

Easterby Elementary

10621666006191

Principal's Name: Nancy Her

Principal's Signature:

A handwritten signature in blue ink, appearing to read 'Nancy Her', followed by a long horizontal line.

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

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and 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 - Nancy Her	X				
2. Chairperson - Ana Hernandez		X			
3. Philip Gimbarti		X			
4. Lois Buhler		X			
5. Debra Gearhart			X		
6. Roubina Terstagian				X	
7. Sandra Camancho				X	
8. Cyndee Lor Yang				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☐ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

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		3/12/25
SSC Chairperson	Ana Hernandez	 <u>Ana Isabel Hernández (Mar 12, 2025 16:45 PDT)</u>	03/12/2025

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

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

FY 2025/26

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$76,176 *
7090	LCFF Supplemental & Concentration	\$237,282
7091	LCFF for English Learners	\$47,124

TOTAL 2025/26 ON-SITE ALLOCATION

\$360,582

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,208
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Program Budget	\$73,968
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Total Title I Allocation	\$76,176
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ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Easterby Elementary 2025-2026 - SPSA Draft Edits

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

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

School Quality Review
School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		31.6 %	2023-2024	32.7 %
SBAC ELA - Average distance from standard	✓	0 pts	-29.9 pts	2023-2024	-14.9 pts
SBAC ELA - percentage of students met/exceeded standard	✓	40.9 %	42.4 %	2023-2024	47.4 %
SBAC Math - Average distance from standard	✓	0 pts	-33.1 pts	2023-2024	-18.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	35.1 %	42.3 %	2023-2024	47.3 %

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

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

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

Easterby is currently facing a significant challenge in student achievement, with only 43% of our students meeting or exceeding proficiency standards in the SBAC assessments for Math and English Language Arts (ELA). This performance level indicates a need for targeted interventions and strategic improvements in our instructional practices, curriculum alignment, and student engagement. Addressing these areas is crucial to ensure that all students have the opportunity to succeed and reach their full academic potential.

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

1. **Curriculum Gaps:** There may be misalignments between the curriculum and the state standards, leading to gaps in what students are expected to know and what they are actually being taught.
. This can result in students not being adequately prepared for standardized tests.
2. **Teacher Support and Training:** Teachers may not be receiving sufficient professional development or support to effectively teach the curriculum and address diverse student needs.
. Continuous training and resources are essential for teachers to stay updated with best practices and instructional strategies.
3. **Student Engagement and Attendance:** Low student engagement and high absenteeism can significantly impact learning outcomes.
. Students who are not regularly attending school or who are not engaged in the learning process are less likely to perform well academically.

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.

1. To address curriculum gaps, Professional Learning Communities (PLCs) can be a powerful tool to address the issue of only 42% of students meeting standards in English Language Arts (ELA) and math.

Professional Learning Communities (PLCs) can play a pivotal role in addressing curriculum gaps by fostering collaboration among educators to identify and bridge these gaps effectively. Here's how:

Collaborative Analysis: PLCs enable teachers to collectively analyze student performance data and curriculum standards to pinpoint areas where students are struggling or where the curriculum lacks depth

Shared Expertise: Educators within PLCs can share strategies, resources, and best practices to address identified gaps, ensuring a more cohesive and comprehensive approach to teaching

Continuous Improvement: PLCs promote ongoing professional development and reflection, allowing teachers to adapt their instructional methods to better meet student needs and close curriculum gaps.

Action-Oriented Plans: By focusing on actionable strategies, PLCs help educators move from identifying issues to implementing solutions that directly impact student learning.

2. Teacher support and training can significantly improve low-performing schools by empowering educators with the tools, strategies, and confidence they need to drive student success. Here are some key approaches:

1. **Professional Development:** Providing targeted training on evidence-based teaching practices, classroom management, and curriculum design can help teachers address specific challenges faced by their students.
2. **Leadership Training:** Equipping school leaders with the skills to implement effective turnaround strategies can create a positive ripple effect throughout the school.
3. **Culturally Responsive Teaching:** Training teachers to understand and address the diverse cultural and socioeconomic backgrounds of their students can help close achievement gaps.
4. **Data-Driven Instruction:** Supporting teachers in analyzing student performance data allows them to tailor their instruction to meet individual student needs.
5. **Universal Design for Learning:** Teachers can use strategies from UDL to remove barriers and create learning agency.

3. To address Student Engagement and Attendance:

- Increasing student engagement and improving attendance can significantly address the issue of only 42% of students meeting standards in ELA and math. Here's how:

1. **Interactive Lessons:** Incorporate interactive and hands-on activities that make learning more engaging. This can include group projects, discussions, and the use of technology
2. **Real-World Connections:** Relate lessons to real-world scenarios to make the content more relevant and interesting for students
3. **Student Choice:** Allow students to have a say in their learning by offering choices in assignments and projects. This can increase their investment in the material
4. **Positive Relationships:** Foster strong relationships between teachers and students. A supportive and respectful classroom environment can boost engagement

- Improving Student Attendance
- 1. **Positive School Culture:** Create a welcoming and inclusive school culture where students feel valued and supported
- 2. **Family Engagement:** Involve families in promoting regular attendance through communication and family events
- 3. **Attendance Incentives:** Implement reward systems for good attendance, such as certificates, recognition, or small prizes
- 4. **Address Barriers:** Identify and address barriers to attendance, such as transportation issues, health problems, or family challenges

Section B: Investigation

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

Action 1: Professional Learning Community Process for ELA and Math

Fully Implemented

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

Action 2: Response to Intervention for Grades K-6 for Literacy/Math

Fully Implemented

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

Action 3: English Language Development

Partially Implemented

This action was partially implemented due to:

- Not being able to do a full CCI cycle on ELD instruction.
- The monitoring of Designated ELD time was impacted due conflict of timing of multiple initiatives.
- Student focus list was created, teachers were given this list later on.

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

Action 1: Professional Learning Community Process for ELA and Math

Effective

Overall, Easterby saw an increase in iReady scores from D1 to D2, with ELA improving from 22% to 36% and math from 13% to 30%. According to PLC documents and agendas, 85% of all cycles initiated met their PLC goals. All teams identified essential standards and created common challenges based on data from past and current assessments.

