


Easterby Elementary

106216660061911

Principal's Name: Pamela Taylor

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

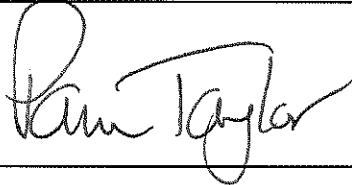

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>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 Involvement Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Pamela Taylor	X				
2. Chairperson – Virginia Baker		X			
3. Vice Chair – Ana Hernandez		X			
4. Secretary – Dorothy Kuehter			X		
5. Teacher – Jennifer Bramwell		X			
6. Parent – Raymond Vera				X	
7. Parent – Diana Tapia				X	
8. Parent – Dora Teronnes				X	
9. Parent – Karla Preciado				X	
10. Parent – Gabriela Sosa				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pamela Taylor		4/10/18
SSC Chairperson	Virginia Baker		4/10/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$55,165 *
7090	LCFF Supplemental & Concentration	\$216,814
7091	LCFF for English Learners	\$76,962
TOTAL 2018/19 ON-SITE ALLOCATION		\$348,941

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,298
Remaining Title I funds are at the discretion of the School Site Council	\$53,867
Total Title I Allocation	\$55,165

1 SSC:

Continue with all actions. Allow content specific teams to revise actions for their approval.

2 ELAC:

Parents were asked to provide input regarding current SPSA. Feedback included:

- Parents noted that they liked and wanted staff to administer ELPAC test
- Individual tutoring to prepare them for exams instead of groups.
- For teachers to have more conversations with their EL students. Students are usually shy because of the language barrier.

3 Staff:

Staff survey was given via Microsoft forms where teachers gave feedback on each individual, current action.

Staff recommended:

- * Revamp RTI personnel to include 1.0 FTE Reading Specialist
- * Continue English Learner and Math actions
- * Expand tools for RTI progress monitoring

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Actions funded by Title 1 last year were parent involvement and CYS Counseling. The CYS Counselor was deemed a non-effective strategy, given that students who were being seen by counselor continued to receive suspensions. We will not be continuing fund the CYS Counselor.

We will continue to fund a portion of our Teaching Fellow contract out of Title 1 to support our RTI program for K-6.

Out of materials and supplies for Instruction, we purchased professional learning books (Learning to Improve, Kid by Kid, Responding to Every Student, Every School, etc..) and technology to support Personalized Learning.

Action 1

Title: Accountable Community Process for ELA and Math

Action Details:

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

- * Identify and unpack Essential Standards.
- * Set SMART Goals, which include clear criteria for success.
- * Identify CFAs and create a calendar for the unit/chapter/quarter.
- * Review CFA data and respond to the data, providing Tier II intervention for those students who have not reached proficiency and extension activities for those who have reached proficiency.

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

Explain the Progress Monitoring and data used for this Action

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

Easterby Cabinet Meetings: Review all AC agendas and notes, provide feedback to teams, and ensure that teams are meeting the expectations for each unit/chapter/quarter. Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom. Data regarding if teams are meeting all expectations for each unit/chapter/quarter will be recorded, analyzed and responses to the data will be recorded.

Owner(s):

Principal
Vice Principal
TSA

Timeline:

Easterby Cabinet Meetings - Every 6 Weeks

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

Monthly Easterby ILT meetings. Review of each team's AC agendas and notes. "The PLC Process at Easterby" feedback form will be provided to each Lead Teacher following each ILT meeting. Data regarding completion of PLC process will be recorded and reported out during Easterby Cabinet Meetings.

Owner(s):

Principal
TSA
Lead Teachers

Timeline:

Easterby Cabinet Meetings - Monthly

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

Review of data during Easterby ILT Meetings as appropriate following Interim I and Interim II. Direct connection between Essential Standard identified in AC agendas and student achievement within those standards on Interim I and Interim II

Owner(s):

Principal
Lead Teachers

Timeline:

After each Interim Assessment

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

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

Specify enhanced services for EL students:

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.

