

**Easterby Elementary**

10621666006191

Principal's Name: Pamela Taylor

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Pam Taylor', followed by a long horizontal line extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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

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

**Consolidated Program Assurances**



<p>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.</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>Schoolsites 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 and Family Engagement 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 School 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 - Amelia Gilardi		X			
3. Member - Andrew Simpson		X			
4. Member - Helen Ivanov		X			
5. Member - Randall Wallace			X		
6. Member - Laura Chann				X	
7. Member - Cecilia Garcia				X	
8. Member - Zulima Garcia				X	
9. Member - Amie Petty				X	
10. Member - Surin Seneru				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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pamela Taylor		5/21/21
SSC Chairperson	Amelia Gilardi		5/21/21

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Easterby - 0135

**ON-SITE ALLOCATION**

3010	Title I	\$68,655 *
7090	LCFF Supplemental & Concentration	\$239,217
7091	LCFF for English Learners	\$76,950
7099	School Opening Support <i>(New! One-time funds)</i>	\$27,019
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$411,841</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,791
Remaining Title I funds are at the discretion of the School Site Council	\$66,864
Total Title I Allocation	\$68,655

## Easterby Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		37.38 %	2020-2021	44.38 %
I-Ready Math D2 On Level		24.13 %	2020-2021	31.13 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

#### **I-Ready ELA D2 On Level**

Professional Learning Communities will focus on identifying essential standards and create common formative assessments aligned to those standard, utilizing documents from Smarter Balance Claims and Targets and other resources to measure progress. The 2020-2021 year due to distance learning, teachers had an additional focus of student engagement through distance learning format. As a result, teachers focused on setting up online classroom to ensure maximum engagement along with PLC work.

Response to Intervention will be based on Common Formative Assessments along with I-Ready Data. Goals will be identified at the beginning of these intervention cycles and progressed monitored to ensure effectiveness of interventions. Due to distance learning, this year, students struggled with getting online to groups as these sessions were outside of the synchronous learning time with teacher. As a result, we switched to a push in support model with funds being used to purchase an additional software to target literacy gaps.

ELD work continued in the online format. Teachers worked with students identified as English learners in their small group time, focusing on identified standards and their students ELD levels. Although we did not make the necessary gains due to challenges in the distance learning format, teachers were able to continue with designated time.

#### **I-Ready Math D2 On Level**

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

#### **I-Ready ELA D2 On Level**

Inequities that contributed to the disproportionality of this goal included a change to distance learning and the challenges that come with that, such as internet connectivity issues, home environment, parental support and lack of engagement in lessons. These challenges were exacerbated disproportionately with low-performing students.

#### **I-Ready Math D2 On Level**

Inequities that contributed to the disproportionality of this goal included a change to distance learning and the challenges that come with that, such as internet connectivity issues, home environment, parental support and lack of engagement in lessons. Another factor to considered includes the use of manipulative to create conceptual understanding of mathematical concepts as some students struggled with having the right tools for lessons. These challenges were exacerbated disproportionately with low-performing students.

Professional Learning Communities will focus on identifying essential standards and create common formative assessments aligned to those standard, utilizing documents from Smarter Balance Claims and Targets and other resources to measure progress. This year due to distance learning, teachers had an additional focus of student engagement through distance learning format. As a result, teachers focused on setting up online classroom to ensure maximum engagement along with PLC work.

Response to Intervention will be based on Common Formative Assessments along with I-Ready Data. Goals will be identified at the beginning of these intervention cycles and progressed monitored to ensure effectiveness of interventions. In regards to math RTI, this was mainly addressed by I-Ready Lessons assigned by teachers. Teacher monitored student progress and adjusted lessons as needed.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to distance learning, a big portion of monies set aside for teaching fellows to support the Response to Intervention program, had to be changed and shifted to purchase supplies needed to support distance learning. Monies were also shifted from hired support to online intervention programs to help with ease of delivery and monitoring of students during online work.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the demands of distance learning, planning for students to be fully returned to the classroom in the fall, we will continue with the online intervention programs and additional monies for Teaching Fellows contracts to support intervention in the classroom and after school intervention/tutoring support. We also understand the challenges that some of our lowest-performing students struggled and missed a large portion of learning due to challenges associated with the distance learning format, so monies will be set aside for additional contracts to support tutoring to catch up on missing foundational skills that were not acquired in the previous years. To ensure that we are tight in our RTI cycles in monitoring goals and appropriate intervention, we will implement data check days where teachers will meet one on one with our intervention team to go over student's progress in intervention to ensure proper alignment and carry over to classroom goals. These can be found in Goal 1 Action 2.