Action 2: Response to Intervention for Grades K-6 for Literacy/Math

Effective

Current iReady diagnostics indicate a reduction in the number of students in Tier 3 from D1 to D2. In ELA, this decrease is from 37% to 25% overall. In math, the decrease is from 36% to 20% overall. The DIBELS screener shows an overall meets rate change from 39% to 37%. Although this reflects a 2% decrease, the mid-year DIBELS assessment becomes more rigorous to meet grade-level demands. Overall, RTI monitoring and data discussions with teachers and RTI staff have been positive, showing alignment and an increase in academic achievement in the classroom.

Action 3: English Language Development

Partially Effective

Overall, the ineffectiveness in ELD has been attributed to a lack of planning and time to align practices with data. While monitoring was occurring in the PLCs, focused ELD data and close monitoring were slow to start. After mid-year planning and meetings with the ELD team, a focused list of students was given to teachers for close monitoring during designated times. This list is currently being monitored closely with the goal of ensuring all 22 students grow one year on the ELPAC.

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

As a result of the analysis, major changes for the next school year to achieve current goals include:

- **PLC Planning Time:** Teachers will be given more time in the 1st semester and the beginning of the 2nd semester to review current essential standards, deconstruct standards, and analyze current data from DIBELS, iReady, SBAC, and interim assessments to plan for success.
- **RTI/Data Conversations:** After each cycle, there will be RTI/data conversations to monitor Tier 3 students receiving intensive interventions.
- **ELD Data Walks and Progress Monitoring:** The ELD team will conduct data walks and progress monitoring to calibrate and make recommendations for best practices and planning.
- **Professional Learning on PLC+:** There will be professional learning focused on PLC+ and actions surrounding equity of practices within student groups. This includes identifying and implementing best practices for Universal Design for Learning (UDL) and writing instruction tools across all grade levels.

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:

All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.

Overall, we will be measuring this with iready and quarterly CFA and

ELAC:

All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Overall, we will be measuring this with iready and quarterly CFA and DIBELS and present to team during ELAC meetings.

Staff:

All data and actions were reviewed by staff. The staff emphasized the importance and priority of planning time. They also highlighted the need for writing training next year and expressed interest in continued learning in Universal Design for Learning (UDL).

Overall, we will be measuring this with iready and quarterly CFA and DIBELS and present to team during ILT and staff meetings

DIBELs and present to team during SSC meetings.

Action 1 :

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 through the lens of the UDL 3.0 framework. Vendor, Playmakers will support with designing and implementation of UDL strategies based on 3.0 framework. These strategies will focus on improved Tier 1 instruction through removing barriers in engagement, representation, and action and expression. Teachers will enhance their current practices through the lens of building learner agency. Professional Learning will also include how to support students needing Tier III support during Tier I and II instruction.
- * Professional Learning for teachers (Tier I and II support) will address how to intervene with writing. This will include scaffolding and instructional strategies through development of speaking, listening, reading and writing skills. Write Tools framework will be used to support this work and coaching will be given to build instructional strategies.

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 UDL framework.

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 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.

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.

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.

Student Groups

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

Students with Disabilities (SWD):

- Reflex/math software programs to build math.
- Planning hours around tier I and II instruction.
- Achieve3000 literacy software for Tier II
- CTFF, tutors to support with implementation and tutoring of tier I and tier II literacy skills.

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

Students with Disabilities (SWD):

- Materials and supplies to support with UDL and needs in the classroom.
- Training and PL for writing to improve literacy skills.

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

Students with Disabilities (SWD):

Professional learning (PL) for Universal Design for Learning (UDL) in elementary schools involves equipping teachers with strategies to create inclusive and flexible learning environments that accommodate all students' diverse needs. This PL typically includes workshops and training sessions where teachers learn to design lessons that provide multiple means of representation, engagement, and expression. Teachers are trained to use

various instructional materials and technologies to present information in different ways, engage students through varied activities, and allow students to demonstrate their understanding in multiple formats. Additionally, PL for UDL emphasizes the importance of ongoing collaboration among educators to share best practices and continuously refine their approaches. By focusing on UDL, teachers can better support all students, including those with learning differences, ensuring that every student has the opportunity to succeed.

Professional learning (PL) for teachers in Write Tools focuses on enhancing their ability to teach writing effectively across all grade levels. This PL typically includes hands-on workshops where teachers learn specific strategies for teaching writing, such as the writing process, genre-specific techniques, and the use of mentor texts. Teachers observe expert instructors modeling effective writing practices and then practice these techniques themselves, ensuring they can implement them in their own classrooms. Collaborative planning sessions allow teachers to develop writing lessons and units that align with curriculum standards, promoting consistency in writing instruction. Additionally, teachers receive feedback on their writing instruction and reflect on their practices to continuously improve. The integration of digital tools and resources, such as online writing platforms and interactive writing apps, further supports writing instruction and engages students. By participating in Write Tools professional learning, teachers can develop a deeper understanding of effective writing instruction, leading to improved student writing outcomes.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. All data and actions were reviewed by staff. The staff emphasized the importance and priority of planning time. They also highlighted the need for writing training next year and expressed interest in continued learning in Universal Design for Learning (UDL).

Action 2 :

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

Action Details:

A 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 a literacy coach (funded by Literacy plan), School Psychologist and Teaching Fellows (vendor). This team will support Tier III instruction for students identified through universal screeners and progress monitoring.

Initial screeners (DIBELS) 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 6 to 8 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.

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

Identified students will participate in Tier III targeted intervention for prerequisite literacy and math skills, supported by grade level teachers, reading specialist, 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.

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.

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 off 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.

Student Groups

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

Socio-economically Disadvantaged (SED):

- Reading programs to support development of literacy skills as identified through universal screeners.
- Sub release time for teachers to attend SST meetings for close progress monitoring of students.
- Teaching Fellows contract to support with pushin/pull out Tier III reading tutoring.

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

Socio-economically Disadvantaged (SED):

Certificated tutors/Teaching Fellows contract to support with pushin/pull out Tier III reading tutoring.