Explain the actions for Parent Involvement (required by Title I):

Notification of Title I program during annual Title I Parent Meeting. Parent/Teacher conferences. Promote use of Edu text Weekly School Messenger message informing parents of academic focuses. Review of student data during SSC and ELAC meetings

Describe Professional Learning related to this action:

PLC at Work Conference by Solution Tree for a minimum of 4 classroom teachers. AC embedded professional learning around data analysis protocols and adopted curriculum to meet Tier I and Tier II instructional needs. Use of Learning by Doing to guide effectiveness of actions. AC embedded professional learning on Tenets of the IPG based on needs identified through data collection.

Action 2

Title: Response to Intervention for grades K-6

Action Details:

A tiered level of support for reading and math intervention will be provided for students in grades K–6. A team that will be driven by our Teacher on Special Assignment and will consist of a 1.0 FTE categorically funded additional certificated intervention teacher and Teaching Fellows (vendor), will provide Tier III small group reading and math instruction to students identified through initial assessments and progress monitoring. Initial screeners will occur at the beginning of school for all current enrollees and will occur within 2 weeks of enrollment for any new enrollees. Progress monitoring will occur monthly for all students identified as receiving Tier III intervention.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Apply initial screener for all students in grades K-6. Initial screener varies by grade level. Grades 1-6 is a review of student data. Kinder students will take an actual assessment.

Owner(s):

Principal and TSA

Timeline:

Initial screener review to be conducted no later than 9/1/18

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

Review of KAIG, BAS, DRP and Interim data for all students in Tier III intervention after each testing period during Easterby Cabinet Meetings.

Owner(s):

Principal

TSA

Timeline:

Every 6 weeks

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

Easterby Intervention Team will review progress monitoring data monthly and make recommendations for modifications as needed.

Owner(s):

Principal

Easterby Intervention Team

Timeline:

Monthly

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

AC teams will meet with TSA and Intervention teacher monthly during an AC meeting to review progress monitoring and make adjustments as needed.

Owner(s):

TSA

Intervention Teacher

AC Teams

Timeline:

Monthly

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

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

Identified students will participate in Tier III targeted intervention for prerequisite literacy and math skills.

Identified students will receive additional support from teaching fellows in both ELA and Math. This support will be focused on CCSS and items identified by KAIG and district assessments, universal screeners, and SBAC if needed.

Identified students will participate in a deployment rotation in grades K-6, in which they receive instruction that matches their assessed need in reading and math.

Students will participate in research based programs, such as Reading Mastery, Orton Gillingham phonics reading, Barton Reading, Guided Reading, and Wonderworks.

Identified students will engage in their learning using a wide range of tools, including technology to support learning.

Explain the actions for Parent Involvement (required by Title I):

Referral of student to Student Study Team based on progress monitoring data and Easterby Intervention Team recommendations.

Notification of Title I program during annual Title I Parent Meeting.

Owner(s):

Specify enhanced services for EL students:

Identified economically disadvantaged, English Learners and Foster students will participate in a deployment rotation in grades K-6 in which they receive instruction that matches their assessed need in reading and math.

Identified economically disadvantaged, English Learners and Foster students will participate in research based programs, such as Reading Mastery, Orton Gillingham phonics reading, Barton Reading, Guided Reading, and Wonderworks.

Disadvantaged, EL and Foster students will engage in their learning using a wide range of tools, including technology to support learning.

Disadvantaged, EL and Foster students will participate in grade level team identified intervention for Tier II support in essential skills if needed.

Identified disadvantaged, EL and Foster students will participate in Tier III targeted intervention for prerequisite reading and math skills.

Describe Professional Learning related to this action:

Use of Pyramid Response to Intervention by Austin Buffum, Mike Mattos and Chris Weber.

Training for selected research based materials. Use of Learning by Doing and Visible Learning to guide effectiveness of actions.

Parent/Teacher conferences.

Review of student data during SSC and ELAC meetings.

Promote use of Edutext Weekly School Messenger message informing parents of academic focuses.

Action 3

Title: English Language Develop Tier I, Tier II, and Tier III

Action Details:

All grade level Accountable 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, observe instruction, and make recommendations for next steps along with professional learning needs.

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

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

Easterby Cabinet Meetings: Review walk through data and feedback during designated ELD observations. Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, such as KAIG, BAS, DRP and Interims. Site administration will also review progress monitoring of all English Learners who receive academic RTI services at Easterby, along with their progress in grade level CFAs.

