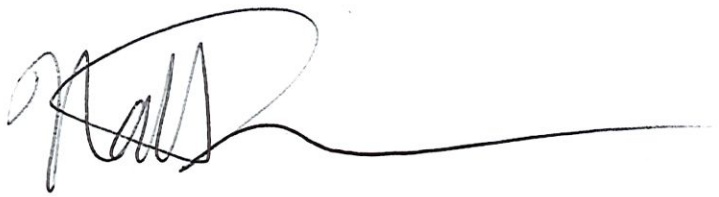
Easterby Elementary

10621666006191

Principal's Name: Nancy Her

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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School Site Council (SSC)	*Members list*
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Budget	*Site Allocations*
School Quality Review Process	• *Needs Assessment: Data Analysis and identification of needs and goals* • *Actions designed to meet needs and targeted goals* • *Budget allocations and planned expenditures*
Additional Documents	*SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum*

District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

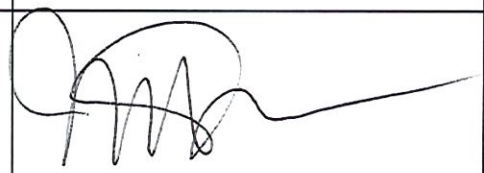
The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures 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. Vice Chairperson–=Roy (Richard) May		X			
4. SSC Secretary-Phil Gimbarti		X			
5. Winifred Macias-Parent				X	
6. Jade Xiong-Parent				X	
7. Roubina Tertsagian-Parent				X	
8. Maria Torres-Parent				X	
9. Debra Gearhart-Other Staff			X		
10.					
11.					
12.					
13.					
14.					
15.					

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

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**		**4/14/26**
SSC Chairperson	**Ana Hernandez**		**4/14/26**

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

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

FY 2026/27

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	$79,212	*
7090	LCFF Supplemental & Concentration	$222,720	
7091	LCFF for English Learners	$41,860	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$343,792**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$2,296
	Program Budget	$76,916
	Total Title I Allocation	$79,212

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Easterby Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		12.7 %	2024-2025	**13.8 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		43.2 %	2024-2025	**44.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		21.9 %	2025-2026	**23 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.1 %	2025-2026	**45.2 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		24.3 %	2025-2026	**25.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.1 %	2025-2026	**58.2 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		32.8 %	2025-2026	**33.9 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		40.5 %	2025-2026	**41.6 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		47.4 %	2025-2026	**48.5 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		39.1 %	2025-2026	**40.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		59.3 %	2025-2026	**60.4 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		24.5 %	2025-2026	**25.6 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	-14.9 pts	-36 pts	2024-2025	**-21 pts**
Goal 1	SBAC ELA - Average distance from standard (Students w/ Disabilities)		-113.2 pts	2024-2025	**-98.2 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		36.5 %	2024-2025	**41.5 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-18.1 pts	-33.3 pts	2024-2025	**-18.3 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-122.8 pts	2024-2025	**-107.8 pts**

Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		42.6 %	2024-2025	**47.6 %** ↑
Goal 2	Chronic Absenteeism - (Asian)		22.3 %	2024-2025	**21.7 %** ↓
Goal 2	Chronic Absenteeism - (English Learner)		22.9 %	2024-2025	**22.3 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	31.9 %	24.5 %	2025-2026	**23.9 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	91.1 %	93 %	2025-2026	**94.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	95.6 %	96 %	2025-2026	**97.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	**88 %** ↑
Goal 2	Suspension Rate (ALL) Semester 1	5.47 %	3.9 %	2025-2026	**3.57 %** ↓

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

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

Easterby Elementary School is experiencing persistently low student performance in both literacy and mathematics across grades Kindergarten through 6th. Current benchmark assessments, classroom-based measures, and state testing data indicate that a significant percentage of students are performing **below grade level** in foundational reading skills, reading comprehension, number sense, and grade-level mathematical reasoning. These gaps are most pronounced among English Learners, students with disabilities, and students from socioeconomically disadvantaged backgrounds.

Across all grade levels, too many students are entering each new school year without mastering prior-grade essential skills, resulting in **cumulative learning gaps** that widen over time. Early grade literacy data show that many students are not meeting expected proficiency in phonemic awareness, phonics, and fluency, which limits their ability to access grade-level text in upper grades. Similarly, math data reflect ongoing challenges with conceptual understanding and multi-step problem solving, beginning in the primary grades and persisting into intermediate grades.

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

During the 2025–2026 school year, Easterby Elementary has experienced an increase in student suspension rates compared to previous years. This upward trend indicates growing challenges in maintaining a positive, supportive school climate and suggests that existing behavior-intervention systems may not be effectively meeting students' needs. The rise in suspensions disproportionately affects specific grade levels and student groups, which underscores the need for a deeper analysis of root causes and more proactive, restorative approaches to behavior management. Addressing this issue is essential to ensuring equitable student outcomes, improving school culture, and supporting both staff and student success.

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

1. Inconsistent implementation of Tier 1 instructional practices

Teachers are using a variety of instructional approaches, but not all are aligned to evidence-based literacy and math frameworks. This results in uneven instructional quality across classrooms and grade levels.

2. Limited use of PLC time to deeply analyze student work and data

PLCs meet regularly, but teams are not consistently using cycles of inquiry to review student work, identify misconceptions, or plan targeted instructional responses tied to essential standards.

3. Need for stronger alignment on essential standards and success criteria

Grade-level teams have identified standards, but instruction, assessments, and tasks are not always tightly aligned. Students are not consistently provided with clear expectations for proficiency in both literacy and math.

4. Insufficient targeted support within Tier 1 to meet diverse learner needs

Small-group instruction and differentiation vary across classrooms. As a result, students who require scaffolds, enrichment, or targeted reteaching are not consistently receiving it during core instruction.

5. Inconsistent progress-monitoring routines at the Tier 1 level

Teachers collect assessment data, but monitoring cycles are not consistently used to adjust instruction, reteach essential concepts, or group students effectively—especially in early literacy skills and foundational math.

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

1. Inconsistent Implementation of Tier 1 Behavior Expectations

Across classrooms, routines, expectations, and reinforcement systems may not be consistently taught, modeled, or maintained. When students experience varying standards depending on teacher, setting, or time of day, behavior challenges often increase. This inconsistency can lead to more disruptive incidents being escalated to office referrals and, ultimately, suspensions.

2. Limited Access to Effective Tier 2 and Tier 3 Supports

Students who exhibit chronic or escalating behavior may not be receiving timely or intensive interventions such as behavior plans, check-in/check-out systems, counseling, SEL supports, or functional behavior assessments. When early intervention is delayed or insufficient, behaviors can worsen, leading to more exclusionary consequences.

3. Increased Staff Turnover and Capacity Challenges

New or substitute staff may have limited training in classroom management, de-escalation, trauma-informed practices, and PBIS structures. High turnover or vacancies can disrupt relationship-building and weaken the consistency of behavior systems. This can contribute to a rise in incidents that result in suspensions, especially in high-needs classrooms.

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. Need: Strengthen consistency of Tier 1 instruction

Easterby needs consistent implementation of evidence-based literacy and math practices, supported by aligned materials, targeted professional development, and instructional coaching to ensure equitable access for low-performing student groups.

2. Need: Strengthen PLC data analysis and instructional planning

PLC teams need structured protocols, protected collaboration time, and training to analyze student work and progress-monitoring data, ensuring timely identification and support for students performing below grade level.

3. Need: Align essential standards, success criteria, and assessments

Teachers need clear, aligned essential standards, success criteria, and common formative assessments in literacy and math to ensure instructional coherence and provide clarity for English Learners and other disproportionately impacted students.

4. Need: Increase targeted support and differentiation within Tier 1

Classrooms need stronger small-group routines, scaffolded materials, and push-in support to ensure diverse learners—including ELs, students with disabilities, and students below grade level—receive appropriate supports during core instruction.

5. Need: Implement consistent progress-monitoring routines

Teachers need streamlined tools, training, and schedules for progress monitoring to guide reteaching, flexible grouping, and timely intervention, ensuring equitable access to support for students struggling in foundational skills.

