrail Domain will increase from 88% to 93%.

By October 2028, the percentage of staff responding agree or strongly agree as measured by the CC-SEL Staff Survey - Student Engagement Domain will increase from 98% to 100% and Health and Wellness Guardrail Domain will increase from 91% to 96%.

Direct Instructional Services

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, social/emotional alternative setting "Eagles Nest", Personal Responsibility (PR), 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
- Materials and Supplies to support SEL Curriculum Instruction

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 CA Dashboard 2025 data conveys 2.2% of students were suspended at least one day which is a 1.4% decrease from the previous year. 4.3% of English Learner (ELs) students were suspended at least one day (which is a 0.5% increase). 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 2.2% Suspension Rate, 4.7% were students who are identified as Students with Disabilities (SWD) were suspended at least one day.

- 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 alternative setting facilitated and monitored by RCA
- TST process for prioritizing supports for students (academic and SEL) needs
- School Psychologist and Tier 2 Specialist will provide SEL support and refer families to Care Solace and/or All4Youth based on students' needs.

Hispanic (HI): (HI: 2.9%)

- Weekly Second Step lessons
- Daily Classroom Meetings and Class Circles that is culturally responsive
- 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.
- 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): (SWD: 4.7%)

- 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

Hispanic (HI): (HI: 2.9%)

- Weekly Second Step lessons
- Daily Classroom Meetings and Class Circles that is culturally responsive
- 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.
- Re-entry Conference will occur after suspensions with Student, Tier 2 Specialist, Admin, Parent/Guardian, and when possible the Teacher present.

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

As a site: Students with Disabilities (SWD): (SWD: 4.7%)

- 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 student-centered real-world opportunities

Hispanic (HI): (HI: 2.9%)

- Weekly Second Step lessons

- Daily Classroom Meetings and Class Circles that is culturally responsive
- 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.
- Re-entry Conference will occur after suspensions with Student, Tier 2 Specialist, Admin, Parent/Guardian, and when possible the Teacher present.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Student Academics: SSC, ELAC, Parent/Teacher Conferences, Student Success Team (SSTs), IEPs, Parent Meetings (Parent-Family Engagement Hours, Back to School, Open House), Parent Learning Opportunities (Parent University), Study Field Trips (Chaperones), Regional Literacy Night, Authors'/Math Night, etc.
- 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, poster maker ink, books, technology, food services, and incentives
- Substitutes for quarterly Student Success Team meetings with virtual/telecom translation services for parents/family who are non-English speakers.
- Substitutes for monthly IEP days with virtual/telecom translation services for parents/family who are non-English speakers.
- Virtual Meeting and Event options when appropriate and requested
- ELAC Coordinator and HSL to work with EL families
- Parenting classes provided by HSL and Parent University
- Opportunities for parents to attend enrichment field trips as chaperones
- Ensure consistent communication with all parents - virtual options when appropriate/requested

Professional Learning

Describe Professional Learning related to this action.

- Professional Learning opportunities on DESSA, 2nd Step, CHAMPs, Class Meetings that Matter, PBIS, STOIC, Morning Meetings, etc.
- Staff supplemental contracts as needed to increase participation in leadership teams and committees
- Professional Learning opportunities around Social Emotional Learning and the district adopted SEL Curriculum
- Staff PL and PD that promotes inclusionary practices
- Professional learning for all teachers will be designed to support teachers based on their needs and schoolwide DESSA, Attendance, and CC-SEL Survey data as measured by PowerBI, PanoramaEd, ATLAS, and DESSA
- Provide feedback to teachers (CCI)

Progress Monitoring: Outcomes

Reasoning for using this action:

 Moderate 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.

- Decrease in suspension rate monthly
- Suspension outcomes measured by ATLAS and PowerBI monthly reports
- Outcomes monitored by Principal, VP, TST, CCT

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.

- Decrease in suspension rate over the semester
- Suspension outcomes measured by ATLAS and PowerBI monthly reports
- Outcomes monitored by Principal, VP, TST, CCT

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.

- Decrease in suspension rate over the school year
- Suspension outcomes measured by ATLAS and PowerBI monthly reports
- Outcomes monitored by Principal, VP, TST, CCT

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Prop 28: Art and Music K-12 Education Funding Initiative

Action Details

Life Skills

Eaton Elementary will continue to amplify Music, Dance, and Arts Education for the whole-child development. With the Prop 28 funds, we will enhance the music and arts with training, materials and supplies, arts/music educational partnership programs, and supplemental contracts that will provide opportunities to encourage students to use their visual and performing arts creativity, critical thinking skills, knowledge, experience, and passion towards academic growth, personal development, social-emotional expression and discipline, and appreciation for diversity and culture.

Direct Instructional Services

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 music, dance, visual and performing arts (e.g. lighting, audio sound, speakers, microphones, instruments, costume attire, stage props, production supplies, etc.).
- Classroom Music, Visual Arts, and Performing Arts supplies
- Curriculum materials that align with VAPA standards
- Music, Visual Arts, Dance, and Performing Arts Guest Presenters
- Professional Learning for teachers to enhance VAPA instruction

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.

Not required for Prop 28.

Student Groups

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

Not required for Prop 28.

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

Not required for Prop 28.

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

Not required for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Monthly Engagement Events where Visual and Performing Arts will be showcased
- Winter and Spring Concerts
- Open House
- School Rallies
- Carnival

Professional Learning

Describe Professional Learning related to this action.

Not required for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased Student Engagement:

- Increased student engagement and participation in music and arts learning.
- Outcomes measured by teacher observations, ATLAS Engagement entries, attendance, CC-SEL surveys, and student artifacts.
- Outcomes monitored by: Principal, VP, and teachers

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.