Owner(s):

Principal
VP

Timeline:

Monthly

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

Easterby English Learner Team will be established with a member from each grade level. Team will meet monthly during "team time" AC meeting. During this meeting, team members will review relevant data, current ELD plans, progress of ELD students on grade level CFAs and participate in professional learning. This team will also make recommendations to site administration as needed.

Owner(s):

Principal
Grade Level Team Members

Timeline:

Monthly

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

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

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

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

Students will engage in their learning using a wide range of tools, including technology

Explain the actions for Parent Involvement (required by Title I):

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- A minimum of 4 Easterby ELAC Meetings will be held during 2018-2019 school year.
- Parent/Teacher conferences.
- Parent notification of ELPAC results and student Re-Designation when appropriate.
- Review of student data during SSC and ELAC meetings.

All AC teams will participate in a minimum of one coaching cycle with either site administration or FUSD English Learner Services staff during AC time.

All Easterby English Learner Team members will participate in a monthly meeting which will include professional learning.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Contract	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Planning/SST's and Tier III	4,569.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for ILT/PLC Learning	2,108.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials for Supplies-Instruction	27,338.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipement	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for our EEL Team	996.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Language Arts Intervention	34,038.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.6000		76,682.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Math Team	996.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for Team Work	1,197.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Software	2,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Math Intervention	15,884.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.4000	Used for Intervention	39,866.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows ELA Interventions	11,028.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Math Intervention	8,276.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials for Instruction	5,924.00

\$257,902.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	92.353	99.353

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Goal 2 Participation Rate

Allocation of funds for Teaching Fellows for noon-time clubs, in addition to creation of electives block (simultaneous music) for 5th and 6th grade which allows for a 3rd option of art for all students. HSL was key in ensuring we had an increased participation rate in 6th grade camp. She made multiple phone calls, met with parents and did home visits to ensure we had the most students participate.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Goal 2 Participation Rate

There is no disproportionality for this goal.

Step 2: 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.

1 SSC:

Continue with all actions. Allow content specific teams to revise actions for their approval.

2 ELAC:

Parents were asked to provide input regarding current SPSA. Feedback included:

- Parents noted that they liked and wanted staff to administer ELPAC test
- Individual tutoring to prepare them for exams instead of groups.
- For teachers to have more conversations with their EL students. Students are usually shy because of the language barrier.

3 Staff:

Staff survey was given via Microsoft forms where teachers gave feedback on each individual, current action.

There was not specific feedback from staff on Goal 2.

Action 1

Title: Participation in Arts, Activities, and Athletics

Action Details:

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

Reasoning for using this action: <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Explain the actions for Parent Involvement (required by Title I):

HSL will work with families of English Learners to reach goal of 100% participation.

Specify enhanced services for EL students:

HSL will work with families of English Learners to reach goal of 100% participation.

Describe Professional Learning related to this action:

None.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.969	100
Exposure to Careers - 4th Grade	97.98	100
Exposure to Careers - 6th Grade	100	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade Strong communication district and school staff. High priority of participating teachers.</p> <p>Exposure to Careers - 4th Grade Strong communication district and school staff. High priority of participating teachers.</p> <p>Exposure to Careers - 6th Grade Strong communication district and school staff. High priority of participating teachers.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade There is none.</p> <p>Exposure to Careers - 4th Grade There is none.</p> <p>Exposure to Careers - 6th Grade There is none.</p>
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Step 2: 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.

<p>1 SSC:</p> <p>Continue with all actions. Allow content specific teams to revise actions for their approval.</p>	<p>2 ELAC:</p> <p>Parents were asked to provide input regarding current SPSA. Feedback included:</p> <ul style="list-style-type: none"> • Parents noted that they liked and wanted staff to administer ELPAC test • Individual tutoring to prepare them for exams instead of groups. • For teachers to have more conversations with their EL students. Students are usually shy because of the language barrier. 	<p>3 Staff:</p> <p>Staff survey was given via Microsoft forms where teachers gave feedback on each individual, current action.</p> <p>There was no specific feedback from staff on Goal 3.</p>
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Action 1

Title: Participation in Career Exposure

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

None

Explain the actions for Parent Involvement (required by Title I):

Continued strong communication from school staff.