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. **Schoolwide alignment and retraining on Tier 1 expectations, routines, and common area procedures.**
   Teachers and support staff need structured professional learning that ensures shared understanding of behavior expectations—including explicit modeling, reteaching cycles, and consistent reinforcement strategies.
2. **A schoolwide system for consistent acknowledgment and corrective feedback.**
   Staff need tools (e.g., matrices, quick-reference guides, common language posters, electronic reinforcement systems) that support consistent use of positive behavior systems.
3. **Increased monitoring of Tier 1 fidelity with data review cycles.**
   Leadership and grade-level teams need regular walkthroughs and behavior data reviews to identify where inconsistencies are occurring and provide targeted staff support.

4. **Supports for disproportionately impacted student groups.**
   Student groups experiencing higher suspension rates (e.g., African American students, students with disabilities, English learners) need:
   - Clear, culturally responsive teaching of expectations
   - Access to predictable routines
   - Restorative practices that build connection and reduce exclusionary consequences
   - Staff trained in culturally responsive and trauma-informed classroom management

Section B:Investigation

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

Professional Learning Community Process for ELA and Math

Partially Implemented

The 2025–26 SPSA is **partially implemented**. Most actions are underway, but several require stronger consistency, monitoring, and support to achieve the intended outcomes. Key barriers include variable instructional implementation, inconsistent use of PLC inquiry cycles, and a need for more structured progress-monitoring routines. Additional coaching, protected collaboration time, and clearer systems for accountability are needed to ensure full implementation in the remainder of the school year.

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

Fully Implemented

RTI Tier 3 literacy intervention for K–6 was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended, providing intensive, skill-specific support to the school's most at-risk readers and ensuring equitable access to intervention across all student groups.

English Language Development

Fully Implemented

ELD was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended, providing intensive, skill-specific support to the school's most at-risk readers and ensuring equitable access to instruction across all sgrade levels.

Student Engagement

Fully Implemented

Student Engagement Action for K–6 was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended, providing opportunities for students to engage in their school and community.

Social Emotional Tier I

Partially Implemented

SEL Tier 1 intervention for K–6 was partially implemented. Most actions are underway, but several require stronger consistency, monitoring, and support to achieve the intended outcomes. Key barriers include variable instructional implementation, inconsistent use of GVC, inquiry cycles, and a need for more structured progress-monitoring routines. Additional coaching, protected collaboration time, and clearer systems for accountability are needed to ensure full implementation in the remainder of the school year.

Social Emotional Tier II and Tier III

Fully Implemented

SEL Tier 1 intervention for K–6 was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended, providing intensive, skill-specific support to the school's most at-risk readers and ensuring equitable access to intervention across all student groups.

Attendance Intervention Tier I, Tier II, and Tier III

Partially Implemented

Attendance tier 1/2/3 intervention for partially i**mplemented.** Most actions are underway, but several require stronger consistency, monitoring, and support to achieve the intended outcomes. Additional coaching, protected collaboration time, and clearer systems for accountability are needed to ensure full implementation in the remainder of the school year.

Staff Engagement

Fully Implemented

Staff Engagement was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended.

Community Engagement

Fully Implemented

Community Engagement was **fully implemented** and met all planned action steps, timelines, and fidelity expectations. The system functioned as intended.

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

Professional Learning Community Process for ELA and Math

Partially Effective

The PLC process demonstrated *partial* effectiveness in improving instructional alignment and supporting data-driven decision-making in ELA and Math. Teachers engaged in collaborative conversations regarding standards, formative assessment data, and instructional strategies; however, the overall impact on student outcomes was limited due to **restricted PLC time and constrained professional learning cycles resulting from contractual limitations**.

Although teams made progress in norming expectations and analyzing student work, the limited duration and frequency of PLC meetings reduced the depth of inquiry possible. As a result, teachers had fewer opportunities to engage in the full PLC cycle (identify essential standards, analyze data, plan instruction, implement strategies, and reassess). This also restricted the ability to consistently monitor and adjust interventions.

Student achievement data shows incremental gains rather than the accelerated improvements anticipated. Trends suggest that when PLC discussions occurred with consistency, instructional alignment strengthened; however, inconsistent meeting structures prevented the strategy from realizing its full effectiveness.

Because the action improved collaboration and some data-driven decision-making—but did not fully achieve expected outcomes due to time constraints—the action is best categorized as **Partially Effective**.

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

Effective

This action was **Effective** based on student outcome data, implementation fidelity, and staff feedback related to RTI and MTSS structures. A master schedule was developed and implemented to ensure dedicated intervention time for all grade levels, resulting in consistent access to targeted supports. Schoolwide systems supported timely identification of students in need of intervention, and data was monitored and shared with teachers **quarterly**, strengthening the coherence of instructional decision-making.

Student progress indicators show that **students receiving targeted RTI supports made measurable gains**, demonstrating a positive correlation between the MTSS structures and academic improvement. Intervention groups were formed using multiple data sources, and the systematic progress-monitoring schedule allowed teachers to adjust instruction in a timely manner.

The MTSS team contributed to a **systemic response**, ensuring students' needs were addressed at all tiers through collaboration, data analysis, and shared accountability. As a result, the school demonstrated improved consistency in identifying students for support, tracking progress, and delivering interventions aligned to student needs.

Because intervention time was protected through the master schedule, structures were implemented consistently, and data-driven instructional responses led to observable student growth, this action is rated **Effective**.

English Language Development

Effective

This action was **Effective** based on the implementation of consistent structures that improved coherence, instructional alignment, and monitoring of English Learner progress. A dedicated ELD committee met regularly to review instructional practices, monitor student data, and ensure a systematic response to the needs of EL students. Through these meetings, staff analyzed ELPAC results and other formative data to identify focus students and adjust instruction to target specific language domains.

Quarterly **ELD instructional walk cycles** were conducted to calibrate expectations and strengthen shared understanding of high-quality designated and integrated ELD instruction. These walk cycles created ongoing opportunities for teachers and site leadership to observe, provide feedback, and collaboratively refine instructional practices. Findings from walk cycles were used to guide professional learning and support consistent implementation across classrooms.

The ELD team also reviewed district **scope and sequence guidance** to ensure instruction aligned with district expectations, the ELD standards, and language development progressions. This alignment ensured that instructional planning was cohesive and responsive to the language demands of the curriculum.

Because ELD structures were implemented with fidelity, data for EL students was monitored consistently, instructional calibration occurred quarterly, and teachers used ELPAC data to inform targeted instruction, the action is rated **Effective**.

Student Engagement

Effective

This action was **Effective** due to consistent structures and intentional efforts that increased student connection, belonging, and participation throughout the school year. Student engagement events were planned and implemented on a regular basis, with weekly activities focused on building community and fostering positive relationships among students and staff. These ongoing opportunities helped reinforce a welcoming school climate where students felt recognized and valued.

Restorative practices, including structured restorative talks and community circles, were used to address social-emotional learning (SEL) topics and build students' self-awareness, communication skills, and peer connections. Students demonstrating positive behavior, engagement, and contributions to the school community were acknowledged and celebrated, reinforcing prosocial behaviors and improving overall campus culture.

Additionally, the school held cultural celebration events throughout the year that reflected and honored the diverse backgrounds of students. These events contributed to a stronger sense of identity, respect, and inclusion, further supporting student engagement and belonging.

Because engagement events were consistent, culturally grounded, and aligned with SEL and restorative practices—and because students demonstrated increased participation and positive behavior—the action is rated **Effective**.

Social Emotional Tier I

Effective

This action was **Effective** due to consistent schoolwide implementation of Tier 1 SEL structures, curriculum, and expectations. Through the leadership of the Culture and Climate Team, the **Second Step curriculum** was delivered across all grade levels, from Kindergarten through 6th grade. This ensured a shared SEL foundation and common language for emotions, problem-solving, self-regulation, and relationship-building.

Multiple **SEL classroom walkthroughs** were conducted throughout the school year, and observations showed strong fidelity to Tier 1 SEL practices. Evidence included active use of **common corners/safe corners**, daily routines that supported emotional check-ins, and adherence to the recommended components of the Second Step lessons. Teachers consistently implemented the strategies, indicating that SEL expectations were well understood and embedded into daily instruction.

