



School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Nancy Her	X				
2. Chairperson – John Ray		X			
3. Secretary—Lois Buhler		X			
4. Member—Allysen Cruse		X			
5. Member—Mariela Bedolla			X		
6. Member—Lisa Pierson				X	
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15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Easterby Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nancy Her		5/8/24
SSC Chairperson	John Ray		5/8/24

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

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

FY 2024/25

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$80,595 *
7090	LCFF Supplemental & Concentration	\$251,819
7091	LCFF for English Learners	\$61,776

TOTAL 2024/25 ON-SITE ALLOCATION

\$394,190

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$2,388
Remaining Title I funds are at the discretion of the School Site Council	\$78,207
Total Title I Allocation	\$80,595

Easterby Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			17.7 %	2023-2024	18.8 %
i-Ready ELAD2 proficiency - percentage of students on/above		46 %	36.9 %	2023-2024	38 %
i-Ready Math D2 proficiency - percentage of students on/above		36 %	30.4 %	2023-2024	31.5 %
SBAC ELA - Average distance from standard	✓	38 pts	-37.5 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (English Learner)	✓		-74.2 pts	2023-2024	0 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓		-131.3 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	53 %	39.8 %	2023-2024	40.9 %
SBAC Math - Average distance from standard	✓	47 pts	-45.2 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	53 %	34 %	2023-2024	35.1 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In Action 1, teachers were able to come together to plan their essential standards and focus for the year. They worked closely to identify student needs and interventions in the classroom in tier 2 to support those identified needs. Math lesson design onboarded grades k-3. As a result of this, Easterby had a 4 percent gain in math overall as measured on the 2nd iready diagnostic.

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

1. We understand that social emotional skills is important for students in addition to being able to access academic skills. One resource that impacted the inequities in the data for our lowest performing group is the absence of SEL staff at the beginning of the year. We have operated without an intervention specialist all year. This person is responsible for teaching explicit social skills to our most neediest students. As aWe have operated without an intervention specialist all year. This person is responsible for teaching explicit social skills to our most neediest students.
2. Another factor that contributed to this inequity is leveling. Due to leveling at the beginning of the school

year, we had a change in grade levels and teachers going into brand new grade levels. This impacted our students because teachers had to learn new curriculum and standards. As a result of these new teams, there was lack of planning time throughout the school year that would normally help on board them and get them acclimated to the new grade level due to lack of planning time written into the SPSA

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

Implementation of actions and budget expenditures did not change much over the course of the year.

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

As a result of analysis, from step one and step two, when change that will be made next school year will be implementing and adding teacher planning days to help support mid semester. Essential standards, planning, and data dive to look closely at diagnostic data at the beginning of the school year and middle school year to progress monitor goals, created and reflect on cycles through the PLC process.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

School site council agrees with current actions, and would like more planning time dedicated to teachers to dive into their standards and planning.

2 ELAC:

ELAC would like to see more literacy information to be given to parents so they can support at home with academics.

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

Credentialed staff met and surveyed goals and actions along with budget. Feedback prioritized highly qualified supports such as teacher on special assignment, and teaching are priority in the funding.

Action 1

Title: Professional Learning Community Process for ELA and Math

Action Details:

For each Chapter or Unit (grades 1-6) and quarter (TK and Kinder), all grade level Professional Learning Community teams will:

- * Identify and unpack Essential Standards, referencing Smarter Balance Claims and Targets along with other documents to ensure understanding of rigor of the standards
- * Set SMART Goals, which include clear criteria for success.

* Identify CFAs and create a calendar for the unit/chapter/quarter.

* Review CFA data and respond to the data, providing Tier II intervention for those students who have not reached proficiency and extension activities for those who have reached proficiency.

* Provide quality Tier I and II instruction that may support and scaffold for students lacking prerequisite skills, including appropriate accommodations and UDL strategies. Fresno Unified's Instructional Practice Guide is used to support planning and feedback.

* Professional Learning for teachers (Tier I and II support) will address how to properly support and intervene in math and literacy. This will include scaffolding technique and high leverage instructional strategies (Marzano and Hattie) through the lens of the Ready for Rigor Framework from Culturally Responsive Teaching and the Brain by Zaretta Hammond. Professional Learning will also include how to support students needing Tier III support during Tier I and II instruction.

Easterby administration team will review Tier I and II effectiveness through quarterly review of CFA data and protocol to gauge effectiveness of team actions and provide coaching and feedback to grade level teams, Instructional Leadership Team, and Lead Teachers as appropriate.

Academic Instructional Coach will be used to support teacher teams as they analyze data and make instructional adjustments based on data, the Instructional Practice Guide, and the Ready for Rigor Framework.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Easterby Quarterly Cabinet Review: Review all PLC Tier I and II data, along with PLC documents in order to gauge effectiveness of team actions.