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

None

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	14.247	12.247
Suspensions Per 100	10.507	9.507

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <p>Highly effective CWAS who does:</p> <ul style="list-style-type: none"> Home visits meets parents involved in meetings such as SSTs Small groups and mentoring with students Rewards for improved attendance such as Funworks <p>Suspensions Per 100</p> <p>Need for Tier 3 supports at the school, mental health help, and space at the school to provide interventions and a safe place to let students cool down and regroup.</p> <p>Rewards for no suspension such as fun works.</p>	<p>Chronic Absenteeism</p> <p>Chronic Absentee disproportionality for White and Homeless students are due to the dynamics of the family, transportation and the inability of our CWAS to get them to get to school and/or meet with her. Many home visits were made this year by our CWAS trying to meet with parents.</p> <p>Suspensions Per 100</p> <p>At Easterby, our most disproportionate groups are African American and White students. Both are suspended at a much higher rate than all other subgroups. Factors contributing to increased rate are the large amount of ACES (incidents of trauma) with all suspended students within these subgroups. Although staff has received training in Restorative Practice, we must continue to become better at responding to students who come to school with significant trauma.</p>

Step 2: 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.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<p>Continue with all actions. Allow leadership team to revise actions for their approval.</p>	<p>No changes reported. The following was all that ELAC reported but nothing specific to this goal.</p>	<p>Staff survey was given via Microsoft forms where teachers gave feedback on each individual, current action.</p> <p>Feedback from staff included:</p>

- Individual tutoring to prepare them for exams instead of groups.
- For teachers to have more conversations with their EL students. Students are usually shy because of the language barrier.
- They are very happy with ELPAC being done by admin. here in Easterby, instead of from outside teachers. They would like for that to continue for future years.

- * Fund 6 hour a day Resource Counseling Assistant
- *Reduce or eliminate CYS counseling due to ineffectiveness of program
- * Continue ROAR Academy
- * Provide for social emotional space for students during recess and lunch

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

CYS and Parent Involvement actions, such as Parent University and PBS parent classes. CYS was not effective, therefore we will not be continuing this action. Parent University and PBS have shown to engage families at school, providing parenting guidance to improve behavior and attendance.

Action 1

Title: Social Emotional Tier I, Tier II and Tier III

Action Details:

All Easterby students will learn in an environment where they are supported by all Easterby staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate CHAMPs and other recommendations made by the Easterby Culture and Climate Team. Identified students will receive a varied level of support, including counseling when necessary. Easterby ROAR Team, which will consist of admin, TSA, and teachers, will directly address Tier III behavioral concerns. This team will work to identify referral process for students, develop necessary plans (such as general education Behavior Support Plan), monitoring tools for individual students, along with differentiated rewards based on student needs.

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

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target
 Easterby Cabinet Meetings will review office referral/suspension data.

Owner(s):
 VP

Timeline:
 Monthly

Details: Explain the data which will specifically monitor progress toward each indicator target
 Class Meeting monitoring sheets

Owner(s):
 VP

Timeline:
 Quarterly

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

Push in Observation of students

Owner(s):

RCA
RC
VP

Timeline:

daily

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

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

Counseling services if necessary. (Vendor - CYS) R

Restorative Practice circles when needed.

Identified students will participate in Tier III behavior intervention.

Fun Works for Incentive Assemblies.

VP to attend National Behavior Conference

Explain the actions for Parent Involvement (required by Title I):

Teachers will specifically review each student's work habits at parent conferences.

Parent communication regarding behavior supports and intervention.

Parents will be contacted by teacher for positive behaviors and by Admin for positive behaviors, misbehavior, and when a suspension is necessary.

Parents will be directly involved in all Tier III Behavior Support Plan development and progress monitoring

Owner(s):

Timeline:

Specify enhanced services for EL students:

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.