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

Socio-economically Disadvantaged (SED):

Planned supports for this group will include close progress monitoring of goals and progress. Students will be identified through a universal screener and assigned to RTI based on their needs, with data monitored every four weeks. In addition to academic support, targeted interventions will be provided to students identified as SED to ensure they are making progress and receiving all necessary interventions. Parent input and engagement will be encouraged and solicited through monthly data checks using platforms such as ParentSquare or ClassDojo.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. (RTI) in elementary reading could be to identify and provide targeted support to all students reading below grade level within the next three months. This goal involves conducting initial assessments to determine students' reading levels, implementing evidence-based interventions, and monitoring progress regularly. Teachers and RTI staff will collaborate to create individualized intervention plans, focusing on key reading skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. By the end of the Q1, all students enrolled will be identified. Students will be closely monitored through PLC documents, teachers conferencing and Literacy Specialist. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Response to Intervention (RTI) in elementary reading could be to ensure that all students identified as needing additional support show significant progress in their reading skills within the next six months. This goal involves: 1. Implementing Tiered Interventions: Providing targeted, evidence-based interventions at varying levels of intensity based on student needs. 2. Regular Progress Monitoring: Conducting frequent assessments to track student progress and adjust interventions as needed. 3. Professional Development: Offering ongoing training for teachers and RTI staff on effective reading intervention strategies and data analysis. 4. Family Engagement: Involving families in the intervention process through regular communication and providing resources to support reading at home. 5. Collaborative Planning: Facilitating regular meetings for teachers and RTI staff to discuss student progress, share strategies, and plan next steps. By the second diagnostic, D1 to D2, there will be decrease of 20% in tier 3 literacy and math as measured by i-ready diagnostic. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Along-term goal for Response to Intervention (RTI) could be to establish a sustainable, school-wide RTI framework that ensures all students receive the support they need to achieve academic success within the next two to three years. This goal involves: 1. Comprehensive Assessment System: Implementing a robust system for universal screening, progress monitoring, and data analysis to identify and support students at all levels of need. 2. Tiered Intervention Model: Developing and refining a multi-tiered system of support (MTSS) that provides increasingly intensive interventions based on student needs. 3. Professional Development: Offering ongoing training for all staff on RTI processes, intervention strategies, and data-driven decision making. 4. Collaboration and Communication: Fostering a collaborative culture where teachers, RTI staff, and administrators work together to support student learning and regularly communicate with families. 5. Resource Allocation: Ensuring that the necessary resources, including personnel, materials, and time, are allocated to support effective RTI implementation. 6. Continuous Improvement: Establishing a cycle of continuous improvement where the RTI framework is regularly evaluated and refined based on data and feedback. By the end of this period, the goal is to have a well-established RTI framework that effectively identifies and supports students, leading to improved academic outcomes and closing achievement gaps, SBAC results will show a minimum of -15 DFS each year. Students entering 2nd grade will be on grade level for reading with 95% readiness in both reading and math as measured by DIBELS and i-ready. Outcomes monitored by Principal and teachers.

Action 3 :

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.

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

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.

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.

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.

English Learner progress is red for EL progress

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 off 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.

Student Groups

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

English Learner (EL):

Achieve 3000 and teaching fellows subagreements to support with tier 2/3 literacy intervention in the classroom.

Materials and supplies for parent engagement opportunities.

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

English Learner (EL):

Achieve 3000 and teaching fellows subagreements to support with tier 2/3 literacy intervention in the classroom.

Planning time for teachers and subs for ELD walks for feedback to teachers.

Materials and supplies for parent engagement opportunities.

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

English Learner (EL):

Increasing ELD redesignation through focused designated instruction, data monitoring, and backwards mapping can significantly help close the achievement gap. Here's how each component contributes:

Focused Designated Instruction:

Tailored Lessons: By customizing lessons to address the specific needs of ELD students, teachers can ensure that instruction is relevant and effective.

Targeted Support: Focused instruction allows for more individualized attention, helping students overcome specific language barriers.

Data Monitoring:

Tracking Progress: Regularly monitoring student performance on the ELPAC helps identify areas where students are struggling.

Informed Decisions: Data-driven insights enable teachers to adjust their instructional strategies to better support student learning.

Backwards Mapping:

Alignment with Standards: By aligning daily instructional strategies with the skills and knowledge required for ELPAC success, teachers can ensure that students are consistently working towards their redesignation goals.

Strategic Planning: Backwards mapping helps in planning lessons that build on each other, reinforcing key concepts and skills over time.

Together, these strategies create a comprehensive approach to improving ELD redesignation rates, ultimately helping to close the achievement gap and support student success.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Reviewing data of students and making grade level plans to support students to meet their goals based on gaps in achievements as measured by ELPAC and other reading assessment. Classroom walks and to monitor and coaching of desginated ELD time, utilizing ELD framework and IPG for teacher feedback. Outcomes monitored by Principal, VP, and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. By the end of the 1st semester, grade level plans will be monitored and teachers will know where ELD students are performing. They will use data obtained from formative assessments and iready to solidify instructional plan for identified ELD students. Outcomes measured by growth from assessment to assessment through monitoring of PLC agendas and formative assessments. 80% of students meeting their stretch growth will increase by 20% comparing last year's iReady scores to this year's scores. Outcomes monitored by teachers, grade level PLCs, and admin.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long-term goals of English Language Development (ELD) instruction aim to ensure that English learners (ELs) achieve full proficiency in English and succeed academically. Here are some key long-term goals: Fluency: Achieving fluency in speaking, listening, reading, and writing in English. Academic Language: Developing the ability to use academic language proficiently across all subject areas. Academic Achievement: Closing the Achievement Gap: Ensuring ELs perform at the same academic level as their native English-speaking peers. Outcomes measured by growth from distance from standard on SBAC in both ELA and Math +15 DFS. Outcomes monitored by Principal and teachers.

2025-2026 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	Bks & Ref			Reflex/frax	4,992.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning	15,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher PLC planning	15,001.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL books	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Tier 1 Materials/Supplies	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials Supplies	7,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	12,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Achieve3000	6,476.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF for RTI	62,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SST/IEP	4,498.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			CT	15,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Achieve3000	10,500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS, University of Oregon : MClass Dibels	11,000.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows RTI	4,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,390.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs ELD planning/walks	4,003.00

\$216,362.00

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

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	87.3 %	89.5 %	2024-2025	90.6 %

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

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

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

10% of our students answered unfavorably in the student centered real world domain.

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

- Students don't understand the format of the question.
- Students exposure to real-world experiences are limited to clubs that they are not able to participate in.
- Teacher training and support to expand menu of options for real word experiences in the classroom.

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.

- Review and connect experiences to real world application.
- Refer to graduate profile for PL and development of learning around college and career ready standards.
- PLC support to expand real-world experiences and planning to support development of options to offer to students.