Improved Student Focus and Self-Management:

- Students will demonstrate sustained concentration, follow through on multi-step instructions, and self-management skills in music and arts learning.
- Outcomes measured by teacher observations, decrease the number of redirections and/or behavior incidences, attendance, CC-SEL surveys, DESSA, and student artifacts.
- Outcomes monitored by: Principal, VP, Tier 2 Specialist, 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.

Enhanced School Climate and Culture:

- Students and Staff demonstrate an appreciation for diverse music, art, dance, and culture.
- The school fosters an equitable learning environment that promotes inclusivity, passion for the visual and performing arts where students feel a sense of belonging, and pride.
- Outcomes measured by teacher observations, decrease the number of redirections and/or behavior incidences, ATLAS Engagement entries, attendance, CC-SEL surveys, DESSA, parent/family feedback, VAPA showcases
- Outcomes monitored by: Principal, VP, Tier 2 Specialist, and teachers

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Certificated supp for CCT (5 @ 9 hrs.) **Budget lines for personnel include salaries and related benefits	2,944.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Supp pay for classified CCT (1 @ 9 hrs.) **Budget lines for personnel include salaries and related benefits	586.00
G2A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	G2 SEL support **Budget lines for personnel include salaries and related benefits	61,451.00
G2A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies - Family Events	500.00
G2A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1250	G2 SEL support **Budget lines for personnel include salaries and related benefits	10,244.00
G2A2	LCFF: EL	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00

\$76,225.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0140 Eaton Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0140	1110	1000	1160	Teacher-Supp					G1A1	Supp pay BOY planning days for 27 teachers, IC *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	10,552.00
060	3010	0140	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Turner, China	0.3750	G1A1	3 Hour Kinder Para Site Funded **Budget lines for personnel include salaries and related benefits	13,123.00
060	3010	0140	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Gonzalez, Gianna	0.3750	G1A1	3 Hour Kinder Para Site Funded **Budget lines for personnel include salaries and related benefits	11,899.00
060	3010	0140	1110	1000	4200	Bks & Ref					G1A1	Brainpop site License	4,276.00
060	3010	0140	1110	1000	4200	Bks & Ref					G1A2	: Reflex Site License	4,197.00
060	3010	0140	1110	1000	4300	Mat & Supp					G1A1	: Materials & Supplies *No Food or Incentives	2,141.00
060	3010	0140	1110	1000	4400	Nc-Equipment					G1A1	Technology purchases-split funded with 7090	5,000.00
060	3010	0140	1110	2495	4300	Mat & Supp					G1A1	Materials & Supplies (Parent Engagement) *No Food or Incentives*	1,528.00
030	7090	0140	1110	1000	1120	Teacher-Subs					G1A1	Subs for Teacher Planning (1/Sem);IEP/504/SST (2/20 days) **Budget lines for personnel include salaries and related benefits	22,979.00
030	7090	0140	1110	1000	1120	Teacher-Subs					G1A1	Kinder Assessment Day (3 subs) **Budget lines for personnel include salaries and related benefits	835.00
030	7090	0140	1110	1000	1160	Teacher-Supp					G2A1	Certificated supp for CCT (5 @ 9 hrs.) **Budget lines for personnel include salaries and related benefits	2,944.00
030	7090	0140	1110	1000	2110	Ins Aide-Reg	Paraprof, Instructional Asst	W037	Lopez, Selina	0.3750	G1A1	Kinder para 26/27 **Budget lines for personnel include salaries and related benefits	12,502.00
030	7090	0140	1110	1000	2160	Ins Aide-Sup					G2A1	Supp pay for classified CCT (1 @ 9 hrs.) **Budget lines for personnel include salaries and related benefits	586.00
030	7090	0140	1110	1000	4300	Mat & Supp					G1A1	Materials & Supplies	27,768.00
030	7090	0140	1110	1000	4400	Nc-Equipment					G1A1	Technology purchases-split funded with 3010	5,000.00
030	7090	0140	1110	1000	5631	Off Eq Lease					G1A1	: Ricoh Lease	3,000.00
030	7090	0140	1110	1000	5723	Direct-Maint					G1A2	: Technology Repairs	5,000.00
030	7090	0140	1110	2100	1320	Crt Supr-Sub					G1A2	Admin Sub Days for IEPs (4 days 1/Q)/Data Chats (4 days 2 BOY 2EOY) **Budget lines for personnel include salaries and related benefits	6,159.00
030	7090	0140	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	McDaniel, Dorena	0.7500	G2A1	G2 SEL support **Budget lines for personnel include salaries and related benefits	61,451.00
030	7091	0140	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors (2 @40hours total G1A1) **Budget lines for personnel include salaries and related benefits	2,637.00
030	7091	0140	4760	1000	4300	Mat & Supp					G1A2	Materials & Supplies EL	2,439.00
030	7091	0140	4760	1000	4400	Nc-Equipment					G1A1	Technology for EL - Technology NC-Equipment	3,000.00
030	7091	0140	4760	2495	4300	Mat & Supp					G2A1	Materials & Supplies - Family Events	500.00
030	7091	0140	4760	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	McDaniel, Dorena	0.1250	G2A1	G2 SEL support **Budget lines for personnel include salaries and related benefits	10,244.00
030	7091	0140	4760	3130	5211	Local Mileag					G2A2	HSL Mileage	500.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$52,716.00
Sup & Conc	7090	\$148,224.00
LCFF: EL	7091	\$19,320.00
Grand Total		\$220,260.00

\$220,260.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$144,035.00
G2 - The Whole Child (SEL and Engagement)	\$76,225.00
Grand Total	\$220,260.00