Schoolwide systems—such as **Guidelines for Success**, community expectations, and positive behavior routines—were fully established and consistently practiced. Observations confirmed that students clearly understood school rules, expectations, and safety procedures. These structures contributed to a positive and predictable learning environment, reinforcing the school's broader climate and culture goals.

Because SEL Tier 1 curriculum was implemented with fidelity, walkthrough data confirmed consistent classroom practices, and schoolwide climate structures were clearly visible and functioning effectively, this action is rated **Effective**.

Social Emotional Tier II and Tier III

Partially Effective

This action was **Partially Effective** due to the significantly increased behavioral and social-emotional needs observed among early learners this school year. Transitional Kindergarten through 2nd grade experienced an unusually high number of students requiring Tier 2 interventions and Tier 3 intensive supports. Many students demonstrated substantial needs in foundational SEL competencies, including self-regulation, communication, and problem-solving.

As a result, previously established Tier 2 and Tier 3 systems and structures—while in place—were not sufficient to meet the scale and intensity of need. Intervention teams experienced delays in response time because Tier 3 behaviors, particularly in TK through 2nd grade, required immediate and ongoing support that exceeded available staffing and capacity. This resulted in challenges in delivering timely interventions and providing consistent follow-up for students with the most intensive needs.

The increased demand led the site to analyze and re-evaluate its current Tier 2 and Tier 3 systems to better triage student needs, prioritize cases, and determine where adjustments were required. While support teams worked diligently to respond, the level of need outpaced current structures. However, the reflection and adjustment process initiated this year has laid the groundwork for strengthening MTSS behavioral supports moving forward.

Because structures existed and were used, but were unable to fully keep up with the high demand for intensive behavioral and SEL supports—particularly in early primary grades—the action is best rated **Partially Effective**.

Attendance Intervention Tier I, Tier II, and Tier III

Partially Effective

This action was **Partially Effective** due to an increase in chronic absenteeism across grade levels, particularly among students demonstrating elevated SEL and behavioral needs. While Tier 1 attendance systems—such as schoolwide messaging, parent communication, and positive attendance incentives—were implemented, these universal supports were not sufficient to address the growing number of students requiring targeted attendance intervention.

A significant portion of absenteeism this year stemmed from students with emerging or ongoing **social-emotional and behavioral challenges**, especially in the early primary grades. These needs often contributed to school avoidance, inconsistent attendance, or difficulty transitioning to the school environment. As a result, Tier 1 strategies alone could not fully mitigate attendance barriers.

The increase in chronic absenteeism highlighted the need for **stronger collaboration through the TST (Teacher Support Team)** and more integrated MTSS processes. Working collaboratively through TST meetings will be essential to triage attendance concerns, identify root causes, and coordinate Tier 2 supports such as check-in/check-out, family outreach, individualized plans, and SEL interventions.

Because Tier 1 systems were implemented but were not sufficient to counter the rise in chronic absenteeism driven by elevated SEL needs, the action is best rated **Partially Effective**.

Staff Engagement

Effective

This action was **Effective** because staff engagement remained strong throughout the school year, supported by consistent structures that promoted collaboration, shared decision-making, and a positive workplace climate. Regular opportunities for staff to participate in team meetings, committees, and schoolwide initiatives helped build a sense of ownership and collective responsibility for student success.

The site prioritized creating an environment where staff felt supported, informed, and valued. Ongoing communication, collaborative planning structures, and intentional morale-building activities contributed to stable engagement levels. Staff feedback and participation rates across committees and school events demonstrated that employees were invested in school goals and were willing partners in implementing MTSS, SEL, academic, and climate initiatives.

Overall, the systems in place enhanced staff connectedness, strengthened professional relationships, and supported a culture where educators could collaborate effectively to meet student needs. Because staff engagement structures were implemented consistently and positively influenced school climate and collaboration, the action is rated **Effective**.

Community Engagement

Effective

This action was **Effective** due to the consistent and meaningful opportunities provided for families to engage with the school community throughout the year. A variety of well-attended events—such as Literacy Nights, Trunk-or-Treat, Math Nights, and Read Across America activities—created multiple entry points for families to connect with staff, celebrate students, and participate in their learning experiences. These events helped build a welcoming and inclusive school environment that encouraged ongoing family involvement.

In addition to in-person events, the school maintained strong digital communication and visibility. Celebrations, highlights, and important information were regularly shared through **ClassDojo**, **Instagram**, and **Facebook**, allowing families to remain closely connected even when they could not attend events in person. These platforms helped create a sense of ongoing community by showcasing student achievements, promoting upcoming activities, and reinforcing school pride.

The combination of high-quality in-person events and consistent digital outreach strengthened relationships between families and the school, increased overall engagement, and enhanced transparency and community trust. Because these structures were implemented with fidelity and resulted in active and positive family participation, the action is rated **Effective**.

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

1. Strengthening PLC and Instructional Systems

Due to limited PLC time and an incomplete professional learning cycle this year, next year will include:

- A revised master schedule to **increase dedicated PLC time** for both ELA and Math.
- Improved structures to support **full PLC cycles**: data review, planning, instruction, and reassessment.
- Alignment with district pacing and instructional expectations to enhance consistency across grade levels.

2. Expanding Tier 2 and Tier 3 SEL and Behavioral Supports

Analysis revealed significant SEL needs, especially in TK–2, which overwhelmed existing support systems. In response, next year the school will:

- Increase Tier 2 small-group SEL supports and counseling availability.
- Reconfigure and strengthen crisis response and Tier 3 intervention processes.
- Provide targeted professional development on early childhood SEL and behavior support.
- Establish a triage protocol to prioritize students with the highest needs.

3. Strengthening Attendance MTSS Structures

With chronic absenteeism increasing and influenced by SEL needs, next year will focus on:

- Earlier and more proactive Tier 2 attendance interventions.
- Increased collaboration through the **Targeted Support Team (TST)** to address root causes.
- More consistent monitoring of attendance data to intervene quickly.
- Integrating SEL supports into attendance plans for students showing avoidance behaviors.

4. Enhancing ELD Structures and Instructional Alignment

Although ELD actions were effective, next year will emphasize sustainability and deeper alignment by:

- Increasing the frequency of **ELD instructional walk cycles** for calibration.
- Providing structured planning time for teachers to align lessons with **ELPAC data** and district ELD scope and sequence.
- Strengthening data conversations around EL progress, with a focus on early literacy and language development.

5. Expanding SEL Tier 1 Fidelity and Climate Work

To continue the strong implementation of Tier 1 SEL:

- Additional training for staff to deepen consistent use of Second Step strategies and safe/common corners.
- Increased monitoring of Tier 1 SEL practices to reinforce fidelity across all classrooms.
- More opportunities for schoolwide SEL activities and community-building routines.

6. Continued Focus on Community and Staff Engagement

Since these components were effective, next year will build on strengths by:

- Expanding family engagement events to include academic workshops aligned with school goals.
- Increasing multilingual communication options across social media and ClassDojo.

- Continuing staff engagement initiatives to maintain strong morale, collaboration, and shared ownership.

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:

The **School Site Council (SSC)** will be responsible for monitoring implementation and outcomes. The SSC will review data and metrics on a **quarterly basis**, analyze progress toward goals, and provide input and recommendations. Based on these reviews, the SSC will support adjustments and pivots to strategies, resources, or implementation approaches as needed to ensure continuous improvement and effective impact.

ELAC:

Parents of English Learners will be actively engaged in supporting student learning through meaningful participation in the **English Learner Advisory Committee (ELAC)** and other parent involvement opportunities. ELAC will provide input on ELA instruction, English Learner progress, and programs and services designed to support language development and academic achievement.

Outcomes related to parent involvement will be measured through ELAC meeting participation, sign-in sheets, feedback surveys, and documentation of recommendations made by ELAC. Additional indicators may include parent engagement in workshops, trainings, and school events focused on ELA, literacy development, and strategies to support learning at home.

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 and sub time for baseline screening time during quarterly events.

Action

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

PLC Process At Easterby for Improving Math and ELA

Action Details

Early Literacy

Overview

Easterby Elementary will strengthen its Professional Learning Community (PLC) processes to improve student outcomes in ELA and Math by emphasizing **Teacher Clarity** and the sitewide **Clarity Work** initiative. Grade-level PLCs will engage in ongoing cycles of learning focused on identifying essential standards, developing clear learning intentions and success criteria, aligning instructional practices, analyzing student work and assessment data, and planning targeted interventions and extensions.

