

Ericson Elementary

10621666006217

Principal's Name: Karen Walker

Principal's Signature:

A handwritten signature in black ink, appearing to read 'K Walker', written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
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.	
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 - Karen Walker	X				
2. Chairperson - Renee Lopez			X		
3. Leslie Godia		X			
4. Anai Calderon		X			
5. Karrie Matoba		X			
6. Bessie Locatelli				X	
7. Marisol Moran				X	
8. Elise Vartanian				X	
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input 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	<i>Karen Walker</i>		<i>3/9/2017</i>
SSC Chairperson	<i>Renee Lopez</i>		<i>3/9/2017</i>

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

FRESNO UNIFIED SCHOOL DISTRICT
Staff/Student/Parent Compact
Ericson Elementary School

Staff Section:

I understand the importance of the school experience to every student and my role as an educator. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Receive training in strategies to effectively communicate with parents
- ◆ Teach California adopted grade level standards, skills, and concepts that provide high quality curriculum instruction in a supportive and effective learning environment
- ◆ Strive to address the individual needs of your child
- ◆ Communicate with you regarding your child's progress
- ◆ Provide a safe, positive and healthy learning environment for your child
- ◆ Communicate homework and classroom expectations
- ◆ Correct and return appropriate work in a timely manner
- ◆ Support your child's primary language and culture
- ◆ Show respect to self and others at all times
- ◆ Provide opportunities for parents to volunteer, participate and observe in child's classroom

Teacher's Signature _____ Date _____

Student Section:

I know that my education is important and that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Attend school every day on time and ready to learn
- Review my class work with my parent(s) weekly
- Return completed homework on time
- Follow school rules and be responsible for my own behavior at all times
- Ask for help when needed
- Show respect to self and others at all times

Student's Signature _____ Date _____

Parent Section:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Attend Back to School event, Parent/Teacher conferences, Open House, and other events
- ◆ Encourage my child to engage in reading activities for at least 20 minutes every day
- ◆ Provide a quiet place/time for my child to complete his/her homework
- ◆ Make sure my child gets adequate sleep and has a healthy diet
- ◆ Adhere to the school's homework, discipline, dress code and attendance policies
- ◆ Participate in district opportunities for parenting training
- ◆ Support all elements of the Parent Involvement Policy adopted by the FUSD School Board.
- ◆ Show respect to self and others at all times

Parent's Signature _____ Date _____

FRESNO CHEEB TSAM CHAW KOOM KEV KAWM
Daim Ntawv Neeg Khiav Dej Num/Tub Kawm Ntawv/Niam Txiv Cog Lus
Tsev Kawm Ntawv Phab Qis Ericson

Xib Fwb Sob Lus:

Kuv nkag siab txog qhov tseem ceeb ntawm txoj kev kawm rau txhua tus tub kawm ntawv thiab kuv lub luag hauj lwm tam li ib tug tub txawg tub ntse. Yog li ntawd, kuv tuaj yeem yuav:

- ◆ Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- ◆ Txais kev cob qhia txog tej tswv yim ua los sib txuas lus kom tau txiaj ntsim nrog niam txiv
- ◆ Qhia theem qib tej qauv ntawv teev tseg, tej kev txawj, thiab tej niam tswv yim California tau txais yuav uas muab tau kev qhia tej zaj kev kawm zoo heev nyob rau hauv ib lub chaw kawm txhawb zog thiab tau txiaj ntsim
- ◆ Siv zog los daws tej kev ntshaw raws tej twb tug neeg rau nej tus me nyuam
- ◆ Nrog nej sib txuas lus txog nej tus me nyuam kev kawm tau li cas lawm
- ◆ Npaj muaj ib lub chaw kawm nyab xeeb, kaj siab, thiab dawb huv rau nej tus me nyuam
- ◆ Cev lus qhia txog ntaub ntawv teem ua hauv vaj tse thiab tej kev cia siab hauv chaw kawm
- ◆ Tshuaj xyuas thiab xa tej ntaub ntawv muaj feem kom ua rov qab raws ib tug yam ntxwv ua nrawm nroos
- ◆ Txhawb nqa nej tus me nyuam hom lus chiv thawj thiab haiv neeg kev coj
- ◆ Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm
- ◆ Muab tej sij hawm qhib kev rau niam txiv tuaj pab dawb, koom tes, thiab ntsuam xyuas me nyuam yaus hauv chaw kawm

Xib Fwb Xee Npe _____ Hnub Tim _____

Tub Kawm Ntawv Sob Lus:

Kuv paub tias kuv txoj kev kawm txuj yog ib qho tseem ceeb thiab tias kuv yog tus thaj tsob rau kuv txoj kev kawm vam meej ntiag tug. Yog li ntawd, kuv kam los ua kom tiav tej kev ris dej num nram no txog rau qhov zoo tshaj plaws ntawm kuv txoj kev muaj peev xwm:

- Mus koom kev kawm txhua hnub ncav sij hawm thiab npaj ntsoov tos kawm
- Tshuaj xyuas kuv tes hauj lwm kawm ntawv nrog kuv niam kuv txiv txhua lim tiam
- Xa tej ntaub ntawv teem ua hauv vaj tse tiav lawm rov qab ncav sij hawm
- Taug raws tsev kawm ntawv tej cai thiab thaj tsob rau kuv kev coj xeeb ceem ntiag tug txhua sij hawm
- Thov kev pab thaum twg xav tau
- Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

Tub Kawm Ntawv Xee Npe _____ Hnub Tim _____

Niam Txiv Sob Lus:

Kuv nkag siab tias kuv kev koom tes rau hauv kuv tus me nyuam txoj kev kawm txuj yuav pab tau nws kev kawm tau thiab kev coj yam ntxwv zoo. Yog li ntawd, kuv tuaj yeem yuav:

- ◆ Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- ◆ Mus koom Kev Saib Kev Rov Mus Kawm Ntawv, Niam Txiv/Xib Fwb Tej Rooj Sib Tham, Kev Qhib Saib Kev Kawm Dhau Los, thiab lwm cov xwm txheej
- ◆ Txhawb kuv tus me nyuam kom txuam rau hauv tej dej num ua kev nyeem ntawv yam tsawg 20 feeb txhua hnub
- ◆ Npaj muaj ib lub chaw/sij hawm ntsiag to rau kuv tus me nyuam los ua nws tej ntaub ntawv teem ua hauv vaj tse
- ◆ Xyuas kom kuv tus me nyuam tau txais kev pw tsaug zog txaus thiab muaj ib pluas zoo noj
- ◆ Ua raws tsev kawm ntawv tej cai tswj ntaub ntawv teem ua hauv vaj tse, kev rau txim, kev hnab tsoos, thiab kev mus koom kev kawm
- ◆ Koom rau hauv cheeb tsam tsev kawm ntawv tej hau kev qhib muaj rau kev cob qhia kev ua niam ua txiv
- ◆ Txhawb nqa tag nrho tej feem ntawm txoj Cai Txuam Niam Txiv tau txais yuav los ntawm FUSD Pawg Thawj Tswj Kev Kawm
- ◆ Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

Niam Txiv Xee Npe _____ Hnub Tim _____

Ericson Elementary School School Site Council Bylaws

Article I Name of Council

The name of this council shall be Ericson School Site Council (SSC).

Article II Role of the Council

The SSC shall develop and recommend the school improvement plan including the budgets that support the plan, to meet student academic need. Following approval of a school improvement plan by the school district governing board, the SSC shall review a minimum of one time per year the implementation of the school improvement program and assess the effectiveness of the program with the principal, teachers, other school personnel, and students using the district criteria in Board Policy 6191. The SSC shall annually review SSC bylaws and the school site dress code and make modifications to the school improvement plan or budget when necessary. The SSC shall carry out all other duties and responsibilities assigned by the district governing board and any state or federal laws and related codes of the State of California

Article III Members

Section 1: Size and Composition

The SSC shall be composed of 10 members. Alternates shall be elected for the parent representatives and staff representatives.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff, including all socioeconomic and ethnic groups in the school attendance area.

Representation on the SSC shall be: the Principal, representatives of teachers elected by teachers, parents of pupils attending the school elected by such parents or community members residing or working in the school attendance area and selected by parents of children attending the school. The council shall be balanced with five members representing the school staff, teachers in the majority of school staff representatives and five parent members. Parents representative of the SSC may be district employees but shall not be employees at the site.