**Step 4:** Stakeholder 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.

**1** SSC:

These plans were shared with SSC on 4/9/21 with full approval.

**2** ELAC:

These plans were on the agenda to be shared on 2/25/21, no parents were in attendance so it was published on classdojo for feedback.

**3** Staff:

These plans were developed in conjunction with Easterby Intervention Team and pushed out staff for feedback through Easterby Leadership Team.



## Action 1

**Title:** Professional Learning Community Process for ELA and Math

### Action Details:

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

- \* Identify and unpack Essential Standards, referencing Smarter Balance Claims and Targets along with other documents to ensure understanding of rigor of the standards
- \* Set SMART Goals, which include clear criteria for success.
- \* Identify CFAs and create a calendar for the unit/chapter/quarter.
- \* Review CFA data and respond to the data, providing Tier II intervention for those students who have not reached proficiency and extension activities for those who have reached proficiency.
- \* Provide quality Tier I and II instruction that may support and scaffold for students lacking prerequisite skills, including appropriate accommodations and UDL strategies. Fresno Unified's Instructional Practice Guide is used to support planning and feedback.
- \* Professional Learning for teachers (Tier I and II support) addressing how to properly support and intervene in math and literacy skills based on prerequisite skills of prior grade level and domains. This will include scaffolding techniques and appropriate accommodations/UDL strategies. Professional Learning will also include how to support students needing Tier III support during Tier I and II instruction.

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

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

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

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

#### Owner(s):

Principal  
Vice Principal  
TSA

#### Timeline:

Easterby Cabinet Review - Quarterly

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

Monthly Easterby Instructional Leadership Team meetings. Monthly meetings in which Lead Teachers will review relevant data. Easterby's PLC rubric will be used as a guide.

#### Owner(s):

Principal  
Vice Principal  
Lead Teachers

#### Timeline:

Easterby Instructional Leadership Team Meetings - Monthly

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

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

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

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

differentiated instruction.

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

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, including Designed ELD Instruction. Planning days for English Learner team and grade level teams will be used to support implementation of grade level ELD plans, specifically targeting Integrated ELD during Tier I instruction.

Specify enhanced services for low-performing student groups:

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

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

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

SDC and RSP teachers will participate in cycles of continuous improvement with site administration around team identified CFAs and SBAC.

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

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

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

## Action 2

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

Action Details:

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

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

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

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

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

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

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

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

**Owner(s):**

Intervention team members  
Classroom teacher

**Timeline:**

Every 4-6 weeks

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

Review of all school-wide assessments during Easterby Quarterly Cabinet Review, specifically analyzing students who receive Tier III academic supports.

**Owner(s):**

Principal  
Vice Principal  
Reading Intervention Teacher  
Designated School TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

Principal  
Intervention team members  
Intensive Intervention Team

**Timeline:**

Quarterly

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

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

**Owner(s):**

Classroom Teacher  
Intervention team members

**Timeline:**

Every 4-6 weeks

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

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

**Owner(s):**

Principal  
Vice Principal  
Intervention team members  
Easterby English Learner Team

**Timeline:**

Quarterly

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

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

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

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

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

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

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

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

### Action 3

**Title:** English Language Development

[Action Details:](#)

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

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

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

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

**Owner(s):**

Principal  
VP  
Reading Specialist  
Designated School TSA

**Timeline:**

Quarterly

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

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

**Owner(s):**

Principal  
Vice Principal  
Easterby English Learner Team

**Timeline:**

Monthly

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

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

**Owner(s):**

Principal  
Easterby English Learner Team

**Timeline:**

Monthly

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

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

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

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

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

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.