PLC Purpose & Process

At Easterby, PLCs will:

1. **Identify Essential Standards**
   Teams unpack ELA and Math priority standards to ensure coherence, depth, and a shared understanding of what mastery looks like.
2. **Develop Teacher Clarity Products**
   PLCs collaboratively generate:
   - **Learning Intentions** (What students should know and be able to do)
   - **Success Criteria** (What successful performance looks/sounds like)
   - **Common Academic Language** to support student access
   - **Exemplar tasks, rubrics, or anchor papers** for clarity in ELA
   - **Worked examples and models** for clarity in Math
3. **Design Common Formative Assessments (CFAs)**
   Teams create or refine CFAs aligned to essential standards and clarity products to monitor learning at multiple points in the instructional cycle.

4. **Analyze Student Data**
   PLCs review CFA results, student work samples, and district assessments (e.g., i-Ready, FASTBridge, HM/IM embedded assessments) to determine:
   - Student proficiency levels
   - Misconceptions or skill gaps
   - Effectiveness of instructional strategies
   - Next steps for individual students and groups
5. **Plan Targeted Instruction**
   PLCs plan:
   - **Targeted reteaching** with high-impact strategies
   - **Differentiated small-group instruction**
   - **Extension opportunities** for students meeting/exceeding standards
   - Opportunities for **academic discourse, writing, and problem-solving**
6. **Monitor Impact and Adjust Practice**
   Teams reflect on results, adjust strategies, and repeat the cycle for continuous improvement.

Specific PLC Actions in ELA & Math

- Unpack essential standards in reading (foundational skills, comprehension), writing, and language.
- Create **learning intentions and success criteria** for key literacy skills and writing genres.
- Develop **common writing rubrics, anchor papers, and exemplars** to define proficiency.
- Use CFAs (running records, reading comprehension tasks, writing on-demand samples) to monitor progress.
- Analyze student talk, written responses, and evidence of comprehension in literacy tasks.
- Plan targeted interventions for decoding, fluency, vocabulary, and comprehension.
- Integrate clarity work into daily literacy routines using “I do, We do, You do” with explicit modeling.

- Unpack essential standards and math concepts from IM and district priority standards.
- Develop **learning intentions and success criteria** that clarify conceptual understanding, procedural fluency, and application.
- Create **models, worked examples, anchor charts**, and academic language frames tied to clarity.
- Implement CFAs aligned to the math unit sequence, checking conceptual understanding before moving to procedural practice.
- Review student work for misconceptions and determine differentiated pathways.
- Plan targeted small-group instruction and intervention lessons using IM routines, math discourse structures, and concrete-representational-abstract strategies.

Teacher Clarity Integration

Across all subjects, Easterby will strengthen teacher clarity through:

- Posting and explicitly teaching **Learning Intentions** and **Success Criteria** daily.
- Using consistent **lesson structures** campus-wide aligned to clarity expectations.

- Ensuring students can **articulate the learning goal, the purpose, and what success looks like**.
- Using student-friendly rubrics, exemplars, and models to guide learning.
- Providing feedback directly tied to success criteria.

Intended Outcomes

Through strengthened PLC processes and clarity work, Easterby aims to:

- Increase the percentage of students meeting or exceeding standards in **ELA and Math**.
- Improve student understanding of learning goals and expectations.
- Increase teacher use of high-impact instructional strategies tied to clarity.
- Strengthen coherent, standards-aligned instruction across all classrooms.

Direct Instructional Services

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

1) **Core/Tier 1 Instruction (All Students)**

- Deliver daily, standards-aligned instruction in ELA and Math using site- and district-adopted materials.
- Implement **Teacher Clarity** (learning intentions, success criteria, exemplars/models) and **UDL** principles to optimize access and engagement.
- Embed academic discourse and structured practice (I do/We do/You do) with frequent checks for understanding.
- Utilize **Write Tools** strategies across content areas to strengthen writing-to-learn and writing proficiency.

Tier 1 Materials & Supplies

- Adopted ELA and Math curriculum (student texts, teacher editions, digital licenses)
- Anchor charts, sentence frames, chart paper, sticky notes, highlighters
- Document cameras, whiteboards, markers, organizational bins
- Copy paper for CFAs, graphic organizers, and writing frames
- Access to **Reflex Math** (or site-licensed math fluency/skills platform)

2) **Targeted/Tier 2 Instruction (Some Students)**

- Provide **short-term, skill-based small-group interventions** (20–30 minutes, 3–5 days/week for 4–6 weeks) for students not yet meeting success criteria on essential standards.
- Focus on specific gaps identified by CFAs, i-Ready/FASTBridge/IM/HMH unit assessments, student work analysis, and PLC data reviews.
- In ELA: decoding/phonics, fluency, vocabulary/morphology, comprehension strategies, and explicit writing instruction using **Write Tools** routines.
- In Math: conceptual understanding via CRA, procedural fluency, and word-problem/problem-solving strategies; leverage **Reflex Math** for individualized fluency practice.

Tier 2 Materials & Supplies

- Intervention lesson sets (phonics/decoding, morphology, fluency passages, comprehension tasks)
- Timers, manipulatives (base-ten blocks, number lines, fraction tiles), dry-erase boards
- Small-group caddies (markers, cards, counters), laminated fluency and problem-solving mats
- Printed progress-monitoring probes and tracking binders
- Headphones/devices for targeted software use (e.g., Reflex)

Write Tools: Training, Coaching, and Classroom Implementation

Services

- **Initial PD** (sitewide) on Write Tools structures (e.g., planning frames, color-coding, paragraph and essay development, genre-specific scaffolds).
- **Coaching cycles**: model lessons, co-planning, co-teaching, and feedback aligned to success criteria and schoolwide writing rubrics.
- **PLC integration**: grade levels align writing intentions, success criteria, CFAs, anchor papers, and scoring calibration.
- **Cross-content use**: integrate Write Tools in science/social studies to build disciplinary literacy.

Materials & Supplies

- Teacher and student Write Tools guides, planning frames, rubrics, genre posters
- Color-coded pens/highlighters, chart paper, sticky notes, composition books
- Copying for organizers, scoring sheets, anchor paper packets

Admin Support

- Schedule PD/coaching calendar; protect PLC time for writing calibration
- Classroom walkthrough **look-fors** (learning intentions, success criteria, student writing products, feedback aligned to rubrics)
- Provide release time/sub coverage for lab classrooms and lesson study

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Universal Design for Learning (UDL) Support

Services

- **UDL PD**: Multiple means of engagement, representation, and action/expression integrated into unit/lesson design.
- **Planning support**: Admin and coaches support teachers in embedding UDL checkpoints during PLC planning.
- **Walkthroughs**: Monitor UDL implementation (e.g., options for accessing content, language scaffolds, visual supports, flexible tools for demonstrating learning).

Materials & Supplies

- Visuals and manipulatives (realia, graphic organizers, visuals for vocabulary)
- Text sets at multiple readability levels; audio support; translation tools as appropriate
- Headphones, adaptive tools, choice boards, sentence frames, assistive tech as needed
- Classroom storage for UDL/MTSS small-group materials

Admin Support

- Calendar UDL coaching cycles and micro-PD
- Provide mini-grants (site funds) for UDL materials; ensure equitable classroom distribution
- Data-informed feedback loops during ILT/PLC

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.

Family Engagement

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

To increase inclusive family engagement aligned to the Action–PLC process at Easterby and improve math and ELA, focus on making PLC goals visible and actionable for families, offering multiple access and providing multilingual, strengths-based supports that mirror classroom instruction and assessment cycles—so families know **what** students are learning, **how** they're assessed, and **how** to help at home.