Section B: Investigation

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

Action 1: Participation in Career Exposure

Fully Implemented

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

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

Action 1: Participation in Career Exposure

Effective

- The actions were **effective**. There was an increase in the Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain.

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

We will increase real world expereince and opportunities for our students.

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:

All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.

Overall, we will be measuring this with Culture and climate survey and present to team during SSC meetings

ELAC:

All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Overall, we will be measuring this with Culture and climate survey and present to team during ELAC meetings

Staff:

All data and actions were reviewed by staff. They emphasized the importance of real world experiences and opportunities to obtain more exposure for their students.

Overall, we will be measuring this with Culture and climate survey and present to team during ILT and CCT meetings

Action 1 :

Student Engagement

Action Details:

EasterbyElementaryis committed to creating a socially and intellectually safe environment for all learners. We will engage every student in arts, activities, and athletics. Our goal is to implement a comprehensive program that increases student participation in after-school and extracurricular activities, including athletics, clubs, dance groups, music/band, leadership, Peach Blossom, and the Spelling Bee.

To motivate and reward students, we will offer spirit wear and other incentives. We will also organize field trips and school-wide activities such as dances, rallies, and assemblies.

We will strategically implement initiatives to ensure all students are actively involved in the full school communitythrough Goal 2 activities, with a focus on reducing disproportionality in participation.

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 promote student engagement for clubs and activities Materials and supplies to promote cultural assemblies reflective of our community

- cultural/heritage assemblies/events
- Veteran's Day celebrations
- Read Across America/Career Day
- Materials and supplies for incentives for student achievement
- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students.

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.

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 ELAand in the area of orange for Math.

English Learner progress is red for EL progress

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.

Student Groups

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

Socio-economically Disadvantaged (SED):

There are no title 1 funds related to this item.

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

Socio-economically Disadvantaged (SED):

Materials and supplies to support planning and lessons to bring experiences to students.

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

Socio-economically Disadvantaged (SED):

Interpreters for conferences and meetings

Flyers and letters translated in Spanish and/or Hmong

Engagement wheel so that al students may participate in the Arts without missing new instruction.

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will increase engagement in the community by having multiple opportunities for students to select enrichment activities that will fit their needs/interest.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Students from K-6 will be engaged in at least one activity throughout the school year. They show social belonging behaviors and have multiple opportunities to participate in experiences outside of the classroom throughout the year.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long term impact of student engagement: 1. Academic Achievement: Engaged students are more likely to perform better academically. They tend to have higher grades, better test scores, and a greater likelihood of graduating. 2. Social and Emotional Development: Participation in extracurricular activities helps students develop important social skills, build friendships, and improve their emotional well-being. 3. Increased Attendance: Students who are engaged in school activities are more likely to attend school regularly, reducing absenteeism and truancy rates. 4. Enhanced School Climate: A high level of student engagement contributes to a positive school climate, where students feel safe, supported, and motivated to learn. 5. Lifelong Skills: Engaged students develop critical life skills such as teamwork, leadership, time management, and problem-solving, which are valuable beyond their school years. 6. Higher Self-Esteem and Confidence: Participation in various activities can boost students' self-esteem and confidence, helping them to feel more capable and empowered. 7. Stronger Community Connections: Engaged students often have stronger connections to their school and community, fostering a sense of belonging and civic responsibility. Outcomes will show an increase in SBAC year over year +15 DFS in both ELA and math. Outcomes monitored by Principal, VP, and teachers

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	7,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips	500.00

\$8,000.00

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

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		32.5 %	2023-2024	31.9 %
Suspension Rate	✓	2.57 %	5.8 %	2023-2024	5.47 %
Suspension Rate - (African American)	✓		19 %	2023-2024	18.67 %
Suspension Rate - (English Learner)	✓		5.4 %	2023-2024	5.07 %
Suspension Rate - (Students w/ Disabilities)	✓	9.27 %	15.1 %	2023-2024	14.77 %

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

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

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

Easterby Elementary recognizes the need to address the disproportionate suspension rates of students with disabilities (SWD). We are committed to creating an inclusive and supportive environment that minimizes the need for suspensions and promotes positive behavioral interventions. Our goal is to implement evidence-based strategies and provide targeted support to ensure that all students, including those with disabilities, have the opportunity to succeed academically and socially. By fostering a culture of understanding and respect, we aim to reduce suspensions and improve outcomes for our SWD population.

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

- Behavioral Challenges:** SWD may exhibit behaviors that are perceived as disruptive due to their disabilities, such as emotional disturbances or attention-deficit/hyperactivity disorder (ADHD)
- Lack of Support:** Insufficient support and resources for SWD can lead to misunderstandings and mismanagement of their behaviors, resulting in higher suspension rates
- Inconsistent Disciplinary Policies:** Variations in how disciplinary policies are applied can lead to inconsistencies in handling behavioral issues among SWD
- Inadequate Training:** Educators may lack training in effective behavior management strategies and in understanding the specific needs of SWD, leading to a reliance on suspensions as a disciplinary measure

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.

To address behavioral challenges of SWD, a robust team able to implement a BIP based on FBA A team approach that explicitly teaches missing SEL skills and interventions that match the needs of our SWD.

To address the behavioral challenges of students with disabilities (SWD), we will establish a robust team capable of implementing Behavior Intervention Plans (BIPs) based on Functional Behavior Assessments (FBAs). This team approach will explicitly teach missing social-emotional learning (SEL) skills and provide interventions tailored to the needs of our SWD.

Lack of Support: There is a need for more support in addressing the needs of SWD. Paraprofessionals are required to assist with the implementation of BIPs, but inconsistencies in responses to certain behaviors can occur.

Collaboration with Professionals: We will work closely with school psychologists, counselors, and other professionals to develop and implement effective behavior management strategies. These strategies will be regularly reviewed and adjusted as needed.

Trauma-Informed Practices: We will recognize and address the impact of trauma on behavior by creating a safe and supportive environment, building strong relationships, and maintaining consistent routines to help students feel secure.

Section B: Investigation

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

Action 1: Participation in Arts, Activities, and Athletics	Fully Implemented
The actions were Fully Implemented to meet the desired student outcomes	
Action 2: Social Emotional Tier I	Fully Implemented
The actions were Fully Implemented to meet the desired student outcomes	
Action 3: Social Emotional Tier II and Tier III	Fully Implemented
The actions were Fully Implemented to meet the desired student outcomes	
Action 4: Attendance Intervention Tier I, Tier II, and Tier III	Partially Implemented
The actions were Partially Implemented due to not having a Tier II interventionist all year.	