Section II: Election Procedures

Notices in the major languages represented at the school of the SSC election will be sent home with the student to the parents and staff of the site to solicit any nominations including self-nominations for available representative vacancies. Oral announcements and written announcements detailing the SSC nomination and election process, role of the SSC, meeting dates, and site plan development will be distributed in a four week period and no later than the end of the first quarter using a variety of ways to notify the entire school community prior to the final election ballot distribution.

The Principal shall schedule a public meeting prior to the election to explain the role and responsibilities of the SSC, the schedule for nominations and the SSC election process to encourage broad community involvement. Written notices of nomination including self-nomination opportunities will be posted in prominent places around the campus and the surrounding community to assure community access. Nomination forms will be compiled and carried home by students at least two weeks in advance of the election. Nomination forms will also be available in the school office.

One election ballot per parent or legal guardian or certified caretaker will be carried home with the oldest child in the family for parent/community representative elections. Election polling times will be at times convenient for parents and announced and posted. Polling times will occur over one week's time. Voters will be considered registered and eligible to vote when they are matched to a class roster of students. Parents may request assistance from school personnel to complete the mechanics of voting without undue influence on the vote cast. In a similar manner, each staff member will receive one ballot to elect his or her representatives. Ballots shall be placed in locked, secure box until counted in public view at a duly noticed SSC meeting. Ballots shall be counted and verified by two neutral persons. Results shall be posted and announced for all new SSC members at the same SSC meeting. Nominees will be elected in descending order according to the criteria of highest number of votes. If there is a tie for an SSC representative position a run off vote will be taken as soon as feasible using a similar election process. The results of all SSC elections shall be recorded in the SSC minutes. Ballots shall be retained for the record in the event of disputes.

Section III: Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one half, or the nearest approximation thereof, of the members representing parents or community members and one half, or the nearest approximation thereof of the members representing teachers and other school personnel, except the Principal, shall serve for a one year term only during the first year of the council's existence. After the first year of the council's

existence, all terms shall be two years in length. At the first regular meeting of the council after elections, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of the member's term, at least one year shall elapse before such members may be selected to a new term.

Section IV: Member Vacancies

The alternate for the vacant position to be replaced shall fill the vacancy. Replacement of alternates shall also be selected from the election rankings first or by appointment for the remainder of the current school year. If the composition of the SSC falls below legal requirements and no alternatives are available vacancies for the unexpired term may be filled by a new regular election.

Section V: Voting Rights

Each elected representative of the SSC is entitled to one vote and may cast that vote on each formal motion submitted to a vote by the council. The elected alternate shall vote in the absence of the elected representative he or she replaces. Absentee ballots or proxy ballots shall not be permitted.

Section VI: Termination of Membership

Membership shall automatically terminate if a member no longer meets the membership requirements under which elected or is absent without good cause from any regular meetings for three consecutive members. A written warning shall be issued to any member who misses two consecutive meetings for no good cause by either the chairperson and/or Principal. The constituency electing a member may petition the SSC with a simple majority of the constituency to suspend or expel a member for just cause.

Section VII: Transfer of Membership

Membership in the SSC is not transferable or assignable.

Section VIII: Resignation

Any member may resign by filing a written resignation with the Principal. The written resignation shall become a part of the SSC records in the event of a dispute.

Section IX: Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. The chairperson shall, make every attempt possible with the help of the Principal, to select a replacement based on the ranked election results from the previous SSC member election. Replacement

alternates shall also be selected from this list. In the event this is impossible the chair shall be provided a list of possible replacements that reflect the constituency of the departed member. If the unexpired term is for another school year thereafter, the term for that year shall be filled by the regular election process described in Section II above.

Article IV Officers

Section I: Officers

The officers of the SSC shall be a chairperson, vice chairperson, secretary, and other such officers, as the council may deem desirable.

Section II: Election and Term of Office

The officers of the SSC shall be elected annually by the elected SSC members and shall serve for one year or until each successor has been elected.

Section III: Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the members of the SSC for the unexpired portion of the term. The alternate for the vacant position to be replaced shall fill the vacancy. Replacement of alternates shall also be selected from the election rankings first or by appointment for the remainder of the current school year.

Section IV: Chairperson

The chairperson shall preside at all meetings and sign the assurances in the site plan and other communications from the SSC. The chairperson develops the meeting agenda in coordination with the Principal, assigns SSC members to subcommittee work, advances the work of the posted agenda, assures all voices are heard in the SSC and develops skills in meeting management with the assistance of the Principal. The chairperson facilitates the meeting using Robert's Rules of Order.

Section V: Vice Chairperson

The vice chairperson shall represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence.

Section VI: Secretary

The secretary shall with the assistance of the Principal keep factual, true and accurate minutes of all SSC meetings and shall transmit the copies of the minutes to each of the SSC members. The secretary shall also keep a current list of all SSC members with role, name, address, phone number and start and end dates of terms. The secretary shall keep all copies of information distributed at the meetings attached to the meeting agenda and minutes and give them to the Principal for distribution and storage.

Section VII: Parliamentarian

The SSC may elect a Parliamentarian or ask a neutral, non-elected community member to serve as a Parliamentarian to resolve questions of procedure using Robert's Rules of Order. Non SC members serving in this role hold none of the responsibilities or privileges of duly elected SSC members.

Section VIII: Principal

The Principal is a voting member of the council. He/she provides information and leadership to the council and administers the school level activities in the single plan for school improvement. The Principal works with the SSC to assure the single plan for student achievement is legal, based on student achievement data and student needs and is monitored for implementation and effectiveness. The Principal shall consult with the SSC secretary in advance of the meeting to assure minutes are accurate and available and to assure that the SSC membership continues to be duly formed. The Principal shall oversee the public position of the agenda. The Principal shall keep all SSC meeting documentation and correspondence in an organized manner and assure all SSC documentation is available to the public on request. The Principal shall assure that all SSC members are appropriately trained to fulfill their roles and responsibilities.

DISTRITO ESCOLAR UNIFICADO DE FRESNO
Convenio del Personal/Estudiante/Padre
Ericson Elementary School

Sección del Personal:

Yo comprendo la importancia de la experiencia en la escuela para cada estudiante y mi función como educador(a). Por lo tanto, voluntariamente:

- ◆ Fomentaré/animaré las relaciones de padre/maestro(a).
- ◆ Recibiré capacitación en estrategias para comunicarme eficazmente con los padres.
- ◆ Enseñaré los estándares del nivel del grado, destrezas, adoptados de California y conceptos que proveen un plan de estudio educativo de alta calidad en un ambiente de apoyo y aprendizaje efectivo.
- ◆ Me esforzaré por atender las necesidades individuales de su niño(a).
- ◆ Me comunicaré con usted en relación al progreso de su niño(a).
- ◆ Proveeré un ambiente de aprendizaje seguro, positivo y saludable para su niño(a).
- ◆ Le comunicaré la tarea y expectativas del salón de clase.
- ◆ Corregiré y regresaré el trabajo apropiado en una manera oportuna.
- ◆ Apoyaré a su niño(a) en el idioma natal y cultura.
- ◆ Mostraré respeto a mí mismo y a los demás todo el tiempo
- ◆ Proveeré oportunidades para que los padres ayuden como voluntarios, participen y observen en el salón de clase del niño(a).

Firma del Maestro _____ Fecha _____

Sección del Estudiante:

Yo sé que mi educación es importante y que soy el/la único(a) responsable de mi propio éxito. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor posible:

- Asistiré a la escuela todos los días a tiempo y preparado para aprender.
- Revisaré mi trabajo de la clase con mi(s) padre(s) semanalmente.
- Regresaré la tarea completada a tiempo.
- Seguiré las reglas de la escuela y ser responsable de mi propio comportamiento todo el tiempo.
- Pediré ayuda cuando sea necesario.
- Mostraré respeto a mí mismo y a los demás todo el tiempo.