- **Family learning workshops tied to PLC goals**
- **Student goal-setting & conferences** (student-led reflections on CFA data; end-of-cycle check-ins that share growth and next steps).
- **Focused make-and-take nights** (e.g., Fractions Night; ELA Fluency Night) with take-home manipulatives, strategy cards, sentence stems, and sample CFA items.
- **Family walkthroughs of learning** (observe reasoning routines/small groups with a simple "What to Notice" guide aligned to essential standards).
- **Advisory input loops** (listening circles, multilingual surveys, ELAC/SSC feedback on barriers, homework, and communication preferences).
- **Homework that mirrors PLC instruction** (tasks that use the same strategies/tools—number lines, text-evidence prompts—with plain-language directions in home languages).
- **Recognition systems** (celebrate family participation and student growth—shout-outs, certificates, "Math Masters/Reading Rockstars" features).
- **Equity guardrails** (flexible scheduling, no-cost materials, offline options, culturally relevant examples, and strengths-based messaging in all communications).

Professional Learning

Describe Professional Learning related to this action.

1. PLC Training & Ongoing Collaborative Planning

Teachers will engage in structured PLC meetings supported by administration and instructional coaches to:

- Unpack essential standards in ELA and Math
- Develop and refine learning intentions and success criteria
- Create, administer, and analyze CFAs
- Use data to identify students for Tier 2 intervention
- Monitor progress and plan reteaching
- Analyze EL student performance (ELPAC domains, language production samples, RFEP monitoring)
- Calibrate writing samples using Write Tools rubrics
- Incorporate UDL strategies into unit design
- Review Reflex Math dashboards and plan targeted fluency lessons

Professional learning includes training on PLC data protocols, CFA design, and the use of student work to guide instructional decisions.

2. Write Tools Professional Learning & Coaching

Teachers will receive:

- Whole-staff PD on Write Tools strategies for writing across genres and content areas
- Coaching cycles with modeling, co-planning, co-teaching, and reflection

- Calibration sessions to score writing using rubrics and anchor papers
- Training on integrating Write Tools with Designated and Integrated ELD for ELs, newcomers, and LTELs
- Support in using Write Tools to improve language production, academic vocabulary, and writing clarity

This professional learning strengthens structured writing instruction and ensures consistent writing expectations schoolwide.

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3. Universal Design for Learning (UDL) Professional Learning

Staff will receive ongoing UDL training focused on:

- Designing lessons with multiple means of representation, engagement, and expression
- Creating accessible materials for EL students, newcomers, and students with disabilities
- Integrating scaffolded language supports and visual tools into daily instruction
- Using UDL principles to design Tier 2 supports and intervention materials

Coaches and admin will conduct classroom walkthroughs and provide feedback aligned to UDL look-fors.

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4. Coaching Cycles & Classroom Support

Instructional coaches will provide:

- Modeling of clarity-based lessons with explicit learning intentions and success criteria
- Co-planning using UDL and EL supports
- Co-teaching during intervention and ELD blocks
- Facilitation of data meetings and writing calibration
- Walkthrough feedback aligned to campus initiatives

Admin will support through scheduling, release time, and data-review structures.

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5. Professional Learning Community Structures Supported by Administration

Administration will:

- Protect weekly PLC time
- Provide release time for coaching cycles, lab classrooms, and lesson study
- Schedule PD days and after-school sessions
- Provide materials, digital licenses, and supplies needed for training
- Monitor progress on clarity, UDL, MTSS, and ELD implementation through walkthroughs

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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).

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

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

Action Details

Literacy Intervention

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.

Direct Instructional Services

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

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):

Certficated 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.

Family Engagement

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

Family engagement will include strengthening inclusive family engagement in Easterby RTI literacy work for grades K–6 by ensuring families feel informed, welcomed, and empowered as partners in their child's learning. We will enhance communication by providing multilingual and easy-to-understand updates, offer flexible literacy workshops that families can attend in person or virtually, and send home simple, accessible literacy toolkits aligned with classroom interventions. In addition, we will hold strength-focused family-teacher meetings, host culturally responsive literacy events that celebrate our community's languages and traditions, and ensure ongoing two-way communication so families can share valuable observations from home. Families will also receive clear, family-friendly progress monitoring reports, have opportunities to participate in inclusive reading challenges, and be invited to provide feedback through multilingual surveys. Finally, we will continue building community partnerships that expand literacy support and access beyond the school walls.

- Multilingual, accessible communication
- Flexible workshops (in-person, virtual, recorded)
- Home literacy toolkits
- Strength-focused family-teacher meetings
- Two-way communication tools
- Family-friendly data reports
- Inclusive reading challenges
- Multilingual family feedback surveys
- Community literacy partnerships

Professional Learning

Describe Professional Learning related to this action.

Our professional learning session for K–6 educators will focus on strengthening literacy practices within an effective RTI framework. Teachers will explore how to enhance Tier 1 instruction through high-quality core routines and learn to deliver targeted Tier 2 and intensive Tier 3 interventions. Key components of the session include:

- **Understanding the RTI structure** and how Tier 1, Tier 2, and Tier 3 support differ
- **Using universal screeners and progress-monitoring data** to make instructional decisions
- **Implementing evidence-based literacy practices** in phonological awareness, phonics, fluency, vocabulary, and comprehension

- **Organizing intervention groups and schedules** to ensure students receive timely, targeted support
- **Collaborating across grade levels and roles** to maintain consistency and improve outcomes for all learners

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

(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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

A long-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.

By the second diagnostic, D1 to D2,there will be decrease of 20% in tier 3 literacy and math as measured by iready diagnostic.

Outcomes monitored by teachers, grade level PLCs, and admin.

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.

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

English Language Development

Action Details

Literacy Intervention

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.

Direct Instructional Services

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

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.

Family Engagement

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

To strengthen inclusive family engagement around ELD instruction and progress monitoring at Easterby, the school can create intentional, accessible opportunities that help families understand how their children are supported and how they can participate in the learning process. These opportunities may include:

- **Multilingual family workshops** that explain ELD standards, language development expectations, and how families can support language growth at home.
- **Culturally responsive "ELD Family Nights"** showcasing student learning, providing hands-on activities, and offering interpretation in families' home languages.
- **Regular progress updates** shared through bilingual communication tools (texts, calls, apps) that break down ELPAC data and ELD progress in clear, family-friendly language.
- **Family–teacher conferences focused on language goals**, ensuring families help co-create language development strategies that honor students' cultural and linguistic backgrounds..

Professional Learning

Describe Professional Learning related to this action.

To strengthen ELD instruction across grades K–6, Easterby will provide targeted, ongoing professional learning that equips teachers with the knowledge, strategies, and confidence needed to deliver high-quality, integrated and designated ELD. Professional learning should be practical, collaborative, and grounded in the English Language Development Standards, while also addressing the diverse linguistic needs of multilingual learners. Key PL components may include:

- **Deepening understanding of CA ELD Standards**, including proficiency levels, language demands, and how to scaffold instruction effectively.
- **Training on Integrated vs. Designated ELD**, with clear models, exemplars, and classroom walkthrough tools aligned to each.
- **Explicit instruction in academic language**, including sentence frames, discourse routines, structured conversations, and vocabulary development.
- **Using ELPAC and formative language data** to plan instruction, group students, and set language goals.
- **Culturally responsive and asset-based strategies** that elevate students' home languages and identities within instruction.
- **Modeling and coaching cycles**, allowing teachers to observe strong ELD practice, reflect, and implement new strategies.
- **Collaborative planning time** for teachers to design lessons that embed language objectives into content learning.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

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.

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

Shape these behaviors...

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

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.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Reflex/FRAX	4,200.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Achieve3000 License	16,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Planning **Budget lines for personnel include salaries and related benefits	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			PLC planning hours **Budget lines for personnel include salaries and related benefits	17,600.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: ESGI	1,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Write Tools, LLC : Write tools	9,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	18,728.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			:	4,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Incentives	8,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Graphics	372.00
G1A1	Sup & Conc	Instructional Supervision & Admi	Crt Supr-Sub			Admin Data Review Days **Budget lines for personnel include salaries and related benefits	3,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs Planning-1st/Kinder FSA/BAS *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,300.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			CT * No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,251.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : TF for RTI (4) AM program	50,000.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs IEP/RTI **Budget lines for personnel include salaries and related benefits	15,000.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Planning **Budget lines for personnel include salaries and related benefits	3,392.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			CT **Budget lines for personnel include salaries and related benefits	25,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			DIBELS, University of Oregon : Dibels	6,000.00
G1A2	LCFF: EL	Instruction	Teacher-Supp			RTI CT **Budget lines for personnel include salaries and related benefits	2,000.00
G1A2	LCFF: EL	Instruction	Bks & Ref			DIBELS, University of Oregon : Dibels	5,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELD planning/Subs **Budget lines for personnel include salaries and related benefits	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials Supplies/ELD	5,504.00
G1A3		Attendance & Social Work Servic	Cls Sup-Reg		0.4375		28,256.00

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A3	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		28,356.00

$245,703.00

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

Social Emotional Tier I

Action Details

Life Skills

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.