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each

action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Participation in Arts, Activities, and Athletics

Effective

Effective. All elementary sports were offered to students with high participation rate. Music was offered to all grade levels except for kindergarten.

Action 2: Social Emotional Tier I

Effective

Misbehavior data year over year has decreased by 26%.

Action 3: Social Emotional Tier II and Tier III

Effective

Suspension data year over year has decreased by 37%.

Action 4: Attendance Intervention Tier I, Tier II, and Tier III

Partially Effective

Partially effective. Attendance YOY has decreased by 2%

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

Review students on IEP in the beginning of year.
Students on BIP to review every 3-4 weeks for interventions and progress monitor interventions closely.
Review with parents and bring into conversations behavior meetings early on to support and implement interventions in the beginning.

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:

All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting

ELAC:

All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Staff:

All data and actions were reviewed by staff. The staff emphasized the importance and priority of planning time. They will explore strategies to increase student engagement and access to academics.

protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.

Overall, we will be measuring this with Culture and climate survey and present to team during SSC meetings

Overall, we will be measuring this with Culture and climate survey and present to team during ELAC meetings

Overall, we will be measuring this with Culture and climate survey and present to team during ILT and staff meetings

Action 1 :

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.

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

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.

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.

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.

English Learner progress is red for EL progress

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

Student Groups

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

African American (AA):

Materials and supplies as needed for parent engagement and meetings.

Students with Disabilities (SWD):

Materials and supplies as needed for parent engagement and meetings.

English Learner (EL):

Materials and supplies as needed for parent engagement and meetings.

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

African American (AA):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1
- Planning and sub release time SST/TST/behavior meetings.
- Specific monitoring for AA group of students to ensure equity in instruction and data.

English Learner (EL):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1
- Planning adn sub release time SST/TST/behavior meetings.
- Specific monitoring for EL group of students to ensure equity in instruction and data.

Students with Disabilities (SWD):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1
- Planning adn sub release time SST/TST/behavior meetings.
- Specific monitoring for SWD group of students to ensure equity in instruction and data.

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

African American (AA):

- Consistency and Integration: Adequate planning time allows educators to integrate SEL into the daily curriculum consistently. This ensures that SEL principles are woven into various subjects and activities, creating a

cohesive learning environment¹.

- Professional Development: Planning time provides opportunities for teachers to engage in professional development focused on SEL. This helps them acquire the necessary skills and knowledge to effectively teach and model SEL competencies
- Collaborative Efforts: It enables teachers and staff to collaborate and share best practices, strategies, and resources. This collaboration fosters a unified approach to SEL, ensuring that all students receive consistent support
- Data-Driven Decisions: Planning time allows educators to review and analyze data related to students' social-emotional needs. This data-driven approach helps in identifying trends, setting goals, and tailoring interventions to meet the needs of all students
- Data monitoring of AA group of students to ensure equitable practices of instruction.

English Learner (EL):

- Consistency and Integration: Adequate planning time allows educators to integrate SEL into the daily curriculum consistently. This ensures that SEL principles are woven into various subjects and activities, creating a cohesive learning environment¹.
- Professional Development: Planning time provides opportunities for teachers to engage in professional development focused on SEL. This helps them acquire the necessary skills and knowledge to effectively teach and model SEL competencies
- Collaborative Efforts: It enables teachers and staff to collaborate and share best practices, strategies, and resources. This collaboration fosters a unified approach to SEL, ensuring that all students receive consistent support
- Data-Driven Decisions: Planning time allows educators to review and analyze data related to students' social-emotional needs. This data-driven approach helps in identifying trends, setting goals, and tailoring interventions to meet the needs of all students
- Data monitoring of EL group of students to ensure equitable practices of instruction.

Students with Disabilities (SWD):

Planning time for Tier 1/Overall planning time for Tier 1 walks.

- Consistency and Integration: Adequate planning time allows educators to integrate SEL into the daily curriculum consistently. This ensures that SEL principles are woven into various subjects and activities, creating a cohesive learning environment¹.
- Professional Development: Planning time provides opportunities for teachers to engage in professional development focused on SEL. This helps them acquire the necessary skills and knowledge to effectively teach and model SEL competencies
- Collaborative Efforts: It enables teachers and staff to collaborate and share best practices, strategies, and resources. This collaboration fosters a unified approach to SEL, ensuring that all students receive consistent support
- Data-Driven Decisions: Planning time allows educators to review and analyze data related to students' social-emotional needs. This data-driven approach helps in identifying trends, setting goals, and tailoring interventions to meet the needs of all students
- Data monitoring of SWD group of students to ensure equitable practices of instruction.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Students will taught explicitly all rules and know guidelines for success in all common areas. They will model and display this behavior. This will be monitored through behavior entries and observations. Outcome, students will show an increase in favorable responses on culture and climate survey from year to year.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. All students follow school and classroom rules. They are taught SEL skills consistently at a minimal of weekly. Teachers are trained and use effective SEL strategies to respond to misbehaviors. Outcome, students will show an increase in favorable responses on culture and climate survey from year to year.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Students possess the necessary SEL skills and strategies, as outlined by CASEL, to effectively respond to their SEL needs. They are able to regulate their emotions and behaviors and increase their social awareness. Teachers are effectively using CASEL competencies to address all behaviors. As a result, we anticipate an increase in SBAC scores in both ELA and Math in DFS.

Action 2 :

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.

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 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.

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.

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.

English Learner progress is red for EL progress

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.

Student Groups

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

Students with Disabilities (SWD):

African American (AA):

English Learner (EL):

Socio-economically Disadvantaged (SED):

Materials and supplies for parent engagement meetings.

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

African American (AA):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1
- Planning and sub release time SST/TST/behavior meetings.
- AA group will be monitored through TST.

English Learner (EL):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1

- Planning and sub release time SST/TST/behavior meetings.
- EL will be monitored through TST.

Students with Disabilities (SWD):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.
- PL for teachers to develop and strengthen SEL Tier 1
- Planning and sub release time SST/TST/behavior meetings.
- SWD will be monitored through TST.

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

African American (AA):

- Site funded 8 hour RCA
- incentives for positive behavior rewards.
- Materials and supplies to support with teacher planning and PLC implementation of SEL strategies/focuses.
- Materials and supplies for SEL assemblies.