Firma del Estudiante _____ Fecha _____

Sección del Padre:

Yo comprendo que mi participación en la educación de mi niño(a) le ayudará a él/ella en su desempeño académico y actitud. Por lo tanto, voluntariamente:

- ◆ Fomentaré/animaré las relaciones de padre/maestro
- ◆ Asistiré al evento de Noche de Regreso a la Escuela, conferencias de Padre/Maestro, Exhibición de Trabajos y otros eventos.
- ◆ Motivaré a mi niño(a) para que participe en las actividades de lectura por lo menos 20 minutos todos los días.
- ◆ Proveeré un lugar/tiempo tranquilo para que mi niño(a) complete su tarea.
- ◆ Aseguraré que mi niño(a) duerma adecuadamente y tenga una dieta saludable.
- ◆ Adheriré las pólizas de la tarea, disciplina, código de vestir y asistencia de la escuela.
- ◆ Participaré en las oportunidades de capacitación para padres del distrito.
- ◆ Apoyaré todos los elementos de la Póliza de Participación de Padres adoptadas por la Junta Escolar del Distrito Escolar Unificado de Fresno (FUSD).
- ◆ Mostraré respeto a mí misma(o) y a los demás todo el tiempo.

Firma del Padre _____ Fecha _____

FRESNO UNIFIED SCHOOL DISTRICT
Staff/Student/Parent Compact
Ericson Elementary School

Staff Section:

I understand the importance of the school experience to every student and my role as an educator. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Receive training in strategies to effectively communicate with parents
- ◆ Teach California adopted grade level standards, skills, and concepts that provide high quality curriculum instruction in a supportive and effective learning environment
- ◆ Strive to address the individual needs of your child
- ◆ Communicate with you regarding your child's progress
- ◆ Provide a safe, positive and healthy learning environment for your child
- ◆ Communicate homework and classroom expectations
- ◆ Correct and return appropriate work in a timely manner
- ◆ Support your child's primary language and culture
- ◆ Show respect to self and others at all times
- ◆ Provide opportunities for parents to volunteer, participate and observe in child's classroom

Teacher's Signature _____ Date _____

Student Section:

I know that my education is important and that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Attend school every day on time and ready to learn
- Review my class work with my parent(s) weekly
- Return completed homework on time
- Follow school rules and be responsible for my own behavior at all times
- Ask for help when needed
- Show respect to self and others at all times

Student's Signature _____ Date _____

Parent Section:

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will voluntarily:

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- ◆ Attend Back to School event, Parent/Teacher conferences, Open House, and other events
- ◆ Encourage my child to engage in reading activities for at least 20 minutes every day
- ◆ Provide a quiet place/time for my child to complete his/her homework
- ◆ Make sure my child gets adequate sleep and has a healthy diet
- ◆ Adhere to the school's homework, discipline, dress code and attendance policies
- ◆ Participate in district opportunities for parenting training
- ◆ Support all elements of the Parent Involvement Policy adopted by the FUSD School Board.
- ◆ Show respect to self and others at all times

Parent's Signature _____ Date _____

FRESNO CHEEB TSAM CHAW KOOM KEV KAWM
Daim Ntawv Neeg Khiav Dej Num/Tub Kawm Ntawv/Niam Txiv Cog Lus
Tsev Kawm Ntawv Phab Qis Ericson

Xib Fwb Sob Lus:

Kuv nkag siab txog qhov tseem ceeb ntawm txoj kev kawm rau txhua tus tub kawm ntawv thiab kuv lub luag hauj lwm tam li ib tug tub txawg tub ntse. Yog li ntawd, kuv tuaj yeem yuav:

- ◆ Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- ◆ Txais kev cob qhia txog tej tswv yim ua los sib txuas lus kom tau txiaj ntsim nrog niam txiv
- ◆ Qhia theem qib tej qauv ntawv teev tseg, tej kev txawj, thiab tej niam tswv yim California tau txais yuav uas muab tau kev qhia tej zaj kev kawm zoo heev nyob rau hauv ib lub chaw kawm txhawb zog thiab tau txiaj ntsim
- ◆ Siv zog los daws tej kev ntshaw raws tej twb tug neeg rau nej tus me nyuam
- ◆ Nrog nej sib txuas lus txog nej tus me nyuam kev kawm tau li cas lawm
- ◆ Npaj muaj ib lub chaw kawm nyab xeeb, kaj siab, thiab dawb huv rau nej tus me nyuam
- ◆ Cev lus qhia txog ntaub ntawv teem ua hauv vaj tse thiab tej kev cia siab hauv chaw kawm
- ◆ Tshuaj xyuas thiab xa tej ntaub ntawv muaj feem kom ua rov qab raws ib tug yam ntxwv ua nrawm nroos
- ◆ Txhawb nqa nej tus me nyuam hom lus chiv thawj thiab haiv neeg kev coj
- ◆ Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm
- ◆ Muab tej sij hawm qhib kev rau niam txiv tuaj pab dawb, koom tes, thiab ntsuam xyuas me nyuam yaus hauv chaw kawm

Xib Fwb Xee Npe _____ Hnub Tim _____

Tub Kawm Ntawv Sob Lus:

Kuv paub tias kuv txoj kev kawm txuj yog ib qho tseem ceeb thiab tias kuv yog tus thaj tsob rau kuv txoj kev kawm vam meej ntiag tug. Yog li ntawd, kuv kam los ua kom tiav tej kev ris dej num nram no txog rau qhov zoo tshaj plaws ntawm kuv txoj kev muaj peev xwm:

- Mus koom kev kawm txhua hnub ncav sij hawm thiab npaj ntsoov tos kawm
- Tshuaj xyuas kuv tes hauj lwm kawm ntawv nrog kuv niam kuv txiv txhua lim tiam
- Xa tej ntaub ntawv teem ua hauv vaj tse tiav lawm rov qab ncav sij hawm
- Taug raws tsev kawm ntawv tej cai thiab thaj tsob rau kuv kev coj xeeb ceem ntiag tug txhua sij hawm
- Thov kev pab thaum twg xav tau
- Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

Tub Kawm Ntawv Xee Npe _____ Hnub Tim _____

Niam Txiv Sob Lus:

Kuv nkag siab tias kuv kev koom tes rau hauv kuv tus me nyuam txoj kev kawm txuj yuav pab tau nws kev kawm tau thiab kev coj yam ntxwv zoo. Yog li ntawd, kuv tuaj yeem yuav:

- ◆ Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- ◆ Mus koom Kev Saib Kev Rov Mus Kawm Ntawv, Niam Txiv/Xib Fwb Tej Rooj Sib Tham, Kev Qhib Saib Kev Kawm Dhau Los, thiab lwm cov xwm txheej
- ◆ Txhawb kuv tus me nyuam kom txuam rau hauv tej dej num ua kev nyeem ntawv yam tsawg 20 feeb txhua hnub
- ◆ Npaj muaj ib lub chaw/sij hawm ntsiag to rau kuv tus me nyuam los ua nws tej ntaub ntawv teem ua hauv vaj tse
- ◆ Xyuas kom kuv tus me nyuam tau txais kev pw tsaug zog txaus thiab muaj ib pluas zoo noj
- ◆ Ua raws tsev kawm ntawv tej cai tswj ntaub ntawv teem ua hauv vaj tse, kev rau txim, kev hnab tsoos, thiab kev mus koom kev kawm
- ◆ Koom rau hauv cheeb tsam tsev kawm ntawv tej hau kev qhib muaj rau kev cob qhia kev ua niam ua txiv
- ◆ Txhawb nqa tag nrho tej feem ntawm txoj Cai Txuam Niam Txiv tau txais yuav los ntawm FUSD Pawg Thawj Tswj Kev Kawm
- ◆ Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

Niam Txiv Xee Npe _____ Hnub Tim _____

DISTRITO ESCOLAR UNIFICADO DE FRESNO
Convenio del Personal/Estudiante/Padre
Ericson Elementary School

Sección del Personal:

Yo comprendo la importancia de la experiencia en la escuela para cada estudiante y mi función como educador(a). Por lo tanto, voluntariamente:

- ◆ Fomentaré/animaré las relaciones de padre/maestro(a).
- ◆ Recibiré capacitación en estrategias para comunicarme eficazmente con los padres.
- ◆ Enseñaré los estándares del nivel del grado, destrezas, adoptados de California y conceptos que proveen un plan de estudio educativo de alta calidad en un ambiente de apoyo y aprendizaje efectivo.
- ◆ Me esforzaré por atender las necesidades individuales de su niño(a).
- ◆ Me comunicaré con usted en relación al progreso de su niño(a).
- ◆ Proveeré un ambiente de aprendizaje seguro, positivo y saludable para su niño(a).
- ◆ Le comunicaré la tarea y expectativas del salón de clase.
- ◆ Corregiré y regresaré el trabajo apropiado en una manera oportuna.
- ◆ Apoyaré a su niño(a) en el idioma natal y cultura.
- ◆ Mostraré respeto a mí mismo y a los demás todo el tiempo
- ◆ Proveeré oportunidades para que los padres ayuden como voluntarios, participen y observen en el salón de clase del niño(a).