Describe Professional Learning related to this action:

Restorative Practices, including protocol and process Action Plan/Protocol for each Tier Social/Emotional Understanding

Second Step, Olweus Bullying Prevention Class Meetings Classroom Behavior & Management including STOIC Levels of Misbehaviors, Ratio of Positive to Negative Interactions

Review of school wide behavior system

School Climate and Culture National Conference

Action 2

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

Action Details:

Easterby staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Our CWAS will work with families who have a child who is nearing or missing over 10% of the school year. Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. CWAS 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.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal

Timeline:

Every 6 weeks

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

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

Owner(s):

Principal

Attendance Clerk

HSL

CWAS

Timeline:

Every 6 weeks

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

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

Girl Power and Young Men of Character groups run by CWAS for identified students. Attendance Matters curriculum will be used for small group and 1 on 1 sessions with students by CWAS as needed.

Explain the actions for Parent Involvement (required by Title I):

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. Home visits and parent meetings will be held with HSL and CWAS as needed to support families in improving attendance for their students.

Owner(s):

Timeline:

Specify enhanced services for EL students:

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.

Describe Professional Learning related to this action:

CWAS will attend one AC meeting for each grade level and share information for teachers regarding how to promote improved attendance, including information regarding the difference between truancy and chronic absence.

Easterby Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	11.055	18.055
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	42.005	49.005
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.892	38.892

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Accountable Community meetings (PLC work), focus on implementation of adopted curriculum, Response to Intervention for literacy

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Accountable Community meetings (PLC work), focus on implementation of adopted curriculum

EL Reclassification Rate (All grade levels)

Development of grade level ELD plans, professional learning regarding ELD Standards and Framework, along with Designated and Integrated ELD, Easterby English Language Learner Team developed to monitor all actions aligned to ELD.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

We have a large discrepancy with our English Learners in both ELA on SBAC. This subgroup is performing well below the average at Easterby. Our overall on 2017 SBAC in ELA was 42% meets or exceeds standards. Our English Learners on this same assessment were 5.9% meets or exceeds. The key factor that contributed to this was lack of focus from individual AC teams on the needs of English Learners with in Essential Standards.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

We have a large discrepancy with our English Learners in both Math on SBAC. This subgroup is performing well below the average at Easterby. Our overall on 2017 SBAC in ELA was 42% meets or exceeds standards. Our English Learners on this same assessment were 5.9% meets or exceeds. The key factor that contributed to this was lack of focus from individual AC teams on the needs of English Learners with in Essential Standards.

EL Reclassification Rate (All grade levels)

Step 2: 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.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Travel			: Andrea to attend National Behavioral Conference	2,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works for Attendance and Behavior	3,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		12,699.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	45,209.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Substitutes for Translators	1,039.00
G4A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Instruction (No incentives or food)	5,614.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies: (No incentives or food)	5,513.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		6,132.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Materials for Parent Participation	1,658.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		8,175.00

\$91,039.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education Elements : PLI Contract	10,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Planning/SST's and Tier III	4,569.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for ILT/PLC Learning	2,108.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials for Supplies-Instruction	27,338.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Non Capitalized Equipment	5,000.00
G1A1	Sup & Conc	Instruction	Travel			Conferences	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for our EEL Team	996.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Language Arts Intervention	34,038.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Elementary	0.6000		76,682.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for Math Team	996.00
G1A2	Sup & Conc	Instruction	Teacher-Supp			Supplemental for Team Work	1,197.00
G1A2	Sup & Conc	Instruction	Bks & Ref			Books and Software	2,000.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Math Intervention	15,884.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Elementary	0.4000	Used for Intervention	39,866.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows ELA Interventions	11,028.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Math Intervention	8,276.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials for Instruction	5,924.00
G4A1	Sup & Conc	Instruction	Travel			: Andrea to attend National Behavioral Conference	2,000.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works for Attendance and Behavior	3,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000		12,699.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	45,209.00
G4A1	LCFF: EL	Parent Participation	Oth Cls-Supp			Substitutes for Translators	1,039.00
G4A2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Instruction (No incentives or food)	5,614.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies: (No incentives or food)	5,513.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		6,132.00
G4A2	LCFF: EL	Parent Participation	Mat & Supp			Materials for Parent Participation	1,658.00
G4A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		8,175.00

\$348,941.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$55,165.00
Sup & Conc	7090	\$216,814.00
LCFF: EL	7091	\$76,962.00
Grand Total		\$348,941.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$257,902.00
G4 - All students will stay in school on target to graduate	\$91,039.00
Grand Total	\$348,941.00