Students with Disabilities (SWD):

- PL for teachers to develop and strengthen SEL Tier 1
- Planning and sub release time SST/TST/behavior meetings.

English Learner (EL):

A Restorative Classroom Assistant (RCA) will be funded to as a crucial role in supporting Social-Emotional Learning (SEL) through various strategies:

- ??Targeted Interventions: RCAs can provide targeted SEL interventions for students who need additional support beyond universal Tier 1 strategies. This includes small group sessions focused on specific skills like emotional regulation, conflict resolution, and social skills.
- ??Individualized Support: For Tier 3 students, RCAs can offer one-on-one support tailored to the individual needs of each student. This personalized approach helps address specific challenges and promotes positive behavior changes.
- ??Building Relationships: RCAs can foster strong, trusting relationships with students, which is essential for effective SEL. By creating a safe and supportive environment, RCAs help students feel valued and understood, which can improve their overall well-being and engagement.
- ??Monitoring Progress: RCAs can track the progress of students receiving Tier 2 and Tier 3 supports, using data to adjust interventions as needed. This ongoing monitoring ensures that the support provided is effective and responsive to the students' evolving needs.
- ??Collaboration with Staff: RCAs work closely with teachers, counselors, and other school staff to coordinate SEL efforts. This collaboration ensures a consistent approach to SEL across different settings and helps integrate SEL into the broader school culture.

In addition TST will support in response to SEL needs through progress monitoring of interventions for students identified needing tier 2/3.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We expect to see Improved Identification and Support: Students who need additional SEL support will be accurately identified through universal screenings and data analysis. This information will be used to determine appropriate interventions to match their needs. Outcome monitored by admin and teachers.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We want to see enhanced Emotional Regulation: Students receiving Tier 2 and Tier 3 supports will develop better emotional regulation skills. This can lead to a decrease in disruptive behaviors and an increase in positive interactions with peers and teachers. Strengthened Relationships: The focus on building social-emotional skills will help students form stronger relationships with their peers and educators. This creates a more supportive and inclusive school environment. Data-Driven Adjustments: Regular monitoring and progress tracking will allow teachers/staff to make data-driven adjustments to interventions. This ensures that the support provided is effective and responsive to students' needs. Outcome will measure by favorable response on culture and climate survey. Monitored by admin and teacher.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Positive School Climate: As students' SEL needs are addressed, the overall school climate can improve. A positive school climate fosters a sense of safety, belonging, and respect among students and staff Increased Student Engagement: With targeted SEL interventions, students are likely to become more engaged in their learning environment. They may show improved attendance, participation, and overall enthusiasm for school Outcome will measure by favorable response on culture and climate survey and DFS on SBAC for ELA and math. Monitored by admin and teacher.

Action 3 :

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.

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

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.

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.

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.

English Learner progress is red for EL progress

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.

Student Groups

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

Students with Disabilities (SWD):

Materials and supplies for parent meetings.

African American (AA):

Materials and supplies for parent meetings.

English Learner (EL):

Materials and supplies for parent meetings.

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

Students with Disabilities (SWD):

Materials and supplies to encourage positive attendance.

Incentives for students to improve attendance.

Materials and supplies in the classroom for lesson planning, student needs and supports.
SEL supplies for SWD in TST to offer as part of interventions and programs to increase attendance rates.

African American (AA):

Materials and supplies to encourage positive attendance.
Incentives for students to improve attendance.
Materials and supplies in the classroom for lesson planning, student needs and supports.
SEL supplies for AA group in TST to offer as part of interventions and programs to increase attendance rates.

English Learner (EL):

Materials and supplies to encourage positive attendance.
Incentives for students to improve attendance.
Materials and supplies in the classroom for lesson planning, student needs and supports.
SEL supplies for EL students TST to offer as part of interventions and programs to increase attendance rates.

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

Schoolwide Monitoring: The Targeted Support Team and IS will monitor SED students schoolwide to improve attendance.

- Early Identification and Intervention: By regularly monitoring attendance data, TST will identify students who are at risk of chronic absenteeism and intervene early. This allows for timely support and prevents patterns of absenteeism from becoming entrenched.
- Data-Driven Decision Making: Monitoring attendance can be used to understand trends and identify specific groups of students who may need additional support. Data informed interventions to address the unique needs of different student populations.
- Engaging the School Community: A comprehensive monitoring system comprising of entire school community, including teachers, administrators, and support staff. This collective effort ensures that everyone is aware of attendance issues and works together to address them.

Tier 2 (T2) Students: Identified T2 students will receive interventions established and assigned by the Targeted Support Team.

- Addressing Barriers to Attendance: Monitoring by TST will help identify barriers that prevent students from attending school, such as transportation issues, health problems, or family challenges. TST team can then work to provide resources and support to overcome these barriers.

Tier 3 (T3) Students: Identified T3 students will be monitored through SST and parent meetings, with additional support from CWAS and district resources.

Students with Disabilities (SWD):

Monitored through TST for attendance.

African American (AA):

Monitored through TST for attendance.

English Learner (EL):

Monitored through TST for attendance.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Include how these outcomes will be measured and who will monitor them. TST systems of support to establish agenda and weekly checks for monitoring student attendance. Protocols are establish and baseline Outcomes will be monitored by admin, teacher and support staff.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Systematic response will be given to monitor attendance data. Team will address issues and inequities in data and make recommendations for interventions that are appropriate and match student needs. These students will be monitored closely through 6-8 week cycles and exit or continue depending on data. Expected outcome is improved attendance overall by 2-3 percent by the end of the first semester. Outcomes monitored by admin and teachers.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Systematic response will trigger immediate support and appropriate interventions to match the needs of students. Students/families will feel that school is a valuable place where they trust and send their students to be safe and learn. Continual support of students who are identified as T3 wil decrease with shift of mindset and intervention response. Outcome will be increase ELA and Math as measure by DFS on SBAC. Outcomes monitored by admin and teachers.

2025-2026 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
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7915		60,580.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2085		15,957.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		22,414.00

\$103,951.00

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

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	95 %	94.5 %	2024-2025	95.6 %

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

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

The problem of practice identified through the metrics listed is maintenance and continual growth of favorable responses as measured by staff culture and climate survey.

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

- Limited time build culture through staff events due to different meeting times and events.
- Challenges to relationship building activities with staff due to newer staff.
- Mental models of how healthy culture can support a thriving academic setting.

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.