Firma del Maestro _____ Fecha _____

Sección del Estudiante:

Yo sé que mi educación es importante y que soy el/la único(a) responsable de mi propio éxito. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor posible:

- Asistiré a la escuela todos los días a tiempo y preparado para aprender.
- Revisaré mi trabajo de la clase con mi(s) padre(s) semanalmente.
- Regresaré la tarea completada a tiempo.
- Seguiré las reglas de la escuela y ser responsable de mi propio comportamiento todo el tiempo.
- Pediré ayuda cuando sea necesario.
- Mostraré respeto a mí mismo y a los demás todo el tiempo.

Firma del Estudiante _____ Fecha _____

Sección del Padre:

Yo comprendo que mi participación en la educación de mi niño(a) le ayudará a él/ella en su desempeño académico y actitud. Por lo tanto, voluntariamente:

- ◆ Fomentaré/animaré las relaciones de padre/maestro
- ◆ Asistiré al evento de Noche de Regreso a la Escuela, conferencias de Padre/Maestro, Exhibición de Trabajos y otros eventos.
- ◆ Motivaré a mi niño(a) para que participe en las actividades de lectura por lo menos 20 minutos todos los días.
- ◆ Proveeré un lugar/tiempo tranquilo para que mi niño(a) complete su tarea.
- ◆ Aseguraré que mi niño(a) duerma adecuadamente y tenga una dieta saludable.
- ◆ Adheriré las pólizas de la tarea, disciplina, código de vestir y asistencia de la escuela.
- ◆ Participaré en las oportunidades de capacitación para padres del distrito.
- ◆ Apoyaré todos los elementos de la Póliza de Participación de Padres adoptadas por la Junta Escolar del Distrito Escolar Unificado de Fresno (FUSD).
- ◆ Mostraré respeto a mí misma(o) y a los demás todo el tiempo.

Firma del Padre _____ Fecha _____

Ericson Elementary School School Site Council Bylaws

Article I Name of Council

The name of this council shall be Ericson School Site Council (SSC).

Article II Role of the Council

The SSC shall develop and recommend the school improvement plan including the budgets that support the plan, to meet student academic need. Following approval of a school improvement plan by the school district governing board, the SSC shall review a minimum of one time per year the implementation of the school improvement program and assess the effectiveness of the program with the principal, teachers, other school personnel, and students using the district criteria in Board Policy 6191. The SSC shall annually review SSC bylaws and the school site dress code and make modifications to the school improvement plan or budget when necessary. The SSC shall carry out all other duties and responsibilities assigned by the district governing board and any state or federal laws and related codes of the State of California

Article III Members

Section 1: Size and Composition

The SSC shall be composed of 10 members. Alternates shall be elected for the parent representatives and staff representatives.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff, including all socioeconomic and ethnic groups in the school attendance area.

Representation on the SSC shall be: the Principal, representatives of teachers elected by teachers, parents of pupils attending the school elected by such parents or community members residing or working in the school attendance area and selected by parents of children attending the school. The council shall be balanced with five members representing the school staff, teachers in the majority of school staff representatives and five parent members. Parents representative of the SSC may be district employees but shall not be employees at the site.

Section II: Election Procedures

Notices in the major languages represented at the school of the SSC election will be sent home with the student to the parents and staff of the site to solicit any nominations including self-nominations for available representative vacancies. Oral announcements and written announcements detailing the SSC nomination and election process, role of the SSC, meeting dates, and site plan development will be distributed in a four week period and no later than the end of the first quarter using a variety of ways to notify the entire school community prior to the final election ballot distribution.

The Principal shall schedule a public meeting prior to the election to explain the role and responsibilities of the SSC, the schedule for nominations and the SSC election process to encourage broad community involvement. Written notices of nomination including self-nomination opportunities will be posted in prominent places around the campus and the surrounding community to assure community access. Nomination forms will be compiled and carried home by students at least two weeks in advance of the election. Nomination forms will also be available in the school office.

One election ballot per parent or legal guardian or certified caretaker will be carried home with the oldest child in the family for parent/community representative elections. Election polling times will be at times convenient for parents and announced and posted. Polling times will occur over one week's time. Voters will be considered registered and eligible to vote when they are matched to a class roster of students. Parents may request assistance from school personnel to complete the mechanics of voting without undue influence on the vote cast. In a similar manner, each staff member will receive one ballot to elect his or her representatives. Ballots shall be placed in locked, secure box until counted in public view at a duly noticed SSC meeting. Ballots shall be counted and verified by two neutral persons. Results shall be posted and announced for all new SSC members at the same SSC meeting. Nominees will be elected in descending order according to the criteria of highest number of votes. If there is a tie for an SSC representative position a run off vote will be taken as soon as feasible using a similar election process. The results of all SSC elections shall be recorded in the SSC minutes. Ballots shall be retained for the record in the event of disputes.

Section III: Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one half, or the nearest approximation thereof, of the members representing parents or community members and one half, or the nearest approximation thereof of the members representing teachers and other school personnel, except the Principal, shall serve for a one year term only during the first year of the council's existence. After the first year of the council's

existence, all terms shall be two years in length. At the first regular meeting of the council after elections, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of the member's term, at least one year shall elapse before such members may be selected to a new term.

Section IV: Member Vacancies

The alternate for the vacant position to be replaced shall fill the vacancy. Replacement of alternates shall also be selected from the election rankings first or by appointment for the remainder of the current school year. If the composition of the SSC falls below legal requirements and no alternatives are available vacancies for the unexpired term may be filled by a new regular election.

Section V: Voting Rights

Each elected representative of the SSC is entitled to one vote and may cast that vote on each formal motion submitted to a vote by the council. The elected alternate shall vote in the absence of the elected representative he or she replaces. Absentee ballots or proxy ballots shall not be permitted.

Section VI: Termination of Membership

Membership shall automatically terminate if a member no longer meets the membership requirements under which elected or is absent without good cause from any regular meetings for three consecutive members. A written warning shall be issued to any member who misses two consecutive meetings for no good cause by either the chairperson and/or Principal. The constituency electing a member may petition the SSC with a simple majority of the constituency to suspend or expel a member for just cause.

Section VII: Transfer of Membership

Membership in the SSC is not transferable or assignable.

Section VIII: Resignation

Any member may resign by filing a written resignation with the Principal. The written resignation shall become a part of the SSC records in the event of a dispute.

Section IX: Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. The chairperson shall, make every attempt possible with the help of the Principal, to select a replacement based on the ranked election results from the previous SSC member election. Replacement

alternates shall also be selected from this list. In the event this is impossible the chair shall be provided a list of possible replacements that reflect the constituency of the departed member. If the unexpired term is for another school year thereafter, the term for that year shall be filled by the regular election process described in Section II above.

Article IV Officers

Section I: Officers

The officers of the SSC shall be a chairperson, vice chairperson, secretary, and other such officers, as the council may deem desirable.

Section II: Election and Term of Office

The officers of the SSC shall be elected annually by the elected SSC members and shall serve for one year or until each successor has been elected.

Section III: Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the members of the SSC for the unexpired portion of the term. The alternate for the vacant position to be replaced shall fill the vacancy. Replacement of alternates shall also be selected from the election rankings first or by appointment for the remainder of the current school year.

Section IV: Chairperson

The chairperson shall preside at all meetings and sign the assurances in the site plan and other communications from the SSC. The chairperson develops the meeting agenda in coordination with the Principal, assigns SSC members to subcommittee work, advances the work of the posted agenda, assures all voices are heard in the SSC and develops skills in meeting management with the assistance of the Principal. The chairperson facilitates the meeting using Robert's Rules of Order.

Section V: Vice Chairperson

The vice chairperson shall represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence.

Section VI: Secretary

The secretary shall with the assistance of the Principal keep factual, true and accurate minutes of all SSC meetings and shall transmit the copies of the minutes to each of the SSC members. The secretary shall also keep a current list of all SSC members with role, name, address, phone number and start and end dates of terms. The secretary shall keep all copies of information distributed at the meetings attached to the meeting agenda and minutes and give them to the Principal for distribution and storage.