Owner(s):

Principal
Vice Principal
TSA

Timeline:

Easterby Cabinet Review - Quarterly

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

Monthly Easterby Instructional Leadership Team meetings. Monthly meetings in which Lead Teachers will review relevant data, such as grade level CFA data and PLC documents. Easterby's PLC rubric will be used as a guide.

Owner(s):

Principal
Vice Principal
Lead Teachers

Timeline:

Easterby Instructional Leadership Team Meetings - Monthly

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

Students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success, along with scaffolds and supports for gaps in prerequisite skills. Students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. Students will engage in their learning using a wide range of tools, including technology.

Checking for understanding will occur multiple times throughout a unit, allowing for Tier II instruction and response to learning gaps to be directly addressed within the classroom using supports, scaffolds and accommodations as appropriate. This may also include reteaching of skills using Universal Design for Learning strategies.

An emphasis on equity based practices that highlight student centered lesson planning with an focus high operational practices and pedagogy will be implemented to meet the needs of each learner.

Tier I and II math instruction will occur daily for 90 minutes and will include whole class and small group differentiated instruction. Tier I and II ELA instruction will occur daily for 120 minutes and will include whole class and small group differentiated instruction.

Students will have the opportunity to participate in after-school tutoring in grade level standards. Supplemental contracts will be offered to teachers for tutoring.

Funds will provide subs, supplemental contracts, a certificated tutor, teaching fellows, graphics, PL, and materials and supplies.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

With Title I funds we plan to support our EL students by purchasing Achieve3000 is an educational platform that focuses on improving literacy skills, particularly reading comprehension, fluency, and vocabulary. In addition to this, math software such as Reflex, Frax will be purchased and used to support students with understand math fluency and conceptual knowledge of fractions. Planning time will be purchased and used to support teachers with release days used to plan at the beginning and middle of the year. Teachers will review assessments and data on EL students, make a plan to address their individualized needs and continual progress monitor during PLC time to ensure students are making growth towards their target.

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

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success. English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. English Learners will engage in their learning using a wide range of tools, including technology, including Designed ELD Instruction. Planning days for English Learner team and grade level teams will be used to support implementation of grade level ELD plans, specifically targeting Integrated ELD during Tier I instruction.

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

With Title I funds we plan to support our students by purchasing math software such as Reflex, Frax. This will be used to support students with understand math fluency and conceptual knowledge of fractions. Planning time will be purchased and used to support teachers with release days used to plan at the beginning and middle of the year.

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

In 7090, funds will be used to pay for ESGI, which will support teachers in assessments and progress monitoring of CFA data for foundational reading and math skills in Kindergarten and 1st grade. Materials and supplies for technology to support instruction in the classroom. An investment will be made to purchase a license with SWUN/MLD math. Special Education Teachers will also develop their capacity in understanding of UDL principles as they participate in professional learning around this. Additional monies will be put into planning time to for teachers to plan around their PLC actions.

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

Monitoring of gap in achievement for all IEP and Non-IEP students will become part of all grade level CFA data analysis.

Actions specifically designed to close this gap will be identified during data analysis by individual teacher teams. These actions could include appropriate scaffolds, accommodations and UDL strategies.

SDC and RSP staff will work together to review progress of all IEP students in regards to meeting SMART goals for Wonderworks assessments. RSP and SDC RTI will be put in place to support students meeting goals.

SDC and RSP teachers will participate in cycles of continuous improvement with site administration around team identified CFAs and SBAC with emphasis on UDL and professional development through vendors such as Playmakers to integrate and create lessons that are engaging, meeting the needs of each unique learner.

Supervisor of schools will conduct monthly coaching/support/monitoring of support of SPSA goals, actions and outcomes, including increasing achievement in ELA and Math for students on an IEP.

Professional learning for Easterby teachers will be provided to increase skills to address missing prerequisite skills during Tier I and II instruction, including scaffolding strategies, accommodations and UDL strategies.

Professional Learning will also address how to support students with Tier III needs during Tier I and II instruction.

Action 2

Title: Response to Intervention for Grades K-6 for Literacy/Math

Action Details:

Tiered level of support for reading and math intervention will be provided for students in grades K–6 who show that they are 2 or more grade levels behind in identified school-wide essential standards.

Intervention Team is developed that will include 0.75 FTE categorically funded certificated Reading Specialist, Designated School TSA, School Psychologist (additional time purchased to support Intervention Team) and Teaching Fellows (vendor). This team will support Tier III instruction for students identified through universal screeners and progress monitoring.

Initial screeners will occur at the beginning of school for all current enrollees and will occur within 2 weeks of enrollment for any new enrollees. Goals will be set for all students receiving Tier III support and will be progress monitored every 4-6 weeks. Goals will be driven by prerequisite skills of identified school-wide essential standards.

Progress monitoring meetings, which will include classroom teacher and intervention staff, will occur every 4 to 6 weeks to review student progress towards identified goals.