Direct Instructional Services

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

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 Economicallydisadvantaged, 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.

Family Engagement

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

To strengthen Tier 1 Social-Emotional Learning (SEL) implementation and promote consistent school–home connections, the school will increase inclusive family engagement aligned with the CASEL competencies. The school will provide weekly SEL messages to all families that highlight the SEL competency of the week, include a brief and accessible definition, describe how the competency is being taught in classrooms, and offer simple home-based activities or conversation prompts. Messages will be translated into home languages to ensure access for all families. Additional opportunities will include flexible SEL family workshops, integration of SEL take-home connections within regular classroom communication, and intentional opportunities for family voice through surveys, advisory groups, and listening circles. The school will also embed SEL into existing engagement structures such as Back-to-School Night, Parent–Teacher Conferences, newsletters, and schoolwide events to reduce barriers and honor family time. These efforts aim to create consistent language, shared understanding, and stronger family partnerships that reinforce SEL across settings.

Action Steps:

- Provide **weekly SEL messages** aligned to CASEL competencies with definitions, classroom examples, and home activities in multiple languages.
- Offer **flexible SEL workshops** (virtual, hybrid, or in person) with translation, childcare, and recordings.
- Integrate **SEL take-home connections** into classroom newsletters, teacher communication apps, and monthly classroom activities.
- Establish **family voice structures** such as SEL/wellness advisory groups, quick surveys, or listening circles.
- Highlight **SEL celebrations** through newsletters, displays, and family-centered activities that honor cultural strengths.
- Embed SEL into **existing family engagement events** (Back-to-School Night, conferences, open house, parent coffees).

Professional Learning

Describe Professional Learning related to this action.

Professional learning will focus on strengthening teachers' capacity to deliver Tier 1 SEL instruction aligned with the CASEL competencies and to integrate consistent SEL language into daily classroom practice and communication with families. Teachers will participate in ongoing professional development that includes training on explicit SEL instruction, embedding SEL routines into academic lessons, and utilizing common SEL language that aligns with the weekly SEL messages. Professional learning will also address strategies for building culturally responsive relationships, supporting student emotional regulation, and partnering with families to reinforce SEL skills at home. Teachers will receive instructional resources, model lessons, and planning tools to ensure consistency across classrooms. In addition, PLC/grade-level collaboration time will be used to review SEL data, share effective SEL practices, and plan aligned family communication. Coaching and follow-up supports will be provided to help teachers apply SEL strategies in the classroom and maintain alignment with sitewide Tier 1 SEL goals.

Professional Learning Components:

- **Training on CASEL competencies** and how to embed them into daily routines, instruction, and classroom culture.
- **Professional development on explicit SEL instruction**, including modeling, role-play, and structured discussions.
- **Training on culturally responsive SEL practices** to ensure all families see their values and strengths reflected in the work.
- **Support for integrating SEL language into weekly class updates** so communication aligns with schoolwide SEL messages.
- **Workshops focused on building strong teacher–family partnerships**, including accessible communication strategies.
- **Collaborative planning through PLCs** to review SEL implementation, reflect on student needs, and coordinate weekly SEL focus areas.
- **Instructional coaching or modeling** to support teachers in applying SEL routines, check-ins, and Tier 1 practices.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

All students follow school and classroom rules. They are taught SEL skills consistently at a minimal of weekly. Teachers are trained adn use effective SEL strategies to respond to misbehaviors.

Outcome, students will show an increase in favorabe responses on culture and climate survey from year to year.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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.

Easterby Elementary 2026-2027 - SPSA Draft Edits

Action

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

Social Emotional Tier II and Tier III

Action Details

Life Skills

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.

Direct Instructional Services

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

Under the school's **Multi-Tiered System of Supports (MTSS)** framework, Direct Instructional Services in Social-Emotional Learning (SEL) will provide targeted and intensive supports for students demonstrating persistent behavioral or social-emotional needs that are not fully addressed through Tier I universal supports. Services focus on explicit instruction, individualized intervention, and progress monitoring to improve student well-being, behavior, and learning readiness.

Identification and Referral Process

Students will be identified for Tier II and Tier III SEL interventions through:

- Staff referral (teacher, administrator, or support staff)
- Parent/guardian request
- MTSS data indicators, including attendance, behavior referrals, class disruptions, academic impact, or SEL screening data

The **Targeted Support Team (TST)** will review referral information and assign students to tiered supports that align directly to each student's area of need.

Tier II Direct Instructional Services (Targeted Supports)

Tier II supports will serve students needing targeted SEL instruction in small groups or short-term interventions.

Tier II services include:

- Small-group SEL instruction (skills such as emotional regulation, conflict resolution, coping strategies, problem solving)
- Check-In/Check-Out (CICO) with members of the Targeted Support Team
- Structured restorative sessions or restorative circles focused on skill building
- Short-term goal-focused counseling or check-ins

Tier II curriculum and materials include:

- Evidence-based SEL programs (e.g., Second Step small-group lessons, CharacterStrong Tier II)
- Zones of Regulation-aligned tools
- Coping skills kits, sensory tools, visual aids, and behavior trackers
- Reflection sheets, self-assessment tools, and progress monitoring forms

Tier III Direct Instructional Services (Intensive Supports)

Tier III supports will provide intensive, individualized interventions for students with significant SEL or behavioral needs.

Tier III services include:

- Individual counseling and 1:1 SEL instruction
- Intensive CICO or personalized daily mentoring
- Behavior Support Plans (BSP) developed collaboratively with staff and the school psychologist
- Personalized SEL modules targeting specific skill deficits
- Wellness plans or safety plans when appropriate

Tier III materials include:

- Individualized behavior plans and data sheets
- Reinforcement systems tailored to the student
- Social narratives, visual schedules, and self-management tools
- Emotional regulation and cognitive-behavioral skill-building resources

Staff Providing Services

Direct SEL services will be delivered by the **Targeted Support Team**, which includes:

- Resource Counseling Assistant
- Restorative Practices Counselor
- Tier II Intervention Specialist
- School Psychologist

The team collaborates with teachers and families to ensure interventions are aligned across settings.

Monitoring, Data Collection, and Progress Reviews

The TST will establish individualized SEL or behavioral goals for each student receiving Tier II or III supports.

Progress monitoring will occur through:

- Weekly or bi-weekly check-ins (Tier II)
- Daily monitoring for Tier III
- Behavior and SEL data collection (frequency, duration, intensity, skill use)
- Teacher and family feedback
- Student self-monitoring tools

Monthly Data Review:
TST will review progress monthly to revise interventions, adjust goals, or determine whether supports should be continued, intensified, or faded.

Quarterly SEL Data Monitoring With Teachers:
Each quarter, the TST will conduct SEL check-ins with teachers to:

- Review SEL growth and skill use
- Align class SEL practices with student intervention plans
- Ensure consistent implementation of strategies
- Identify students needing additional MTSS support

Non-Behavioral SEL Support:
Non-behavioral SEL needs will be addressed through wellness plans, emotional regulation lessons, or individualized check-ins as recommended by the TST.

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 adn 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 adn 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)hrough 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 engagement1.
- ??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.

Family Engagement

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

To increase inclusive family engagement connected to Tier II and Tier III SEL supports, the school will provide accessible and culturally responsive opportunities for families to understand and participate in their child's intervention plan. Families will be offered flexible meeting times, translated materials, interpretation services, and both in-person and virtual options to ensure equitable access. The Targeted Support Team (TST) will conduct individualized onboarding meetings, share home-based SEL strategies, and maintain consistent two-way communication through preferred family communication channels. Families will be invited to attend SEL workshops focused on emotional regulation, positive behavior supports, and restorative practices, along with quarterly SEL data check-ins that review student progress and intervention adjustments. Childcare, light refreshments, and simple, plain-language resources will be provided to reduce barriers and promote participation. Through these inclusive engagement practices, families will have meaningful opportunities to partner with staff, contribute to goal-setting, reinforce SEL skills at home, and collaborate in monitoring their child's progress within the MTSS framework.