Section VII: Parliamentarian

The SSC may elect a Parliamentarian or ask a neutral, non-elected community member to serve as a Parliamentarian to resolve questions of procedure using Robert's Rules of Order. Non SC members serving in this role hold none of the responsibilities or privileges of duly elected SSC members.

Section VIII: Principal

The Principal is a voting member of the council. He/she provides information and leadership to the council and administers the school level activities in the single plan for school improvement. The Principal works with the SSC to assure the single plan for student achievement is legal, based on student achievement data and student needs and is monitored for implementation and effectiveness. The Principal shall consult with the SSC secretary in advance of the meeting to assure minutes are accurate and available and to assure that the SSC membership continues to be duly formed. The Principal shall oversee the public position of the agenda. The Principal shall keep all SSC meeting documentation and correspondence in an organized manner and assure all SSC documentation is available to the public on request. The Principal shall assure that all SSC members are appropriately trained to fulfill their roles and responsibilities.

Ericson Elementary School
Title I Parent Involvement Policy
2017-2018

Ericson Elementary School recognizes that parents are their children's first and most influential teacher and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Ericson Elementary School with input from their Title I parents, has developed and distributed the Title I Parent Involvement Policy. The policy includes four dimensions:

- Policy involvement
- Shared responsibilities for High Academic Achievement
- Building capacity for involvement
- Accessibility

This policy will be updated annually to meet the changing needs of parents and the school.

Policy Involvement

- Ericson Elementary School will convene Title I Parent Meetings to review, revise and comment on the following items:
 - Site level Parent Involvement Policy
 - School Parent Compact
 - Single Plan for Student Achievement (SPSA)
 - Title I requirements, involvement rights, and programs offered at the site
 - State adopted ELA/Math curriculum, academic assessment tools and proficiency levels of student achievement at the site
 - Parent survey results related to the academic programs and learning environment at the site
 - Parent involvement opportunities for helping children succeed
 - Parent recommended meetings with flexible dates and times supported by funding for transportation, child care and/or home visits from Home School Liaisons when available.
 - Parent requested meetings related to the educational decisions for their children

Shared Responsibilities for High Student Academic Achievement

- Staff/Student/Parent Compact – the jointly developed School-Parent compact will identify staff-parent strategies that best support student academic achievement. This compact will be widely distributed to all students, staff and parents of Title I students. The Compact describes and defines the following:
 - The school's responsibilities in providing high quality curriculum and instruction in a supportive learning environment
 - Parent and student responsibilities promoting improved academic learning
 - Effective and ongoing communication methods between parents and teachers

Building Capacity

- During Back to School and Parent Conferences teachers will inform parents about curriculum content, achievement standards, assessment results and monitoring student progress
- Parents will be provided with requested training and materials helping to improve their children’s achievement
- Teachers and other staff members will be trained on working with parents as equal partners and building ties between parents and the school
- Teachers will inform parents and students about individual goals based on local and state assessment results
- Ericson Elementary School will provide opportunities for parents to volunteer and participate in their child’s classroom.
- Parents will be encouraged to participate in school activities through memos, weekly letters, surveys, email, Teleparent and flyers. Information will be provided in a language and format parents can understand.
- Examples of programs and activities at <school> that encourage parent participation in the education of their children, include the following:

- ◆ *English Language Advisory Council*
- ◆ *School Site Council*
- ◆ *District Sponsored Kids First Festival*
- ◆ *Parent Training—PIQE, Parent University*
- ◆ *Back to School Night*
- ◆ *Open House*
- ◆ *Parent/Staff Coffee Hour*
- ◆ *Classroom Participation*
- ◆
- ◆



Examples only:
Refer to site SPSA for specific items

Accessibility

- Ericson Elementary School will provide opportunities for full participation to parents with limited English proficiency, parents of migrant children and parents with disabilities. School information and required reports will be provided in a format and, to the extent practicable, in a language, such parents understand.

Ericson
Title I Txoj Cai Txuam Niam Txiv
2017-2018

Ericson lees paub tias niam txiv yeej yog lawv cov me nyuam tus xib fwb xub thawj thiab muaj cuab kav cob qhia tau zoo tshaj plaws thiab tias kev txuam niam txiv nraim rau hauv txoj kev kawm txuj ntawm lawv cov me nyuam yeej pab tau ntau heev rau tub kawm ntawv kev kawm tau thiab ib lub chaw kawm zoo.

Ericson, nrog rau tej lus tawm tswv yim los ntawm nws cov niam txiv Title I, tau tsim muaj thiab faib tawm txoj Cai Txuam Niam Txiv Title I. Txoj cai ntawd muaj plaub feem:

- Kev muaj feem nrog txoj cai
- Tej dej num sib faib ris kom muaj Kev Kawm Tau Txuj Ci Siab
- Kev ua kom muaj peev xwm txuam nrog
- Kev muaj peev xwm paub

Txoj cai no yuav raug kho dua txhua xyoo kom ua tau raws tej kev ntshaw hloov lawm ntawm cov niam txiv thiab lub tsev kawm ntawv.

Kev Muaj Feem Nrog Txoj Cai

- Ericson yuav teem qhib Niam Txiv Title I Tej Rooj Sib Tham los tshuaj xyuas, hloov kho, thiab txhab lus ntxiv rau tej nqe lus hais nram no:
 - Txoj Cai Txuam Niam Txiv rau Theem Tsev Kawm Ntawv
 - Tsev Kawm Ntawv-Niam Txiv Kev Cog Lus
 - Tib Txoj Kev Npaj rau Tub Kawm Ntawv Kev Kawm Tau (SPSA)
 - Title I tej kev tseev kom muaj, tej cai txuam nrog, thiab tej kev pab qhib muaj hauv lub tsev kawm ntawv
 - Tej zaj kev kawm ELA/Math lub xeev tau txais yuav, tej twj soj ntsuam kev kawm tau txuj ci, thiab tej them kev paub ntawm tub kawm ntawv kev kawm tau hauv lub tsev kawm ntawv
 - Ntawv nug niam txiv tej lus qhia tawm muaj feem rau tej kev kawm txuj thiab lub chaw kawm hauv lub tsev kawm ntawv
 - Tej hau kev qhib txuam niam txiv rau kev pab me nyuam yaus kom vam meej
 - Tej rooj sib tham niam txiv pom zoo muaj nrog tej hnub thiab sij hawm teem tseg hloov tau kom haum raug txhawb nqa nrog kev pab nyiaj txiag rau kev thauj mus los, kev zov me nyuam, thiab/los yog kev mus ntsib hauv vaj tse los ntawm cov Neeg Cev Lus Rau Vaj Tse-Tsev Kawm Ntawv thaum twg muaj
 - Tej rooj sib tham niam txiv thov muaj feem rau tej kev txiav txim kawm txuj rau lawv cov me nyuam

Tej Dej Num Sib Faib Ris Kom Muaj Tub Kawm Ntawv Kev Kawm Tau Txuj Ci Siab

- Daim Ntawv Neeg Khiav Dej Num/Tub Kawm Ntawv/Niam Txiv Cog Lus – Daim ntawv cog lus tsev kawm ntawv-niam txiv sib koom tsim muaj yuav qhia tawm neeg khiav dej num-niam txiv tej kev npaj ua uas yuav txhawb pab tub kawm ntawv kev kawm tau txuj ci zoo tshaj plaws. Daim ntawv cog lus no yuav raug faib tawm thoob plaws rau tag nrho cov tub kawm ntawv, neeg khiav dej num, thiab niam txiv ntawm cov tub kawm ntawv Title I. Daim ntawv cog lus tau piav thiab teev cov ntsiab lus hais nram no:
 - Lub tsev kawm ntawv tej kev ris dej num rau kev npaj muaj tej zaj kev kawm thiab kev qhia ntaub ntawv kom zoo heev rau hauv ib lub chaw kawm txhawb pab tau zoo
 - Niam txiv thiab tub kawm ntawv tej kev ris dej num txhawb nqa kev kawm tau txuj ci kom nce zus
 - Tej tswv yim sib txuas lus kom tau txiag ntsim thiab ua ntu zus ntawm niam txiv thiab xib fwb