Classroom teachers and Intervention Team members may receive appropriate professional learning in researched based programs aligned to student needs. Researched based strategies and programs may be available for Classroom Teachers and Intervention Team Members to access for appropriate Tier III instruction.

Easterby admin will report out to Intensive Intervention Team for feedback and to make recommendations for modifications as needed to support the effectiveness of Tier III intervention for academics.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Progress Monitoring will include multiple measure, including CFA data and other grade level measures identified by classroom teacher and intervention team while setting goals. Team will review progress towards goals every 4-6 weeks during intervention meetings.

Owner(s):

Intervention team members
Classroom teacher

Timeline:

Every 4-6 weeks

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

Review of all school-wide assessments during Easterby Quarterly Cabinet Review, specifically analyzing students who receive Tier III academic supports. Data reviewed will include iReady, grade level data, individual student progress towards meeting established goals and other universal access data points as identified by the Intervention Team.

Owner(s):

Principal
Vice Principal
Reading Intervention Teacher
Designated School TSA

Timeline:

Quarterly

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

Easterby Intervention Team will review data presented by admin at least quarterly in order to progress monitoring data and make recommendations for modifications as appropriate.

Owner(s):

Principal
Intervention team members
Intensive Intervention Team

Timeline:

Quarterly

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

Classroom teacher will meet every 4-6 weeks with intervention staff to review progress on goals for all students receiving Tier III support for literacy and math.

Owner(s):

Classroom Teacher
Intervention team members

Timeline:

Every 4-6 weeks

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

Easterby Intervention Team will report out specifically to Easterby English Learner Team which ELD students are receiving Tier III instruction and progress being made on a quarterly basis.

Owner(s):

Principal
Vice Principal
Intervention team members
Easterby English Learner Team

Timeline:

Quarterly

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

Identified students will participate in Tier III targeted intervention for prerequisite literacy and math skills, supported by grade level teachers, reading specialist, Designated School TSA and Teaching Fellows, as identified by Universal Screeners defined by Easterby Intervention Team. Universal Screeners will be directly aligned to prerequisite skills for identified school-wide essential standards.

Researched based strategies and programs may be available for Classroom Teachers and Intervention Team Members to access for appropriate Tier III instruction.

Student Study Team meetings will be held monthly to monitor goal and monitor progress of identified students who are making little to no growth in Tier III interventions.

Funds will provide TSA, technology tools, Teaching Fellows and subs.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

Using Title I funds, a portion of the funding will be used to contract out in classroom support through California Teaching Fellows. Teaching Fellows will offer direct services to students in the area of individualized learning, differentiation, remediation and enrichment, SEL support and building of specific foundational literacy as monitored by highly qualified teacher, identified by district assessments. As part of the supporting EL students, teachers will monitor EL student progress and ensure that specific support is given to students to match their identified needs as measured by ELPAC, CFA, and current ELD standards. This cost of \$40,000 will include 4 teaching fellows who will push into the classroom for 4 hours a day in the grade levels of kindergarten-third grade.

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

Identified economically disadvantaged, English Learners and Foster students will participate in Tier III intervention as identified through Universal Screeners and supported by the Easterby Intervention Team. Instruction may include research based programs and will be designed using prerequisite skills for school-wide identified essential standards.

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

Using Title I funds, a portion of the funding will be used to contract out in classroom support through California Teaching Fellows. Teaching Fellows will offer direct services to students in the area of individualized learning, differentiation, remediation and enrichment, SEL support and building of specific foundational literacy as monitored by highly qualified teacher, identified by district assessments. This cost of \$42,000 will include 4 teaching fellows who will push into the classroom for 4 hours a day in the grade levels of kindergarten-third grade.

With Title I funds we plan to support our students by purchasing Achieve3000 is an educational platform that focuses on improving literacy skills, particularly reading comprehension, fluency, and vocabulary.

SST subs is part of the MTSS framework and has been funded at \$6000. This funding to support collaboration to address the academic, behavioral, and social-emotional needs of a student. The team works together to develop strategies and interventions to support the student's success.

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

With 7090 funds, we are funding a software (\$4000) to assess and progress monitor basic reading foundational skills for reading as an universal screener to identify students for intervention. As part of Easterby's MTSS intervention and RTI structure, a certificated teacher at \$15,000 (\$10,000 from 7090 and \$5,000 from 7091) will be hired to support and implement small group instruction for our most intensive students. \$6350 from 7091 will be used to fund California Teaching Fellows, which will be 4 tutors who will be used to push in and pull out students for RTI as identified by assessments and data.

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

Monitoring of gap in achievement for all IEP and Non-IEP students will become part of all Easterby Intervention Team meetings. Data analysis protocol will be used and actions/next steps will be included.

Actions specifically designed to close this gap will be identified during data analysis by Easterby Intervention Team meetings.

SDC and RSP staff will work together to review progress of all IEP students in regards to meeting SMART goals for Wonderworks assessments. RSP and SDC RTI will be put in place to support students meeting goals.