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

Specify enhanced services for low-performing student groups:

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

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning ** NO IEPS **	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies. Also supports G5A1.	200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation ** NO FOOD OR INCENTIVES ** Also G5A1	1,791.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	13,195.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,200.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Professional Learning	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	6,984.00
G1A1	One-Time School	Instruction	Mat & Supp			: Professional Learning	1,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: technology	7,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs ** NO IEPS **	3,999.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			RH Discovery & Achieve 3000 Licenses	17,665.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Intervention Support	43,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5625	Katherine Correia Move from Designated TSA to Site TSA @ 6 Hours	75,087.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	10,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel for PL	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875	Katherine Correia Move from Designated TSA to Site TSA @ 6 Hours	25,028.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	16,961.00
G1A2	One-Time School	Instruction	Teacher-Subs			Subs for data checks with tier 3	4,000.00
G1A2	One-Time School	Instruction	Teacher-Supp			Teacher Tier 2 and 3 Tutoring. Also supports G1A1.	8,035.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			subs for ELD PL	2,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators	1,500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,589.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: TEchnology	8,450.00

**\$260,684.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Student-centered real world learning experience - Site Defined**

This past year, due to distance learning, it has been difficult to ensure engagement in these activities.

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

**Student-centered real world learning experience - Site Defined**

An inequity was posed due to distance learning. We are now ensuring better planning and parent engagement to ensure increased participation.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Moving into the 2021-2022 school year, we will have a renewed focus on these activities and experiences for students. All grade levels will ensure that a minimum of one real-world learning experience occurs for all students.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

As a result of the analysis, students will be encouraged through weekly messages and monthly focuses to expose them to real-world learning experiences. These exposures can be done through the use of clubs, special guest via morning messages and classroom visitation.

**Step 4:** Stakeholder 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.

**1** SSC:

**2** ELAC:

**3** Staff:

Plans were shared with SSC on 4/9/21 for feedback and approval.

These plans were on the agenda to be shared on 2/25/21, no parents were in attendance so it was published on classdojo for feedback.

These plans were developed in conjunction with Easterby Culture and Climate Team and pushed out staff for feedback through Easterby Leadership Team.

## Action 1

**Title:** Participation in Career Exposure

### Action Details:

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

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

**Owner(s):**

Vice Principal

**Timeline:**

Quarterly

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

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

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

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



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		23.59 %	2020-2021	21.59 %
Suspensions students with 1 or more		0.14 %	2020-2021	0.14 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Chronic Absenteeism**

Attendance intervention was intense this past school year due to distance learning. Site admin, Attendance Clerk, HSL, and CWAS worked closely on a weekly basis to monitor student attendance and engagement. Parent outreach occurred daily and was recorded in ATLAS. Outreach included phone calls and home visits. Referrals to SARB were made when appropriate. Attendance data was closely monitored and a goal was set of 95% attendance rate. Easterby attendance was above the district average for elementary each week. Starting in October, identified students with chronic absenteeism were offered the opportunity to access distance learning from campus.

**Suspensions students with 1 or more**

Only 1 suspension occurred during distance learning. This metric is down significantly due to students not being on campus. Targeted Support Team (which included RP Counselor, School Psychologist, RCA, Admin and CWAS) worked weekly to identify students in need of support based on Engagement Rubric. One-on-one and small group support was provided virtually via Teams.

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

**Chronic Absenteeism**

Key factors that contributed to reduced attendance to low-performing students was a lack of working or effective technology along with the appropriate support from home to successfully engage in distance learning. Support was offered to families such as technology trouble shooting, delivery of devices and hotspots to the home, and goal setting with students regarding engagement.

**Suspensions students with 1 or more**

At this time, there is not an inequity or key factor contributing to disproportionality due to suspensions for the 2020-2021 school year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There were no major differences, with the exception of one-on-one and small group support being provided virtually rather than face to face.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

There will be no significant changes to our actions for chronic absenteeism, other than funding 0.5FTE for our CWAS which was fully funded by DPI this past school year. Data shows that this action was effective, therefore we justified using site funds on this position. Student suspension data, although greatly reduced, there is an anticipation of student social/emotional needs when returning students to campus. Additional school psych time has been purchased to support this, along with continuing to fund our Resource Counseling Assistant.

**Step 4: Stakeholder 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.

**1** SSC:

These plans were shared with SSC on 4/9/21 with full approval

**2** ELAC:

These plans were on the agenda to be shared on 2/25/21, no parents were in attendance, therefore it was published on Class Dojo for feedback.

**3** Staff:

These plans were developed in conjunction with Easterby Leadership Team and pushed out to teaching staff for feedback.

### Action 1

**Title:** Participation in Arts, Activities, and Athletics

#### Action Details:

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

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

#### Explain the Progress Monitoring and data used for this Action

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

Review of percentage of participation on ATLAS

**Owner(s):**

Vice Principal

**Timeline:**

Quarterly

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

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

#### Specify enhanced services for EL students:

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

#### Specify enhanced services for low-performing student groups:

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

## Action 2

**Title:** Social Emotional Tier I

### Action Details:

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

**Reasoning for using this action:**



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. Data protocol will be used to address trends and patterns and an appropriate response.