Kev Ua Kom Muaj Peev Xwm

- Thaum saib Kev Rov Tuaj Kawm Ntawv thiab qhib Niam Txiv Tej Rooj Sib Tham, xib fwb yuav qhia niam txiv txog tej zaj kev kawm, tej lus teev kev kawm tau, tej lus qhia tawm kev soj ntsuam pom, thiab kev tswj tub kawm ntawv kev kawm tau
- Niam txiv yuav raug muab kev cob qhia thiab tej khoom siv tau thov los pab nce lawv cov me nyuam txoj kev kawm tau
- Cov xib fwb thiab lwm cov neeg koom khiav dej num yuav raug cob qhia txog kev ua hauj lwm nrog niam txiv tam li neeg sib koom tes muaj vaj huam sib luag thiab kev ua kom muaj chaw sib raug zoo ntawm niam txiv thiab lub tsev kawm ntawv
- Cov xib fwb yuav qhia niam txiv thiab tub kawm ntawv txog tej twb tug tej hom phiaj raws li tej lus qhia tawm kev soj ntsuam pom hauv nroog thiab hauv xeev
- Ericsonyuav muab sij hawm qhib kev rau niam txiv tuaj pab dawb thiab koom tes hauv lawv tus me nyuam chav kawm
- Niam txiv yuav raug nqua hu kom tuaj koom rau hauv tsev kawm ntawv tej dej num los ntawm tej ntawv cev lus qhia, ntawv xa xov txhua lim tiam, ntawv nug lus, ntawv hluav taws xob, Kev Kaw Lus Hu Qhia Niam Txiv, thiab ntawv tshaj lus qhia. Tej lus qhia yuav raug muab raws hom lus thiab tus qauv teeb lus niam txiv muaj peev xwm to taub
- Tej yam ua piv txwv ntawm tej kev pab thiab tej dej num ua hauv Ericsonuas txhawb kom muaj niam txiv kev koom rau hauv txoj kev kawm txuj ntawm lawv cov me nyuam yog xam nrog rau cov nram no:

- ◆ *Pawg Neeg Tuav Tswv Yim Kawm Lus As Kiv*
- ◆ *Tsev Kawm Ntawv Pawg Neeg Tuav Tswv Yim*
- ◆ *Koob Tsheej Me Nyuam Yaus Ua Ntej*
Cheeb Tsam Tsev Kawm Ntawv Txhawb Nqa
- ◆ *Kev Cob Qhia Niam Txiv—PIQE, Parent University*
- ◆ *Hmo Saib Kev Rov Mus Kawm Ntawv*
- ◆ *Thaum Qhib Saib Kev Kawm Dhau Los*
- ◆ *Niam Txiv/Neeg Khiav Dej Num Xuaj Moo Haus Kas Fes*
- ◆ *Kev Koom Tes hauv Chav Kawm*
- ◆
- ◆

Cov no tsuas yog ua piv txwv xwb:
Mus saib lub tsev kawm ntawv qhov
SPSA rau tej nqe lus hais ntsees twg

Kev Muaj Peev Xwm Paub

- Ericson yuav muab sij hawm qhib kev kom koom tau puv npo rau cov niam txiv muaj kev paub lus As Kiv tsawg, cov niam txiv ntawm cov me nyuam ib sij tsiv chaw, thiab cov niam txiv muaj kev tsis taus. Tej lus qhia txog tsev kawm ntawv thiab tej lus tseev kom tshaj tawm yuav raug muab raws ib tug qauv teeb lus thiab, txog rau tus ciam ua tau nyog, raws hom lus cov niam txiv ntawd to taub.

Escuela Primaria Ericson
Póliza de Participación de Padres del Título I
2017-2018

La escuela Ericson reconoce que los padres son los primeros maestros e influyen más en sus niños y que el apoyo de participación de los padres en la educación de sus niños contribuye bastante al desempeño académico y al ambiente positivo en la escuela.

La escuela Ericson, con opiniones/sugerencias de los padres del Título I, ha desarrollado y distribuido la Póliza de Participación de Padres del Título I. La póliza incluye cuatro elementos:

- Póliza de participación
- Compartir responsabilidades para un Alto Desempeño Académico
- Aumentar la capacidad de participación
- Accesibilidad

Esta póliza será actualizada anualmente para satisfacer los cambios necesarios de los padres y la escuela.

Póliza de Participación

- La escuela Ericson convocará las Juntas de Padres del Título I, para repasar, revisar y comentar sobre los siguientes asuntos:
 - Póliza de Participación de Padres a Nivel Escolar.
 - Convenio de Escuela/Padres.
 - Plan Individual del Desempeño Académico del Estudiante (SPSA).
 - Requisitos del Título I, derechos de participar y programas que se ofrecen en la escuela.
 - Plan de estudio de ELA/Matemáticas, herramientas de evaluación académica y niveles de desarrollo del desempeño académico en la escuela, adoptados por el Estado.
 - Resultados de la encuesta de padres relacionada a los programas académicos y ambiente del aprendizaje en la escuela.
 - Oportunidades de participación de padres para ayudar a los niños a tener éxito.
 - Los padres recomendaron juntas con fechas y horarios flexibles apoyadas por fondos de transportación, cuidado de niños y/o visitas a casa por la Persona Encargada de la Comunicación entre Casa/Escuela (Liaisons) cuando esté disponible.
 - Los padres pidieron juntas relacionadas a las decisiones educativas para sus niños.

Responsabilidades Compartidas del Alto Rendimiento Académico del Estudiante

- Convenio del Personal/Estudiante/Padre – el convenio desarrollado conjuntamente de Escuela-Padre identificará las estrategias del personal-padre las cuales apoyarán mejor el desempeño académico del estudiante. Este convenio será distribuido a nivel escolar para todos los estudiantes, personal y padres de estudiantes del Título I. El Convenio describe y define lo siguiente:
 - Responsabilidades de la escuela proveer un plan de estudio de alta calidad y educación en un ambiente de aprendizaje favorable.
 - Responsabilidades del padre y estudiante promover el mejoramiento del aprendizaje académico.

- Métodos de comunicación efectiva y continua entre los padres y maestros.

Póliza de Participación de Padres del Título I – página dos

Aumentando la Capacidad

- Durante el Regreso a la Escuela y las Conferencias de Padres los maestros les informarán a los padres acerca del contenido del plan de estudio, estándares del desempeño académico, resultados de la evaluación y monitoreo del progreso del estudiante.
- Se les proveerá a los padres con capacitación solicitada y materiales para ayudar a mejorar el desempeño académico de sus niños.
- Los maestros y otros miembros del personal serán capacitados en trabajar con los padres como socios en igualdad y elaborar enlaces entre los padres y la escuela.
- Los maestros informarán a los padres y a los estudiantes acerca de las metas individuales basadas en los resultados de la evaluación local y estatal.
- La escuela Ericson proveerá oportunidades para que los padres sean voluntarios y participen en el salón de clases de su niño(a).
- Se motivará a los padres a participar en las actividades escolares a través de notas, boletín semanal, encuestas, correo electrónico (email), sistema de Teleparent y volantes. Se proveerá información en un lenguaje y formato el cual los padres puedan comprender.
- Ejemplos de los programas y actividades en la escuela Ericson los cuales animan la participación de los padres en la educación de sus niños, incluyen lo siguiente:
 - ◆ *Cómite Consejero de los Estudiantes Aprendices de Inglés*
 - ◆ *Concilio Escolar*
 - ◆ *Festival Primero los Niños Patrocinado por el Distrito*
 - ◆ *Capacitación Para Padres—PIQE, Universidad Para Padres*
 - ◆ *Noche de Regreso a la Escuela*
 - ◆ *Exhibición de Trabajos (Open House)*
 - ◆ *Hora de Café Para Padres/Personal*
 - ◆ *Participación en el Salón de Clase*
 - ◆
 - ◆

Ejemplos solamente:
Se refieren al SPSA de la escuela de asuntos específicos

Accesibilidad

- La escuela Ericson proveerá oportunidades de participación completa para los padres de estudiantes con desarrollo de inglés limitado, padres de estudiantes migrantes y padres de estudiantes con incapacidades. La información de la escuela y reportes requeridos se proveerán en un formato y hasta la extensión posible, en un lenguaje el cual los padres comprendan.