Action 3

Title: English Language Development

[Action Details:](#)

All grade level Professional Learning Community teams will develop their approach for both Integrated and Designated ELD instruction through their grade level ELD plans. Each classroom teacher and grade level team will be responsible for implementing, reviewing and revising their grade level plans. The Easterby English Learner Team will meet quarterly to review grade level plans, relevant data, observe instruction, and make recommendations for next steps along with professional learning needs. Professional Learning will be developed to support English Learners during Tier I and II instruction.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Easterby Cabinet Quarterly Review: Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, Site administration will also review progress monitoring of all English Learners who receive academic Tier III services at Easterby, along with their progress in grade level CFAs.

Owner(s):

Principal
VP
Reading Specialist
Designated School TSA

Timeline:

Quarterly

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

Easterby English Learner Team will be established with a member from each grade level. Team will meet monthly during "team time" meeting. During this meeting, team members will review grade level plans, relevant data, observe instruction, and make recommendations for next steps along with professional learning needs.

Owner(s):

Principal
Vice Principal
Easterby English Learner Team

Timeline:

Monthly

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

Review of daily implementation and monitoring of integrated and designated ELD instruction for EL students through grade level ELD plans and classroom observation data.

Owner(s):

Principal
Easterby English Learner Team

Timeline:

Monthly

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

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons.

Wonders ELD sections will be utilized as appropriate as a resource for instruction.

Funds will provide supplemental time for teachers, tech tools, HSL, and supplemental time for staff.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

Using Title I funds, a portion of the funding will be used to contract out in classroom support through California Teaching Fellows. Teaching Fellows will offer direct services to students in the area of individualized learning, differentiation, remediation and enrichment, SEL support and building of specific foundational literacy as monitored by highly qualified teacher, identified by district assessments. As part of the supporting EL students, teachers will monitor EL student progress and ensure that specific support is given to students to match their identified needs as measured by ELPAC, CFA, and current ELD standards. This cost of \$40,000 will include 4 teaching fellows who will push into the classroom for 4 hours a day in the grade levels of kindergarten-third grade.

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

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons. Students will engage in their learning using a wide range of tools, including technology

EL students will be specifically monitored on all grade level CFAs and other relevant assessments. Data analysis protocols will be in place to specifically identify actions to improve outcomes for EL students. EL students will be monitored on all CFAs as a specific sub-group of learners.

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

No Title 1 funds dedicated to this action.

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

With 7091 funds, \$2000 will be allocated to supplemental contracts as planning/professional development time for teachers in reviewing data, creating a cycle of PDSA and responding to the needs of our identified student groups. Additional 14685 of monies will be dedicated to materials and supplies related to this action. A HSL will be funded for 3.75 hours to support with parent engagement, home to school connection and parent connection.

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

Monitoring of gap in achievement for all IEP and Non-IEP English Learner students will become part of all site level data analysis of district and state assessments.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Grade Level Planning *No IEPs*	8,707.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Planning Hours *No IEPs*	999.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: ClassKick	500.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax	3,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ESGI-	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Materials and supplies to support Tier 1 --Technology	11,300.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning	13,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Matrials/Supplies SWUN/MLD	19,211.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: UDL Professional Learning and Conference	10,000.00
G1A1	Sup & Conc	Instruction	Travel			: UDL Travel and Conference	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	802.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	800.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning	7,001.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST *No IEPs*	6,001.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Achieve3000	17,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Tier 2/3 -Teaching Fellows	42,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			CT Mary Rueda	10,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: DIBELS	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for Tier 2/3	11,854.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Mary Rueda CT	5,001.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TF-RTI	6,350.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental ELD	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	14,685.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		21,629.00

\$226,841.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	95 %	86.2 %	2023-2024	87.3 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The implementation of this action included all grade levels engaging in real world experiences beyond the classroom.

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

One of the inequities that contributed to the disproportionality of this goal is the offerings given to our students beyond the sports. Sports is only offered to grade 5/6. Track and Cross Country are the only sports 3/4 graders can participate in. In addition to this, staff resources was another factor that contributed to the inequities. Being a designated site, our teachers have limited time that they can contribute to outside clubs. This impacted what could be offered in clubs and external participation beyond the classroom.

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

No major differences between what was intended and what was planned.

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

An emphasis on scheduling and calendaring will be made that will be discussed in the beginning of the year. Teachers will be asked to commit to an external activity in lieu of 2 PL days to promote staff engagement to support students and family.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

SSC reviewed plans and objectives and are in agreement with plan.

2 ELAC:

ELAC would like to see more offerings of after school activities for their child.

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

Staff would like to have more opportunities to offer to students if time is made within duty day.

Action 1

Title: Participation in Career Exposure

[Action Details:](#)

100% of students will participate in Career exposure activities and field trips.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Monitor scheduling of all career exposure experiences, ensuring that all students participate.