We will continue to explore other teams such as ILT and School CCT to create opportunities where teachers and staff can collaborate and build healthy relationships.

In addition, a staff survey to solicit ideas for onboarding activities to introduce newer staff members to the culture and way of Easterby.

Continual reminders and messaging will be implemented by admin and ILT around SEL relationship skills and growth mindset around culture and community.

Section B: Investigation

Section B: Investigation

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

Action 1: Culturally proficient approach to relationship building

Fully Implemented

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

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

Action 1: Culturally proficient approach to relationship building

Effective

Teachers and staff engaged in I3 professional learning through I3 and UDL.

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

Continue actions as indicated.

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:

All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.

Overall, we will be measuring this with Culture and climate

ELAC:

All data and recommendations were shared with the ELAC. The feedback included more opportunities to increase academic engagement through tutoring and clubs.

The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Some suggestions include creation of clubs that are in alignment

Staff:

All data and actions were reviewed by staff. The staff emphasized the importance and priority of planning time. The feedback included support and training in topics that will meet the diverse needs of staff and current experience of staff. They also highlighted the need for writing training next year and expressed interest in continued learning in Universal Design for Learning (UDL).

Overall, we will be measuring this with Culture and climate

survey and present to team during SSC meetings

with student interest.

Overall, we will be measuring this with Culture and climate survey and present to team during SSC meetings

survey and present to team during ILT and staff meetings

Action 1 :

Staff Engagement

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 opportunities to build community and relationships. This work will be grounded in equity work and creation of inclusive practices to ensure that staff actions reflect the diversity of our Easterby community.

Easterby will focus on increasing recruitment and intention of staff reflecting the diversity of the community.

- Provide professional Learning Opportunities for Cultural Proficiency Training ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Tiger to organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.
- Staff appreciation meals and activities Incentives including spirit wear
- Staff team building events such as Wonder Valley "Check Ins" with staff members Staff planning and participating in cultural assemblies and rallies

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

All staff will receive professional learning based in Universal Design for Learning 3.0 framework in order to ensure that the experience students have at Easterby reflect their diverse needs and supports all and each student in meeting their goals. Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other Student Centered and Real-World Learning:

- Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events

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.

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.

English Learner progress is red for EL progress

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?

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

Student Groups

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

No monies in this action from 3010.

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

- Materials and supplies to promote student engagement/staff engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear Funding for staff events

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

- Planned events throughout the year to support staff engagement and morale.
- Current UDL PL being implemented and expansion to k-2 in the next year.
- Staff potlucks, contests and SEL messages to practice self-care and build community.
- SEL checks/chats with teachers/staff

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. In the short term, staff engagement practices will increase employee morale and build relationships. We expect that staff will feel safe and develop social belonging and joy for their work in carrying out the mission of the school. Outcomes measured by Fall Staff Climate survey and monitored by admin team.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. In the medium term, staff engagement practices will increase employee morale and build relationships. We will have a community of belonging where all staff feel belonged. They will take the initiatives to lead and solve problems they see. Engagement in community events attendance will increase year over year and staff feel safe to provide feedback on school policies, procedures and professional needs. Outcomes measured by Fall Staff Climate survey and monitored by admin team.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Long-term impact will be: 1. Improved Student Outcomes: Engaged and motivated teachers are more likely to create dynamic and effective learning environments, leading to better academic performance and social development for students. 2. Higher Staff Retention: When staff feel valued and supported, they are more likely to stay at the school, reducing turnover and maintaining continuity for students. 3. Enhanced School Culture: A positive and collaborative atmosphere among staff can foster a sense of community and belonging, making the school a more enjoyable place for both staff and students. 4. Professional Growth: Ongoing professional development and feedback opportunities help staff to continuously improve their skills and stay current with educational best practices. 5. Increased Innovation: Engaged staff are more likely to contribute new ideas and approaches, leading to innovative teaching methods and school programs. 6. Better Parent and Community Relationships: When staff are engaged and positive, it reflects in their interactions with parents and the community, building stronger partnerships and support for the school. Outcomes measured by growth from distance from standard. Outcomes monitored by Principal and teachers.

2025-2026 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	5,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for extra time-events	15,526.00

\$20,526.00

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

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

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	86.2 %	90 %	2024-2025	91.1 %

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

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

Problem of Practice: Lack of Parent Engagement

Despite our efforts to foster a welcoming and inclusive school environment, recent results from the Family Climate and Culture Survey indicate a lack of parent engagement. This issue is critical as active parent involvement is essential for student success and overall school improvement. The survey results highlight only 86% of parents answered favorably to this question.

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

Several factors can contribute to a lack of parent engagement in schools, as indicated by family climate and culture surveys. Here are some major causes:

Lack of Time:

Many parents have demanding work schedules and other commitments that limit their availability to participate in school activities¹.

Limited Knowledge and Skills:

Some parents may feel they lack the knowledge or skills to help with their children's schoolwork, especially as it becomes more specialized².

Cultural and Socioeconomic Differences:

Cultural or socioeconomic differences can create barriers to engagement. Parents from diverse backgrounds may feel disconnected or unwelcome in the school community¹.

Language Barriers:

Language differences between parents and school staff can hinder effective communication and involvement¹.

Perceptions of School Environment:

Parents' attitudes towards the school, including perceptions of staff attitudes and the overall school climate, can influence their willingness to engage¹.

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.

Several factors can contribute to a lack of parent engagement in schools, as indicated by family climate and culture surveys. Here are some major causes:

Lack of Time:

Many parents have demanding work schedules and other commitments that limit their availability to participate in school activities¹.

Limited Knowledge and Skills:

Some parents may feel they lack the knowledge or skills to help with their children's schoolwork, especially as it becomes more specialized².

Cultural and Socioeconomic Differences:

Cultural or socioeconomic differences can create barriers to engagement. Parents from diverse backgrounds may feel disconnected or unwelcome in the school community

Language Barriers:

Language differences between parents and school staff can hinder effective communication and involvement¹.

Perceptions of School Environment:

Parents' attitudes towards the school, including perceptions of staff attitudes and the overall school climate, can influence their willingness to engage

Section B: Investigation

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

Action 1: Community Engagement Fully Implemented

- The action was **Fully Implemented** - while we still do not have as much participation as we want, we have implemented everything that was planned.

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

Action 1: Community Engagement Effective

- The actions were ~~Effective~~- The Fall Climate & Culture survey shows that parents feel engaged. We had multiple opportunities for parent to be engaged on campus. We expect to see a favorable increase next year.