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2017/18

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$60,179 *
7090	LCFF Supplemental & Concentration	\$218,264
7091	LCFF for English Learners	\$67,818
		\$346,261
TOTAL 2017/18 ON-SITE ALLOCATION		\$346,261

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,130
Remaining Title I funds are at the discretion of the School Site Council	\$59,049
Total Title I Allocation	\$60,179

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	32/68	N/A ³	17.24%	26.06%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	37/68	N/A ³	11.60%	19.13%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	26/66	N/A ³	18.03%	27.66%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	16/68	0.00% ⁴	53.40%	41.95%	32.97%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	52/63	N/A ⁶	48.54%	19.69%	0.00%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	55/63	N/A ⁶	70.87%	36.22%	9.17%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	32/67	N/A ⁷	N/A ⁷	20.75%	38.16%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	26/67	N/A ⁸	N/A ⁸	24.19%	38.85%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	47/68	9.43%	16.23%	13.50%	12.78%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	51/68*	14.29%	18.68%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	33/68	45.31%	44.50%	41.62%	36.54%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	57/68	94.64%	94.37%	94.11%	93.90%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	49/69	17.09%	19.24%	18.99%	17.91%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	44/68	N/A ¹⁰	N/A ¹⁰	42.22%	37.44%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	1/69	5.47%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	34/68	5.07%	9.20%	6.74%	4.58%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	44/68	0.00%	0.12%	0.12%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	11/67	20.83%	90.68%	91.26%	0.78%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	59/68	N/A ¹³	N/A ¹³	67.44%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	4/69	N/A ¹³	N/A ¹³	75.89%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	41/68	N/A ¹³	N/A ¹³	57.35%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	47/68	N/A ¹³	N/A ¹³	69.15%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Ericson Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	27.66	37.66	Other - Please specify within action
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	26.06	36.06	Other - Please specify within action
3158 - Students with a D or F on their report card	33.12	23.12	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement a K-6 comprehensive reading program and intervention opportunities, with an emphasis on Early Literacy in grades K-3.

The school will implement school-wide reading strategies and interventions to reach our goal of all students reading by 3rd grade. The school will address teaching deficiencies and pedagogical practices in instructional delivery for students struggling with reading comprehension proficiency.

1. Engage students in Complex Text, Complex Talk and Complex Task to address reading, listening, speaking, and writing standards
2. School Wide Reading Strategies in grades K-6: Close Reading Strategies, Text Annotation, Student Discourse, Integration of Knowledge Questioning Focused on RI & RL Standards, and Productive Struggle
3. Engage students in Common Core grade level standards
4. Deconstructed Standards
5. Engage students in higher levels of thinking reaching levels 2, 3, and 4 using Webb's Depth of Knowledge (DOK)
6. Engage students in assessments that are standards-based and SBAC aligned
7. Common Formatives

SMART Goals

By the end of the 2017-2018 school year, to address reading comprehension, students will show a decrease in "students not on grade level and/or one grade level below" from 73.94% to 63.94% and an increase in "Met/Exceeded" from 26.06% to 36.06% according to SBAC-ELA

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. ATLAS and SQII Data Dashboard
2. KAIG
3. BAS
4. DRP
5. Interim
6. High Frequency Words
7. Fluency
8. D's & F's

Owner(s):

- Classroom Teachers
- Vice Principal/Principal

Timeline:

- Quarterly

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

- High Frequency Words
- Kindergarten –100 Words
- First Grade –200 Words
- Second Grade-300 Words
- Third Grade-400 Words

Owner(s):

- K-3 Teachers
- CT's

Timeline:

- Quarterly

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

1. Kindergarten teachers monitor expected levels of reading proficiency using BAS benchmarks at the end of each quarter:
 - Quarter 2: BAS level – A/B
 - Quarter 3: BAS level – B/C
 - Quarter 4: BAS level – C/D

Owner(s):

- Kindergarten Teachers

Timeline:

- Quarterly

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

1. First Grade teachers monitor expected levels of reading proficiency using BAS with benchmarks at the end of each quarter:
 - Quarter 1: BAS level – E/F
 - Quarter 2: BAS level – G
 - Quarter 3: BAS level – H/I
 - Quarter 4: BAS level – J

Owner(s):

- First Grade Teachers
- CT's

Timeline:

- Quarterly

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

1. Admin will meet with Lead Teachers monthly to monitor student learning:
 - a. Review school wide and grade level data
 - b. Analyze grade level common formative assessments monthly
 - Align to BAS, DRP, Interim, and SBAC
 - Grade level teams will store common formative/summative assessments in AC binders
 - c. Determine Professional Learning

Owner(s):

- Vice Principal/Principal
- Lead Teachers

Timeline:

- Monthly

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

1. AC Teams will collaborate the Common Formative Assessment Cycle:
 - a. Analyze Data - Grade Level Data Profile (Interim, DRP, BAS, KAIG, SBAC)
 - b. Target Standards and Instruction
 - c. Create and administer Common Formative Assessments
 - d. Analyze Results (Illuminate, KAIG, CFA's, Interim)
 - e. Respond to Results by Reteaching or Enrichment
 - f. AC Teams will store all Common Formative/Summative Assessments in a grade level AC binder/folder

Owner(s):

- AC Team

Timeline:

- Monthly

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

1. Classroom Walkthroughs: Foundational Skills, Complex Text, Task, and Talk, Close Reading Strategies, Implementation of ELA & ELD standards, Small Group Instruction, and Best Practices

Owner(s):

- Vice Principal
- Principal

Timeline:

- On-going

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

1. **During Parent-Teacher Conferences every teacher will review with parents each child's** academic performance, attendance, behavior, incentives, opportunities for parent participation, **reading levels, and given a copy of grade appropriate State Standards Curriculum Roadmaps, Parent Portal, and EDUTEXT information**
2. Quarterly progress reports will be provided to parents specific to student achievement (Grades 2-6)
3. TSA, CT's and Teaching Fellows will provide quarterly parent workshops intended to help parents support student reading and math at home with academic manipulatives, activities, and reading materials. Materials will be purchased as funding allows
4. TK/Kindergarten Orientation will be held the Friday before school begins. The meeting will provide information to parents concerning the academic expectations, classroom rules, intervention opportunities, and fieldtrips. A Kindergarten tool kit will be provided to parents with curriculum resources to support learning KAIG skills, math, and reading as funds are available.
5. Book Fair is scheduled in the spring. Parents and students are able to purchase engaging reading materials and other educational items
6. A 0.75 FTE HSL will provide parents and community communication around student progress and various

Describe Related Professional Learning:

1. Designated School Planning: Analyze Student Data: (SBAC, Interim, KAIG, Fry Words, DRP, BAS, EL Assessments, D's & F's, Attendance), Create Common Formative Assessments, Create SMART Goals
2. TSA and AC Teams will provide support to new teachers on their teams:
 - a. Developing lessons
 - b. Effective Instructional Strategies
 - c. Embedding foundational skills
3. Professional Learning:
 - a. Close Reading Strategies of Complex Text, Task, and Talk - Focus: RI & RL
 - b. Common Formative Assessments/Analysis-Illuminate
 - c. ELA/ELD standards integrating reading, writing, listening and speaking during small group

community-building activities

7. Goal setting will be held with students and communicated to parents around the following assessments: KAIG, BAS, High Frequency Words, DRP, Interim, SBAC, and EL Assessments
8. Take home reading materials (tool kits), manipulatives and other educational resources for parents to support student learning in grades TK-6 will be purchased as funds allow

instruction using DoK levels 1-4

- d. Differentiation based on need
- e. Pedagogical strategies
- f. Book study opportunities: Learning by Doing, Skillful Teacher, Making Thinking Visible, and other books and resources. Books and other resources will be purchased as funds allow

4. Four CCSS Commitments:

- a. Plan utilizing grade level Scope & Sequence,
- b. Integrate reading, writing, speaking and listening;
- c. Include Depth of Knowledge (DOK) levels 2 and 3
- d. Engage students in assessments that are standards-based and SBAC aligned

5. Kindergarten - Sixth grade students reading below grade level will receive additional support in ELA skills and reading standards according to KSEP, KAIG, and BAS, Interim benchmarks, formative assessments, and teacher judgment