[Owner\(s\):](#)

Vice Principal

[Timeline:](#)

Quarterly

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

Students will participate in career exposure activities throughout the school year.

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

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

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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

There is no Title 1 funds tied allocated to this action.

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

HSL will ensure all parents receive information, including parents of EL students.

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

There is no Title 1 funds tied allocated to this action.

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

There is no 7090/7091 funds tied allocated to this action.

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

All students, regardless of IEP status, will participate in all career exposure activities and field trips. Communication between Special Education staff will be included regarding all activities. 100% percent participate by all students, regardless of IEPs will be ensured by communication between staff members regarding all career exposure experiences, including ensure all events on are Easterby Master Calendar.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		29.9 %	2023-2024	29.3 %
Suspension Rate - Semester 1	✓	1.29 %	2.9 %	2023-2024	2.57 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		9.6 %	2023-2024	9.27 %
Suspension Rate - Semester 1 (Two or More Races)	✓		6.9 %	2023-2024	6.57 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In action 1, SEL focus tier 1, two RCAs were able to be hired to support SEL and tier 1 and tier 2. As a result of this, we had tear support team meeting every two weeks to review students who were receiving supports and interventions. Teachers were able to make referrals, students were able to be put on a consult, or apply various interventions to support identified behavioral needs.

Action 2 included supports in our most needy students through MTSS in push in supports in the classroom and daily monitoring of behaviors and check ins with teacher and support staff. RCAs had a caseload of 10 students between them that fell into the most intensive support daily. TSAVRP counselor were able to support as well, teaching explicit SEL skills in small group, serving about 10 kids on caseload and overall between 40-59 kids over a quarter in tier 2 learning class-roar academy.

Action 3-Attendance tier, HSL supported with and conducted home visit for students with a daily attendance rate of below 85%. These visits conducted were about 3-4 per week and supports of phone calls home weekly to monitor attendance.

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

One of the inequities that contributed to the disproportionality at the low performing group, included students with disabilities and African-American students included a tiered system of support that responded in a timely manner to behaviors. Having a new RCA in teh position of support, meant that building capacity of resources of staff to intervene at a level 2 was still in progress.

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

Budgeted expenditures matched intended expenditures. Intended implementations of action three, attendance support was slow, moving in the beginning of the school year due to new leadership on site and the building of capacity of current attendance team. We had a new team member who transferred over from a different school site and was learning her new role to support attendance. In addition to action three, action twos intention, and actual

implementation slowed a bit due staffing and being unable to hire a tier to intervention specialist all year. As a result of this TSA had to support with more social emotional groups which impacted her support of tier 1 Classroom, coaching in SEL needs.

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

In response to current support, staff on site and the anticipation of hiring a tier to specialist to conduct SEL skills group, a change to reducing a RCA specialist to capture and recoup monies and savings. In addition to this, rolls for homeschool liaisons to continue supporting with attendance will be heavily emphasized on attendance support in conjunction with tier 2 specialist a systematic approach to target support team that include a streamline float chart of SEL referral will also be made and light of current data and implementation

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

School site council has no feedback or changes to current plan and agrees with plan, curing some savings to move to academic support for literacy plan.

2 ELAC:

ELAC committee agrees, and support with current plan.

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

Steve feedback is to reduce funding for RCA and change roles for homeschool liaisons to support with some of the attendance interventions.

Action 1

Title: Participation in Arts, Activities, and Athletics

Action Details:

Easterby students in all grades will be provided opportunities to participate in Arts, Activities and Athletics. These opportunities will include noon-time clubs, Easterby Olympics, electives block for 5th and 6th grade that includes music, and district sponsored sports.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Review of percentage of participation on ATLAS

Owner(s):

Vice Principal

Timeline:

Quarterly

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

Materials and Supplies, coaching contracts, and funding for noon-time clubs will be funded out of 0172, 0171, 0173. Easterby staff will work alongside families to reach goal of 100% participation in Goal 2 field trips, including out of town trips, 6th grade camp, and Easterby Olympics.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

There are no Title 1 funds tied to this action.

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

HSL will work with families of English Learners to reach goal of 100% participation by making phone calls and home visits when necessary to inform parents of importance of participation in Goal 2 Activities and to facilitate participation when necessary (ex: assist in getting permission slips signed)

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

There is no Title 1 funding for this action.

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

All students, regardless of IEP status will be encouraged to participate in Arts, Activities and Athletics. This will include mainstreaming of all SDC students during Easterby Olympics, ensuring that all students have access to music classes, and connection with after-school sports for all students.