**Owner(s):**

Admin

**Timeline:**

Every 6 weeks.

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

Quarterly Classroom Meeting Log

**Owner(s):**

VP

Culture and Climate Team

**Timeline:**

Quarterly

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

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

**Owner(s):**

Climate and Culture Team

**Timeline:**

Monthly

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

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

Fun Works Assemblies will be used as an incentive for appropriate student behavior and to help launch and support SEL quarterly focuses.

**Specify enhanced services for EL students:**

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

**Specify enhanced services for low-performing student groups:**

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Review Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Instructional Manager, General Education staff

and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate.

### Action 3

**Title:** Social Emotional Tier II and Tier III

#### Action Details:

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

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

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

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

##### Owner(s):

Principal  
VP

##### Timeline:

Every 6 Weeks

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

Class Meeting monitoring sheets

##### Owner(s):

VP

##### Timeline:

Quarterly

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

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

##### Owner(s):

RCA  
RC  
VP  
Tier II Intervention Specialist  
Psychologist

##### Timeline:

daily

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

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

##### Owner(s):

Principal  
Tier II Intervention Specialist  
Targeted Support Team

##### Timeline:

Twice a month

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

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

## Action 4

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

Action Details:

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

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

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

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

Owner(s):

Principal

Timeline:

Every 6 weeks

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

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

Owner(s):

Principal

Attendance Clerk

HSL

Intervention Specialist

Timeline:

Every 6 weeks

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

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

One on one check in with Targeted Support Team members.

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

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

Specify enhanced services for EL students:

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.

Specify enhanced services for low-performing student groups:

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Krazy Karen	3,200.00
G3A3	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Site funding one day of School Psychologist - Kimberly Tenbergen/1074509	28,143.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,692.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split CWAS with Sites to retain grant funded staff	34,867.00

**\$122,902.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		79.12 %	2019-2020	86.12 %
Staff Survey – Overall Positive in Belonging Domain		70.69 %	2019-2020	75.69 %
Student Survey - Caring Adult (African American)		72.22 %	2019-2020	77.22 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Staff Goal - Site Defined**  
 We did not have a staff goal in current SPSA

**Staff Survey – Overall Positive in Belonging Domain**  
 n/a

**Student Survey - Caring adult**  
 n/a

**Student Survey - Caring Adult (African American)**  
 n/a

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

**Staff Goal - Site Defined**  
 N/A

**Staff Survey – Overall Positive in Belonging Domain**  
 n/a

**Student Survey - Caring adult**  
 n/a

**Student Survey - Caring Adult (African American)**  
 n/a

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.



This is a new goal, therefore the actions created and budget to support are all new actions.

**Step 4: Stakeholder 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.

**1** SSC:

These plans were shared with SSC on 4/9/21 with full approval.

**2** ELAC:

These plans were on the agenda to be shared on 2/25/21, no parents were in attendance, therefore it was published on Class Dojo for feedback.

**3** Staff:

These plans were developed in conjunction with Easterby Leadership Team and pushed out to teaching staff for feedback.

### Action 1

**Title:** Culturally proficient approach to relationship building

**Action Details:**

The Easterby staff will build skills necessary to increase positive relationships with students and our Easterby community. This will be done through professional learning on culturally responsive teaching practices and Universal Design for Learning along with monitoring appropriate data to ensure that staff actions reflect the diversity of our Easterby community.

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

**Explain the Progress Monitoring and data used for this Action**

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

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

**Owner(s):**

Principal  
Vice Principal

**Timeline:**

Quarterly

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

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

**Owner(s):**

Principal  
Vice Principal

**Timeline:**

Yearly

**Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:**

All staff will receive professional learning based in culturally responsive teaching practices along with Universal Design for Learning in order to ensure that the experience students have at Easterby reflect their diverse needs.

**Specify Professional Development or Staff Services to support EL students:**

**Specify Professional Development or Staff Services to support low-performing student groups:**

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

Use of *Culturally Proficient Instruction* along with Universal Design for Learning as a basis for learning for all staff.

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		96.41 %	2019-2020	99 %
Parent Survey - Safe and secure		96.37 %	2019-2020	99 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Family Goal - Site Defined**

We did not have a family goal in current SPSA and budget.