Professional Learning

Describe Professional Learning related to this action.

To support successful implementation of Tier II and Tier III SEL interventions, teachers will participate in ongoing professional learning focused on strengthening classroom SEL practices and aligning Tier I instruction with targeted supports delivered through MTSS. Professional learning will include training on evidence-based SEL curricula, trauma-informed practices, the Zones of Regulation framework, positive behavior supports, and restorative approaches used by the Targeted Support Team. Teachers will also receive training on recognizing SEL indicators for referral, understanding intervention tiers, implementing classroom strategies that reinforce Tier II/III goals, and collaborating in progress monitoring through data reflection tools and quarterly SEL check-ins. The Targeted Support Team, including the Restorative Practices Counselor, Resource Counseling Assistant, Tier II Intervention Specialist, and School Psychologist, will facilitate PL sessions, model strategies, and provide coaching and classroom support. Professional learning will be delivered through staff meetings, release-time workshops, embedded coaching cycles, and job-embedded collaboration with grade-level teams to ensure that SEL instructional practices are consistent, culturally responsive, and aligned across all tiers of support.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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

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

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.

Shape these behaviors...

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.

And ultimately achieve these impacts.

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.

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

Attendance Intervention Tier 1/2/3

Action Details

Equitable Access

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.

Direct Instructional Services

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

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.

Family Engagement

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

Inclusive opportunities to increase family engagement around attendance are embedded across Tier 1, Tier 2, and Tier 3 supports by creating culturally responsive, multilingual, and relationship-centered practices that help families understand and prioritize regular attendance. At Tier 1, schools offer universal engagement through family workshops, positive attendance campaigns, back-to-school events with interpreters, and family voice opportunities that promote a welcoming climate and broad awareness of attendance expectations. At Tier 2, targeted outreach strengthens engagement through personalized check-ins, small-group parent meetings, collaborative attendance support plans, and resource connections that help address routine-level barriers, supported by consistent progress updates. At Tier 3, intensive family engagement includes individualized conferences, multidisciplinary case management, restorative problem-solving meetings, and home visits that address significant or chronic barriers through wraparound supports, translation services, and flexible scheduling. Across all tiers, the focus remains on building trust, removing barriers, honoring family strengths, and ensuring inclusive participation to improve attendance outcomes for all students.

Professional Learning

Describe Professional Learning related to this action.

Professional learning will support teachers in implementing inclusive, relationship-based attendance practices by providing training on culturally responsive communication, strengths-based family engagement strategies, and Tier 1/2/3 attendance interventions. Teachers will participate in PL focused on building positive daily routines that reinforce belonging, using data to identify attendance patterns, and conducting proactive outreach to families with empathy and respect. Additional training will support teachers in using restorative conversations, understanding the root causes of absenteeism, and collaborating with school teams to develop supportive plans for students in Tiers 2 and 3. PL will also strengthen teacher capacity to partner effectively with families by using multilingual communication tools, offering flexible engagement options, and reinforcing classroom environments that promote high levels of student connection and attendance. This professional learning ensures teachers are equipped to engage families as partners and implement consistent attendance practices aligned to the schoolwide tiered system of support.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.	*Shape these behaviors...* Include how these outcomes will be measured and who will monitor them.	*And ultimately achieve these impacts.* 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.

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.

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.

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

Student Engagement

Action Details

College & Career Readiness

Easterby Elementary is 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 community through Goal 2 activities, with a focus on reducing disproportionality in participation.

Direct Instructional Services

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

Materials and supplies to 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 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 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.

Family Engagement

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

The school will strengthen family engagement to improve student attendance and overall engagement by providing consistent, multilingual communication, hosting academic and attendance-focused family workshops, and offering events that build strong home–school partnerships. Staff will conduct proactive outreach for students with attendance or engagement concerns and collaborate with community agencies to ensure families have access to needed supports. These efforts aim to reduce chronic absenteeism, increase family participation in school activities, and enhance student connectedness, as measured by event participation, parent surveys, and attendance data.

Professional Learning

Describe Professional Learning related to this action.

The school will provide ongoing professional learning to strengthen instructional practices and support improved student achievement. Teachers will engage in training and collaboration focused on standards-aligned instruction, data analysis, differentiation, and MTSS to better address diverse student needs. Professional learning will include workshops, coaching, PLC collaboration, and district-supported trainings designed to enhance literacy and math instruction, classroom management, and student engagement strategies. These efforts aim to increase teacher capacity, improve instructional consistency, and promote positive academic outcomes for all students as measured by classroom assessments, benchmark data, and state indicators.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

We will increase engagement in the community by having multiple opportunities for students to select enrichment activities that will fit their needs/interest.

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

Shape these behaviors...

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

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.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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 teache

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

Prop 28-Arts

Action Details

Life Skills

Easterby Elementary School will continue to augment music and Arts Education with the VAPA program we have started during integrated ELA as a catalyst for whole-child development, reinforcing academics through creativity movement, and critical thinking. Integrating arts helps students learn better, think deeper, and connect more meaningfully with what they study.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

Direct Instructional Services

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

classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound
- materials and classroom supplies needed for production
- basic props for creativity
- curriculum materials that align with standards
- guest presenters and professional learning for teachers to improve instruction

English Learner Students

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

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

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

Arts will be showcased a to various family engagement events like:
• monthly engagement hours
• concerts
• Open House

Professional Learning

Describe Professional Learning related to this action.

Not required to speak to this section for Prop 28.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)

Expect to see

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

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

Increased Student Engagement:

- Students show enthusiasm, participation, and joy in arts-based learning.
- Measured by: teacher observations, attendance, and student surveys
- Monitored by art teacher and site administrator

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Improved Student Focus and Self-Regulation:

- Students demonstrate greater ability to concentrate, follow multi-step directions, and manage energy levels appropriately.
- Measured by: teacher observations, reduction i n redirections or behavior incidents
- Monitored by: dance teacher and classroom teachers

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Enhanced School Culture and Climate:
• The school fosters a positive, inclusive environment where the arts are valued, and students feel a strong sense of belonging and pride.
• Measured by: school climate surveys, student attendance, and family engagement data
• Monitored by: site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		78,628.00
G2A4	Sup & Conc	Instruction	Mat & Supp			: Materials/Supplies	4,000.00
G2A4	Sup & Conc	Instruction	Cons Svc/Oth			TBD : Field Trip Travel	7,000.00

$89,628.00

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

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

Direct Instructional Services

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

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

Family Engagement

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

Family engagement will be integrated into staff engagement efforts to strengthen relationships across the Easterby community. As staff participate in professional learning focused on cultural proficiency, inclusive practices, and relationship-building, they will intentionally apply these strategies when interacting with families. ILT and CCT teams will provide opportunities for family voice through listening sessions, surveys, and participation in planning cultural assemblies and school events. Families will be invited to collaborate with staff on cultural celebrations, community-building activities, and shared events such as potlucks, paint nights, and other gatherings that promote connection. In addition, family and community groups will support recruitment efforts to ensure new staff reflect the diversity of the community. These actions will create a cohesive, welcoming environment where staff, students, and families experience a strong sense of belonging and shared partnership.

Professional Learning

Describe Professional Learning related to this action.

Professional learning for teachers will focus on developing inclusive, culturally responsive, and relationship-centered practices that strengthen connections with students, families, and the Easterby community. Teachers will participate in ongoing professional development on cultural proficiency, equity-based strategies, and community-building approaches to ensure classroom and schoolwide practices reflect the diversity of the school. PL will also include best practices for academic instruction, opportunities to collaborate with ILT and CCT teams, and sessions that integrate family engagement strategies into daily practice. This professional learning will empower teachers to build positive relationships, create welcoming environments, and engage families as partners in supporting student success.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong 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
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them.		*And ultimately achieve these impacts.* 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.

Shape these behaviors...

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.

Long-term impact will bi:

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.