Action 2

Title: Social Emotional Tier I

[Action Details:](#)

All Easterby students will learn in an environment where they are supported by all Easterby staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate appropriate Tier I Social and Emotional Curriculum such as CHAMPs and other recommendations made by the Easterby Culture and Climate Team. The Easterby Culture and Climate team will ensure that all Tier I social/emotional guarantees are in place, such as CHAMPs, Class Meetings, Second Step Curriculum, and appropriate Restorative Practice techniques. This team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Easterby Cabinet Meetings will review office referral/suspension data. Data protocol will be used to address trends and patterns and an appropriate response.

Owner(s):

Admin

Timeline:

Every 6 weeks.

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

Quarterly Classroom Meeting Log

Owner(s):

VP
Culture and Climate Team

Timeline:

Quarterly

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

Culture and Climate team will review office referral, suspension, survey, class meeting and other relevant data on a monthly basis in order to problem solve actions to address student needs and make recommendations school wide to address Tier I SEL instruction and supports.

Owner(s):

Climate and Culture Team

Timeline:

Monthly

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

All students will learn in a classrooms that have implemented CHAMPs, Class Meetings and Second Step curriculum for Tier I social/emotional support. The principal of STOIC(structure, teach, observe, interact positively, and correct fluently) will be used in all areas of our campus. Staff to implement strategies to support student success from National Behavior Conference. Classroom teacher may work with Targeted Support team, such as Resource Counseling Assistant, Intervention Specialist and Psychologist in developing and implementing Tier I support systems in the classroom for Social and Emotional Needs.

Incentive assemblies, monthly behavior rewards will be used as an incentive for appropriate student behavior and to help launch and support SEL quarterly focuses. RCA and other classified support.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

There is no Title 1 funds allocated to this action.

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

All Economically disadvantaged, EL or Foster students will be supported in a caring and nurturing environment. Identified students will participate in Tier II or Tier III behavior intervention

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

There is no Title 1 funds allocated to this action.

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

With 7090 funds allocation of \$4500, we plan to support this student group by purchase of incentives to support with tier 1 monthly behavior rewards. Another \$5000 will go towards materials and supplies to support with tier 1 instruction of SEL.

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

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Review Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Instructional Manager, General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate.

Action 3

Title: Social Emotional Tier II and Tier III

Action Details:

Students identified as needing Tier II and III Social/Emotional and Behavioral support at Easterby will receive appropriate services in order to improve their ability to be successful at school. Our Intensive Intervention Team and our Targeted Support Team will monitor school-wide processes for identifying students and implementation of services. Services may include small group/1 on 1 using appropriate curriculum (Second Step, Tough Kids), Restorative Practice Circles and Check-In/Check-Out. All students receiving Tier II services will have an appropriate goal established, progress monitoring after 6-8 weeks and then recommendations based on progress.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Easterby Cabinet Meetings will review office referral/suspension data along with all relevant Power BI behavior data using an appropriate protocol.

Panaroma Survey taken two times throughout the year to measure school climate and culture.

Owner(s):

Principal
VP

Timeline:

Every 6 Weeks

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

Class Meeting monitoring sheets

Owner(s):

VP

Timeline:

Quarterly

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

Observation of students in classroom setting to provide information regarding student progress towards meeting social/emotional goals.

Owner(s):

RCA
RC
VP
Tier II Intervention Specialist
Psychologist

Timeline:

daily

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

Targeted Support Team Meeting every 2 weeks using data protocol to review student identifying factors and actions.

Owner(s):

Principal
Tier II Intervention Specialist
Targeted Support Team

Timeline:

Twice a month

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

Easterby Admin team will meet with school psychologist and other appropriate staff a minimum of once every quarter to review progress of all students with Behavior Support Plans attached to their IEP.

Owner(s):

Principal
VP
Psychologist

Timeline:

Quarterly

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

Students will be identified for more intensive tier II and tier III behavioral interventions based on referral system by teacher, admin or parent request and or data. Students will then be given appropriate tier intervention based on the individualized needs of each student. Intervention to match area of social emotional need could include a small group support, one on one counseling, check in and out with any member of our Targeted Support Team, which includes: Resource Counseling Assistant, Restorative Practice Counselor and Tier II Intervention Specialist and School Psychologist. More intensive social emotional behavioral intervention to match area of need can include Behavior Support Plan that is developed by site staff with support of our school psychologist.

Goals will be established and monitored by Targeted Support Team to ensure that interventions are appropriate and timely. In conjunction with teachers and parent, TST will work with teachers and parents to ensure progress monitoring of identified goal. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans. Tier II and III Non-Behavioral Social/Emotional support will be provided as recommended by Targeted Support Team and may include wellness plans.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

There are no Title 1 funds allocated to this action.

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

All Economically disadvantaged, EL or Foster students will be supported in a caring and nurturing environment. Identified students will participate in Tier III behavior intervention.

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

There are no Title 1 funds allocated to this action.

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

With 7090 or 7091 funds we plan to support our SWD with intensive support and explicit teaching in SEL skills through intervention with RCA-7hours (\$72,411). Extra classified support \$3282 to help with intensive interventions and explicit skills implementation in the classroom.