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

We will strengthen our efforts to increase parent participation by providing more incentives for our parents to attend our meetings. Utilizing FUSD's "Success Together strategy, aimed at fostering collaboration and partnership between families, educators, and the community to improve student outcomes and overall well-being, we will provide training to our HSL and Office Assistant in strategies on parent outreach. Seeking feedback from current parents are big community events will help us design meeting/engagement activities to better support our community. In addition to this

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:

All data and actions were reviewed with the School Site Council (SSC). The feedback emphasized the need to increase parent awareness of student progress by revisiting parent meeting protocols and recruiting parents for engagement. Some suggestions include revisiting and implementing a Home-School Liaison (HSL) for the Hmong community, if possible.

Overall, we will be measuring this with Culture and climate survey and present to team during SSC meetings

ELAC:

All data and recommendations were shared with the ELAC. The ELAC advisory emphasized the importance of increasing student engagement through clubs and other enrichment activities.

Other engagement activities were also offered as ideas to try for the coming year.

Overall, we will be measuring this with Culture and climate survey and present to team during ELAC meetings

Staff:

All data and actions were reviewed by staff. The staff emphasized the importance of parent engagement and gave feedback on how we can be more inclusive with messaging and events.

Overall, we will be measuring this with Culture and climate survey and present to team during SSC meetings

Action 1 :

Community Engagement

Action Details:

Building positive relationships between an elementary school and its community is essential for creating a supportive and inclusive environment. Strategies to keep community engaged include:

Open Communication:

Regular Updates: Keep parents and community members informed through newsletters, emails, and social media updates via Classdojo, Parentsquare and flyers home.

Two-Way Communication: Encourage feedback and suggestions from parents and community members to foster a sense of involvement.

Community Events:

Cultural Celebrations: Host events that celebrate the diverse cultures within the community, such as potluck dinners and cultural fairs throughout the year

Family Nights: Organize family-oriented events like movie nights, game nights, and reading nights to bring the community together

Partnerships with Local Organizations:

Collaborate with Local Businesses: Partner with local businesses for sponsorships, donations, and volunteer opportunities

Engage Community Groups: Work with community organizations, such as libraries, colleges, and social agencies, to offer programs and resources for students and families².

Volunteer Opportunities:

Parent Volunteers: Create opportunities for parents to volunteer in classrooms, at events, and on school committees

Community Service Projects: Involve students and families in community service projects to build a sense of responsibility and connection³.

Inclusive Environment:

Welcoming Atmosphere: Ensure the school environment is welcoming and inclusive for all families, regardless of their background

Cultural Competence: Provide training for staff to understand and respect the diverse cultural backgrounds of students and their families

Educational Workshops:

Parent Workshops: Offer workshops to help parents support their children's learning at home, covering topics like literacy, math, and social-emotional development. These workshops will be presented by HSLs and admin based on topics of current interest and

Community Education: Provide educational opportunities for community members, such as adult education classes and language courses

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

- 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.

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.

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 mid level in areas of ELA and in the area Math. English Learner Progress is in red.

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

Title 1 funds tied to this action include materials and supplies allocated for parent engagement and meetings.

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.

Student Groups

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

English Learner (EL):

With Title I funds we plan to support this action by purchasing materials and supplies allocated for parent engagement and meetings.

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

English Learner (EL):

Materials and supplies for parent engagement meetings, community events and marketing cost associated with outreach.

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

English Learner (EL):

?Monthly ELAC meetings hosted at several different times of the day. Meetings will include current topics which are relevant to success and parent participation in their child's academic journey. In addition to this, a back to school orientation will be considered for incoming new Kinder students to onboard parents to school community and planning hours for teachers to support with this.

Progress Monitoring: Outcomes

Reasoning for using this action

☐

Strong Evidence

☒

Moderate Evidence

☐

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. Short term goals will include creation of a calendar of all community events throughout the year. The events will be categorized and topics will be focused on current needs. We will develop a system of feedback to collect data to inform future meetings. Outcomes measured by meeting participation. 50% of parents will attend BTS night. Parent meetings in quarter 1 will exceed participation as compared to 24/25 attendance by 20%.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Mid term goals will include maintaining community events throughout the year. The events will be categorized and topics will be focused on current needs. System of feedback will inform current topics and formats for meetings. Consider different places and mulitple formats to meet needs of parents. Outcomes measured by meeting participation. Parent meetings in quarter 2/3 will exceed participation as compared to 24/25 attendance by 30%.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. System of feedback from parent engagement and community to inform best practices and engagement strategies in place at Easterby. Community partnerships are a part of the fabric of school and their resources add to an enriching educational environment for all students. This outcome will be measured by parent attendance at meetings, increase year over year by 10%., parent climate survey and student culture survey.

2025-2026 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 Engagement *No Food or Incentives*	2,208.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	4,449.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Engagement	4,336.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage			Mileage HSL	750.00

\$11,743.00

2025-2026 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	Bks & Ref			Reflex/frax	4,992.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Planning	15,001.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Teacher PLC planning	15,001.00
G1A1	Sup & Conc	Instruction	Bks & Ref			PL books	500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Tier 1 Materials/Supplies	15,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials Supplies	7,500.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	16,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Write Tools, LLC : Write Tools Training	12,000.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			: Achieve3000	6,476.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : CTFF for RTI	62,500.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			SST/IEP	4,498.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			CT	15,001.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Achieve3000	10,500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS, University of Oregon : MClass Dibels	11,000.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows RTI	4,000.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	11,390.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs ELD planning/walks	4,003.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	7,500.00
G2A1	Sup & Conc	Instruction	Direct Trans			Field Trips	500.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	5,000.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7915		60,580.00
G3A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2085		15,957.00
G3A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		22,414.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials/supplies	5,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Support for extra time-events	15,526.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Engagement *No Food or Incentives*	2,208.00
G5A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	4,449.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Parent Engagement	4,336.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Milegag HSL	750.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$76,176.00
Sup & Conc	7090	\$237,282.00
LCFF: EL	7091	\$47,124.00
Grand Total		\$360,582.00

\$360,582.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$216,362.00
G2 - Expand student-centered and real-world learning experiences	\$8,000.00
G3 - Increase student engagement in their school and community	\$103,951.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$20,526.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$11,743.00
Grand Total	\$360,582.00