Operational Excellence (Optional): Aligns with New Goals: Community Engagement, Equitable Access, & Effective Staff

Community Engagement

Action Details

Community Engagement

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

Direct Instructional Services

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

- 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 materals 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 materals 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.

Family Engagement

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

The school will provide multiple inclusive opportunities for families to engage in meaningful and accessible ways, ensuring all families—regardless of language, culture, work schedules, or socioeconomic barriers—have equitable access to participate. Engagement opportunities will include culturally responsive family events, two-way communication systems, and ongoing educational workshops designed to empower families as partners in their child's learning. All activities will be supported with translation/interpretation, childcare, flexible scheduling, and multiple formats (in-person and virtual) to reduce barriers to participation.

To promote inclusivity, the school will host **cultural celebrations**, family nights, and community-building events throughout the year that honor the diverse backgrounds of students and families. Each event will integrate activities accessible to all families, including multilingual communication, resource tables, and hands-on learning experiences connected to literacy, math, and social-emotional development. Workshops facilitated by HSLs and administrators will provide parents with practical strategies to support learning at home, digital literacy, and navigation of school systems.

The school will also expand **volunteer opportunities** by offering a range of roles that match different availability and comfort levels, including classroom support, event assistance, committee participation, and community service projects that engage whole families. Additionally, partnerships with local organizations, such as libraries, colleges, and community agencies, will bring resources directly to families, strengthening the bridge between school and community.

Inclusive practices will also extend to creating a welcoming school environment through culturally competent staff interactions, multilingual signage, newcomer supports, and intentional efforts to build trusting relationships. Staff will receive training on culturally responsive communication and engagement to ensure that all families feel valued, respected, and involved.

Across all activities, the school will actively seek feedback from families to inform improvements and ensure that programming reflects the needs, interests, and voices of the community. These inclusive opportunities aim to increase family participation, strengthen home–school partnerships, and elevate the overall sense of belonging within the school community.

Professional Learning

Describe Professional Learning related to this action.

To strengthen our school's capacity for inclusive family engagement, teachers and staff will participate in ongoing professional learning focused on culturally responsive communication, relationship-building, and strategies for actively involving families in student learning. Professional learning will include training on effective two-way communication practices, including the use of platforms such as ClassDojo and ParentSquare to share timely updates, invite feedback, and ensure translation and accessibility for all families. Staff will learn how to craft family-friendly messages, promote transparency, and maintain regular communication that builds trust.

Training will also include culturally responsive family engagement practices to ensure teachers understand and honor the diverse cultural backgrounds, experiences, and languages of students and their families. This includes learning strategies for developing welcoming classroom environments, using asset-based approaches when connecting with families, and engaging respectfully with multilingual families through interpreters and translation supports. Staff will receive guidance on how to reduce participation barriers by offering flexible engagement options, culturally inclusive activities, and positive outreach routines.

Additional professional learning will be provided on planning and facilitating inclusive family events, workshops, and conferences that empower families as partners in their children's education. Teachers and staff will learn how to design hands-on, interactive learning experiences for families in literacy, math, and social-emotional development, as well as techniques for supporting families in navigating academic resources and understanding student progress.

Professional development will also support teachers in building relationships through positive phone calls home, home–school connections, and engagement strategies that make families feel valued and welcomed on campus. This will include training on trauma-informed communication, restorative practices, and approaches to fostering belonging—particularly for newcomers, English learners, foster youth, and families historically underrepresented in school engagement.

Through this ongoing professional learning, staff will build shared practices that strengthen school–family partnerships, elevate communication, and create an inclusive school climate where all families feel connected and engaged.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

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

Shape these behaviors...

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

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

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%.

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%.

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.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G3 - Operational Excellence

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent materials *No Food or Incentives*	2,461.00
G3A2	Sup & Conc	Instruction	Direct-Maint			: Direct Maintenance	500.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Ext			extra time classifed **Budget lines for personnel include salaries and related benefits	2,500.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Local Mileag			: Mileage	3,000.00

$8,461.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0135 Easterby Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0135	1110	1000	1120	Teacher-Subs					G1A2	Subs Planning-1st/Kinder FSA/BAS *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,300.00
060	3010	0135	1110	1000	1160	Teacher-Supp					G1A2	CT * No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	3,251.00
060	3010	0135	1110	1000	4200	Bks & Ref					G1A1	: Reflex/FRAX	4,200.00
060	3010	0135	1110	1000	4200	Bks & Ref					G1A1	: Achieve3000 License	16,000.00
060	3010	0135	1110	1000	5110	Subagreements					G1A2	California Teaching Fellows Foundation : TF for RTI (4) AM program	50,000.00
060	3010	0135	1110	2495	4300	Mat & Supp					G3A2	: Parent materials *No Food or Incentives*	2,461.00
030	7090	0135	1110	1000	1120	Teacher-Subs					G1A1	Subs for Planning **Budget lines for personnel include salaries and related benefits	15,000.00
030	7090	0135	1110	1000	1120	Teacher-Subs					G1A2	Subs IEP/RTI **Budget lines for personnel include salaries and related benefits	15,000.00
030	7090	0135	1110	1000	1160	Teacher-Supp					G1A2	Planning **Budget lines for personnel include salaries and related benefits	3,392.00
030	7090	0135	1110	1000	1160	Teacher-Supp					G1A1	PLC planning hours **Budget lines for personnel include salaries and related benefits	17,600.00
030	7090	0135	1110	1000	1160	Teacher-Supp					G1A2	CT **Budget lines for personnel include salaries and related benefits	25,000.00
030	7090	0135	1110	1000	4200	Bks & Ref					G1A2	DIBELS, University of Oregon : Dibels	6,000.00
030	7090	0135	1110	1000	4200	Bks & Ref					G1A1	: ESGI	1,000.00
030	7090	0135	1110	1000	4200	Bks & Ref					G1A1	Write Tools, LLC : Write tools	9,500.00
030	7090	0135	1110	1000	4300	Mat & Supp					G1A1	: Materials/Supplies	18,728.00
030	7090	0135	1110	1000	4300	Mat & Supp					G2A4	: Materials/Supplies	4,000.00
030	7090	0135	1110	1000	4400	Nc-Equipment					G1A1	:	4,500.00
030	7090	0135	1110	1000	5723	Direct-Maint					G3A2	: Direct Maintenance	500.00
030	7090	0135	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Incentives	8,000.00
030	7090	0135	1110	1000	5899	Cons Svc/Oth					G1A1	TBD : Graphics	372.00
030	7090	0135	1110	1000	5899	Cons Svc/Oth					G2A4	TBD : Field Trip Travel	7,000.00
030	7090	0135	1110	2100	1320	Crt Supr-Sub					G1A1	Admin Data Review Days **Budget lines for personnel include salaries and related benefits	3,000.00
030	7090	0135	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	Wallace, Randall	1.0000	G2A2		78,628.00
030	7090	0135	1110	3130	2230	Cls Sup-Ext					G3A2	extra time classifed **Budget lines for personnel include salaries and related benefits	2,500.00
030	7090	0135	1110	3130	5211	Local Mileag					G3A2	: Mileage	3,000.00
030	7091	0135	4760	1000	1120	Teacher-Subs					G1A3	ELD planning/Subs **Budget lines for personnel include salaries and related benefits	1,000.00
030	7091	0135	4760	1000	1160	Teacher-Supp					G1A2	RTI CT **Budget lines for personnel include salaries and related benefits	2,000.00
030	7091	0135	4760	1000	4200	Bks & Ref							

030	7091	0135	4760	1000	4200	Bks & Ref						G1A2	DIBELS, University of Oregon : Dibels	5,000.00
030	7091	0135	4760	1000	4300	Mat & Supp						G1A3	: Materials Supplies/ELD	5,504.00
030	7091	0135	4760	3130	2210	Cls Sup-Reg	Liaison, Home/School Spanish	W125	Bedolla, Mariela	0.4375		G1A3		28,356.00
														$343,792.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$79,212.00
Sup & Conc	7090	$222,720.00
LCFF: EL	7091	$41,860.00
Grand Total		**$343,792.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$245,703.00
G2 - The Whole Child (SEL and Engagement)	$89,628.00
G3 - Operational Excellence	$8,461.00
Grand Total	**$343,792.00**