With 7090 funds allocation of \$74,012 will be used to fund an 8 hour RCA that will support with tier 1 support and interventions for specific SEL skills as identified by DESSA and culture and climate survey.

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

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Manager, General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate.

Action 4

Title: Attendance Intervention Tier I, Tier II, and Tier III

Action Details:

Easterby staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance. Home-School Liaison will support this action.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Review of ATLAS Portfolio entries for attendance in alignment with actions made by Attendance Clerk, HSL and CWAS in Easterby Cabinet Meetings.

Owner(s):

Principal

Timeline:

Every 6 weeks

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

Review of Attendance Chronic Absence report on ATLAS during Easterby Cabinet meetings.

Owner(s):

Principal

Attendance Clerk

HSL

Intervention Specialist

Timeline:

Every 6 weeks

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

Small group instruction for SEL Strategies and Skills based on research based socio emotional curriculum and needs of students.

One on one check in with Targeted Support Team members.

One-on-one counseling sessions with students of tier III needs.

Attendance support meetings to match resources with student/family needs and set goals for attendance improvement.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

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

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

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

No Title 1 funds have been allocated to this action.

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

One ELAC meeting will focus on importance of attendance, in addition to attendance messages being sent home to families quarterly, which is translated into Spanish and Hmong.

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

No Title 1 funds have been allocated to this action.

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

With 7091 funding, a HSL will support the work of home visits, home to school communication and support and monitoring of absenteeism with TST team.

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

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for attendance during Easterby Cabinet Meetings. Actions/next steps will be identified through data protocol.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives	4,500.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for SEL	5,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			: Travel for SEL tier 1	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750		72,557.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,012.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup				3,282.00
G3A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental Classified	3,282.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Mileage for HSL	500.00

\$163,633.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95 %	93.9 %	2023-2024	95 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

This year our staff completed and participated and culturally, responsive, teaching, professional learning. This focus is included professional learning in culturally, relevant pedagogy, and the application of this through the lens of teaching.

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

Resources or an equity that contributed to the disproportionality of the results, included a building, a skill in the acquisition of new knowledge and culturally relevant pedagogy. All learners who participated in this professional learning came in at different levels with different lenses and as a result of this, it will take a few years to get everyone to truly understand what it means to be culturally, irrelevant, and have the applicable skills to apply this learning.

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

The intended and actual implementation of this action met the goals. As we are in year two of learning to be more culturally, irrelevant and diverse, we are now moving onto the building skills stage to build a capacity of our staff to be diverse and reflect of our community.

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

No changes will be made, continual actions as is with an emphasis on building capacity of staff to look at our community through a culturally diverse lens.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Action plan was shared with School site council.

2 ELAC:

Action plan was shared with ELAC.

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

Action plan was shared with staff

Action 1

Title: Culturally proficient approach to relationship building

[Action Details:](#)

The Easterby staff will build skills necessary to increase positive relationships with students and our Easterby community. This will be done through professional learning on culturally responsive teaching practices. This work will be grounded in the Ready for Rigor Framework from Culturally Responsive Teaching and the Brain by Zaretta Hammond, along with monitoring appropriate data to ensure that staff actions reflect the diversity of our Easterby community.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Quarterly Engagement Surveys. Use data analysis protocol to engage in cycle of continuous improvement on a quarterly basis.

Owner(s):

Principal
Vice Principal

Timeline:

Quarterly

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Panorama student and staff surveys. Use data analysis protocol to engage in cycle of continuous improvement.

Owner(s):

Principal
Vice Principal

Timeline:

Yearly

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

All staff will receive professional learning based in culturally responsive teaching practices, grounded in the Ready for Rigor Framework from Culturally Responsive Teaching and the Brain by Zaretta Hammond, in order to ensure that the experience students have at Easterby reflect their diverse needs and supports all students in meeting their goals.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

There are no Title 1 funds tied to this action.

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

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

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

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

All students will be engaged in lessons that are intentionally designed reflect their individual learning needs, including culturally responsive teaching practices.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

There is no Title 1 funding for this action.

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

With 7090 or 7091 funds we plan to allocate \$3000 for professional development for Culturally proficient instruction and UDL coaching and support.

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

Use of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond as a basis for learning for all staff. In addition to this, UDL coaching and strategies will support and engage students in the classroom. The UDL Framework will be the launching point for feedback and discussions around students who are struggling.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	79.49 %	85.1 %	2023-2024	86.2 %

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

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

In the implementation of this action, we were able to continue to increase inclusive opportunities for families and staff to engage in the school community. This happened through systematic and intentional moves made by the culture and climate team, to increase communication between Home and School and opportunities for students to participate and feel Celebrated as part of their community. Monthly outreach events were on calendar and executed by administration team to ensure that parent engagement was a focus. Weekly celebrations and announcements were made to staff and parents through district sponsored communication platforms, such as ParentSquare, ClassDojo, and Facebook or social media.