**Parent Survey - Respected and welcomed**

N/A

**Parent Survey - Safe and secure**

N/A

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

**Family Goal - Site Defined**

N/A

**Parent Survey - Respected and welcomed**

N/A

**Parent Survey - Safe and secure**

N/A

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

N/A

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

This is a new goal, therefore the actions created and budget to support are all new actions.

**Step 4: Stakeholder 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.

**1** SSC:

These plans were shared with SSC on 4/9/21 with full approval.

**2** ELAC:

These plans were on the agenda to be shared on 2/25/21, no parents were in attendance, therefore it was published on Class Dojo for feedback.

**3** Staff:

These plans were developed in conjunction with Easterby Leadership Team and pushed out to teaching staff for feedback.

### Action 1

**Title:** Community Engagement

**Action Details:**

Easterby families will be provided numerous opportunities to engage in their child's education through purposefully designed activities and programs. These activities will include, but are not limited to, Tiger Dads/Tiger Moms, family culture days (monthly), parent lunches and campus beautification activities. We will also provide opportunities for families to connect and serve not just Easterby, but our surrounding neighborhood. Easterby staff will use multiple means of communication to engage our families and Easterby community, using available platforms for two-way communication.

**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**  
Tiger Dads and Moms exit survey

**Owner(s):**  
Principal  
Vice Principal

**Timeline:**  
Monthly

**Details: Explain the data which will specifically monitor progress toward each indicator target**  
Family Panorama survey

**Owner(s):**  
Principal  
Vice Principal

**Timeline:**  
Twice a year

**Details: Explain the data which will specifically monitor progress toward each indicator target**  
Class Dojo and other social media engagement data

**Owner(s):**  
Principal  
Vice Principal

**Timeline:**  
Quarterly

**Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:**

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.

Specify Direct Service and Opportunities for parents and families to support EL students:

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

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

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

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplements for parent involvement	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		8,833.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Participation	3,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		12,422.00

**\$28,255.00**

# 2021-2022 Budget for SPSA/School Site Council

## State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning ** NO IEPS **	2,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies. Also supports G5A1.	200.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation ** NO FOOD OR INCENTIVES ** Also G5A1	1,791.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	13,195.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,200.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Professional Learning	1,000.00
G1A1	One-Time School	Instruction	Mat & Supp			: Materials and Supplies	6,984.00
G1A1	One-Time School	Instruction	Mat & Supp			: Professional Learning	1,000.00
G1A1	One-Time School	Instruction	Nc-Equipment			: technology	7,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs ** NO IEPS **	3,999.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			RH Discovery & Achieve 3000 Licenses	17,665.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for Intervention Support	43,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.5625	Katherine Correia Move from Designated TSA to Site TSA @ 6 Hours	75,087.00
G1A2	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	10,000.00
G1A2	Sup & Conc	Instruction	Travel			Travel for PL	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1875	Katherine Correia Move from Designated TSA to Site TSA @ 6 Hours	25,028.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	16,961.00
G1A2	One-Time School	Instruction	Teacher-Subs			Subs for data checks with tier 3	4,000.00
G1A2	One-Time School	Instruction	Teacher-Supp			Teacher Tier 2 and 3 Tutoring. Also supports G1A1.	8,035.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			subs for ELD PL	2,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Translators	1,500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	6,589.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: TEchnology	8,450.00
G3A2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Krazy Karen	3,200.00
G3A3	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	Site funding one day of School Psychologist - Kimberly Tenbergen/1074509	28,143.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,692.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.5000	Split CWAS with Sites to retain grant funded staff	34,867.00
G5A1	Sup & Conc	Instruction	Teacher-Supp			Supplements for parent involvement	2,000.00
G5A1	Sup & Conc	Instruction	Direct-Graph			: Graphics	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		8,833.00

G5A1	LCFF: EL	Parent Participation	Mat & Supp	Parent Participation	3,000.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500
					12,422.00
					<b>\$411,841.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,655.00
Sup & Conc	7090	\$239,217.00
LCFF: EL	7091	\$76,950.00
One-Time School	7099	\$27,019.00
<b>Grand Total</b>		<b>\$411,841.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$260,684.00
G3 - Increase student engagement in their school and community	\$122,902.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$28,255.00
<b>Grand Total</b>	<b>\$411,841.00</b>