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

Resources or inequities that contributed to the disproportionality, includes limited resources to digital platforms, such as ParentSquare and ClassDojo and parents use of these platforms.

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

The major difference between the intended and actual implementation of the action in the budget has been a renewed focus on parent engagement and systematic approach to ensure that all communication and events were planned and projected for in a timely manner. This team consisted of TSA, admin, homeschool liaisons, and parent teacher association. These members played an integral part, and ensuring that all stakeholders were represented.

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

And the next year SPSA continue on with the work, as is, no change.

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

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

Plan presented to school site council, no feedback given

2 ELAC:

Plan presented to ELAC, feedback given was to include more parent engagement events before, and after school, and literacy nights to support students academic needs.

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

Plan presented to staff, no feedback given.

Action 1

Title: Community Engagement

Action Details:

Easterby families will be provided numerous opportunities to engage in their child's education through purposefully designed activities and programs. These activities will be scheduled quarterly and will give parents and communities a way to engage with school on a positive note. We will also provide opportunities for families to connect and serve not just Easterby, but our surrounding neighborhood. Easterby staff will use multiple means of communication to engage our families and Easterby community, using available platforms for two-way communication.

- Q1 – Literacy Night
- Q2 – Harvest Festival and Fall Ball with families.
- Q3 – Literacy Night, Gameboard night (aligned with Read Across America Week)
- Q4 – Open House, Movie Night, Spring Family Dance

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Data to monitor this action will include Family climate and culture survey that is taken twice a year. Overall participation surveys and feedback will be given to solicit program improvement.

Owner(s):

Designated School TSA

Timeline:

Monthly

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

Family Panorama survey

Owner(s):

Principal
Vice Principal

Timeline:

Twice a year

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

Class Dojo and other social media engagement data

Owner(s):

Principal
Vice Principal
Designated School TSA

Timeline:

Quarterly

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

- Robust social media presence using Facebook and Class Dojo along with accurate and up to date information on our school website. Highlight family engagement programs in order to increase engagement at least monthly, if not bi-monthly. Opportunities will be provided for families to engage in dialogue with the school via social media - allowing for feedback and increase in community voice.

Funds will provide direct maintenance, local mileage for HSL, and materials and supplies.

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

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

English Learner student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

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

There are no Title 1 funds tied to this action.

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

Accurate and timely information provided for families in a manner accessible to families, including use of technology for translation. Use of ELAC meetings to increase engagement and serving opportunities.

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

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

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

Students with Disability student population is performing at the lowest level in areas of red in ELA and in the area of orange for Math.

Asian, Hispanic, Socioeconomically disadvantaged student population is performing at the level of yellow in ELA and Math.

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

With Title I funds we plan to allocate monies for parent participation for materials and supplies for parent engagement.

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

With 7090 or 7091 funds we plan to support these specific student groups with monies allocated for print and graphics and incentives for parents for engagement, travel mileage for our HSL to make home visits as needed for home/school connection.

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

Accurate and timely information provided for families in a manner accessible to families. Use of School Site Council and other parent engagement opportunities to increase parent participation.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food/No Incentives*	2,388.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Meetings Materials and supplies	664.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: Parent participation	664.00

\$3,716.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Grade Level Planning *No IEPs*	8,707.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Extra Planning Hours *No IEPs*	999.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: ClassKick	500.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Reflex/Frax	3,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ESGI-	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Materials and supplies to support Tier 1 --Technology	11,300.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Professional Learning	13,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Matrials/Supplies SWUN/MLD	19,211.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: UDL Professional Learning and Conference	10,000.00
G1A1	Sup & Conc	Instruction	Travel			: UDL Travel and Conference	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	802.00
G1A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	800.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning	7,001.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST *No IEPs*	6,001.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Achieve3000	17,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : RTI Tier 2/3 -Teaching Fellows	42,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			CT Mary Rueda	10,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: DIBELS	4,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materals and Supplies for Tier 2/3	11,854.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			Mary Rueda CT	5,001.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : TF-RTI	6,350.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Supplemental ELD	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	14,685.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		21,629.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Incentives	4,500.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for SEL	5,000.00
G3A2	Sup & Conc	Instruction	Direct Trans			: Travel for SEL tier 1	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750		72,557.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		74,012.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Sup				3,282.00
G3A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Supplemental Classified	3,282.00
G3A3	LCFF: EL	Attendance & Social Work Service	Local Mileag			: Mileage for HSL	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation *No Food/No Incentives*	2,388.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Meetings Materials and supplies	664.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	: Parent participation	664.00

\$394,190.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$80,595.00
Sup & Conc	7090	\$251,819.00
LCFF: EL	7091	\$61,776.00
Grand Total		\$394,190.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$226,841.00
G3 - Increase student engagement in their school and community	\$163,633.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,716.00
Grand Total	\$394,190.00