6. Accountable Communities:

- a. Calendar assessments and create technology plan
- b. Analyze student work for growth and gaps in learning and instruction
- c. Create/Analyze common formative assessments using CFA's targeting Key Ideas & Details, Craft & Structure, Integration of Ideas and Detail, unmastered standards according to Interim, SBAC, and DRP
- d. Plan Close Reading using IPC strategies with Complex Text
- e. Create targets for each KAIG, BAS, DRP, Interim, SBAC, and IEP goals
- f. Create SMART goals around key standards/skills

7. Cycle of Continuous Learning - Instructional Talks:

- a. On-going discussions
- b. Determine Problem of Practice
- c. Instructional strategies, test results, gaps, and trends
- d. Differentiated instruction
- e. Create targets for BAS, DRP, Interim, and SBAC
- f. Formative Assessments
- g. Subs will be provided to teachers for Instructional Talks, ELA training, and Peer Observations as funds allow

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. Teachers in grades K-6 will implement a Core Reading Block:
 - a. Aligned to State standards
 - b. Text-Based Comprehension Strategies: Teacher modeling with text, Text Deconstruction, Close Reading, Complex Text, Task, Talk, and Group Work
 - c. Small group instruction daily during UA (30-45 min.):
 - Kindergarten
 - Targeting EL students
 - Teacher-directed skill-focused lessons provided to differentiated and flexible groups.
 - Grouping is based on assessment data findings
 - Students not working with the teacher in small groups participate in independent activities that support or extend reading instruction

2. Teachers in grades K-6 will implement Close Reading Strategies - An additional Reading Block specifically focused on RI & RL and Writing standards embedded in Complex Text, Complex Talk, and Complex Task (TDQ's, and writing prompts).
 - a. Kindergarten: 10-30 minutes daily
 - b. Grades 1-6: 30 minutes daily

3. Technology Standards will be taught weekly using ASUS tablets:
 - a. Kindergarten: Turn on computer and login, use mouse, open documents, keyboard, use *Word* to write
 - b. First Grade: Save documents, Use online tools, Copy and paste text
 - c. Tablets, laptops, Technology will be purchased as funds allow

4. Technology upgrades, repair, and maintenance, printers, copiers, student tablets, laptops, document cameras, projectors, smartboards, and other technology equipment, on-line and print subscriptions, research software, hardware, and ELA & Math software will be purchased as funds allow

5. Intervention Protocol in grades First thru Third will be utilized:
 - a. Teachers and TSA will collaborate with CT team to create Intervention groups and set Intervention objectives

8. Subs will be made available to teachers for Data Chats, Instructional Talks, training, and Peer Observations as funds allow

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. Teachers will provide small group instruction for EL's as well as EO's who require frontloading of the text
2. Utilize Redesignation Goal Setting report: EL status and set goals in areas of needed growth
3. Certificated Tutors, TSA, and teaching fellows will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening during ELD Camp

b. TSA and CT team will meet on an on-going basis to discuss student progress and articulate learning to classroom teachers

6. Three Certificated Tutors and TSA will collaborate to provide reading support to struggling students:

a. Grades 1-3 (Certificated Tutors)

- Phonological awareness, phonics, fluency, decoding, vocabulary and comprehension, and fry words
- Foundational Skills and Reading comprehension standards will be targeted
- Standard-aligned curriculum material, informational text, and other supplemental materials will be used and purchased as funds allow

b. Grades 4-6 (Teaching Fellows)

- Reading comprehension standards aligned to unmastered skills according to CFAs and Benchmark Assessments.

7. Supplies and materials including class sets of literature books, notebooks, journals, paper, pencil, pens, markers, crayons, whiteboards, and other associated items to support reading instruction needed throughout the year will be provided as funds allow

8. Non-Identified students will participate in reading groups with RSP and/or SDC Aides or Teachers as space is available

9. Goal Setting:

- a. Prior to the EL assessments, BAS, KAIG, DRP, Interim, and SBAC testing
- b. Discuss with students their current status and areas of needed growth in Reading and set goals

10. An additional Teaching Fellow will assist the classroom teacher in providing technology-integrated intervention to support reading and math instruction

11. CT's will be provided with supplemental contracts to administer assessments including BPST, BAS, KAIG, EL Assessments and other students assessments as funds allow

12. Before school and Afterschool Intervention may be provided to identified struggling students in grades K-6 focusing on ELA, and Remediation. SRA materials, and other standards-based intervention materials will be utilized to provide instruction. Classroom teachers will be provided with supplemental pay contracts as funds allow

Ericson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1 Sup & Conc		Instruction	Teacher-Regular Salaries	Tutor	0.3750		CT Budget	\$	34,164.00
1	1 Sup & Conc		Instruction	Teacher-Regular Salaries	Tutor	0.3750		CT Budget	\$	29,516.00
1	1 Sup & Conc		Instruction	Teacher-Regular Salaries	Tutor	0.3750		CT Budget	\$	38,339.00
1	1 LCFF: EL		Instruction	Teacher-Regular Salaries	Tutor	0.0625		CT Budget	\$	5,693.00
1	1 LCFF: EL		Instruction	Teacher-Regular Salaries	Tutor	0.0625		CT Budget	\$	4,918.00
1	1 LCFF: EL		Instruction	Teacher-Regular Salaries	Tutor	0.0625		CT Budget	\$	6,389.00
1	1 Title 1 Basic		Instruction	Non Capitalized Equipment				Purchase Technology	\$	10,000.00
1	1 Sup & Conc		Instruction	Materials & Supplies				Materials and Supplies	\$	23,708.00
1	1 Sup & Conc		Instruction	Non Capitalized Equipment				Purchase Technology	\$	23,708.00
1	1 Sup & Conc		Instruction	Direct-Maintenance (Dr)				Technology Maintenance	\$	2,500.00
								(4) Teaching Fellows: (3) Reading Intervention & (1) Computer Lab		
1	1 Title 1 Basic		Instruction	Sub-agreements for Services				Computer Lab	\$	31,749.00
1	1 Title 1 Basic		Instruction	Materials & Supplies				Materials and Supplies	\$	11,800.00
								Total	\$	222,484.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	38.92	48.92	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	19.13	29.13	Other - Please specify within action
3158 - Students with a D or F on their report card	33.12	23.12	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement instructional Math strategies in grades K-6 to improve academic skills:

1. Emphasize interactive activities and problem solving
2. Increase student discourse and integrate writing using academic math vocabulary knowledge
3. Provide differentiated instruction

SMART Goals

By the end of the 2017-2018 school year, students will show a decrease in students scoring “standard not met or standard nearly met” from 80.87% to 70.87% and an increase of “standard met or standard exceeded” from 19.13% to 29.13% on SBAC-Math.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Math Performance Task

Owner(s):

- K-6 Teachers

Timeline:

- On-going

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

- Interim

Owner(s):

- 1-6 Teachers

Timeline:

- Each Semester

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

D's & F's

- ATLAS - Grade Distribution by Teacher
- Progress Reports/Report Cards

Owner(s):

- 2-6 Teachers

Timeline:

- Quarterly

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

- SQII

Owner(s):

- TSAVP/Principal

Timeline:

- Monthly

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

- SBAC

Owner(s):

- 3-6 Teachers

Timeline:

- Annually

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

- Common Formative Assessments

Owner(s):

K-6 Teachers

Timeline:

- On-going

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

1. Parents of students receiving a D or an F will be informed of intervention/remediation opportunities for Math and ELA during conferences

Describe Related Professional Learning:

1. Site professional learning of math strategies including trainings in using Illuminate
2. Differentiated professional learnings according to the data and needs of grade level team
3. Cycle of Continuous Learning – Instructional Talks
 - a. On-going discussions
 - b. Determine Problem of Practice
 - c. Instructional strategies, test results, gaps, and trends
 - d. Differentiated instruction
 - e. Create targets for Interim, and SBAC
 - f. Classroom Observations, Feedback, and Next Steps
 - g. Subs will be provided to teachers for Instructional Talks, Math training, and Peer Observations as funds allow
4. Admin will meet with Lead Teachers monthly to monitor student learning:
 - a. Review school wide and grade level data
 - b. Analyze grade level common formative assessments monthly

- Align to Interim, and SBAC
 - Utilize Illuminate to create common formative assessments
 - Grade level teams will store all common formative/summative assessments in a grade level AC binder
 - Determine Professional Learning
- c. Determine Professional Learning

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. Math Block - Grades K-6:
 - a. Aligned to Common Core State Standards
 - b. Components: Problem of the Day, Number Talks, Unlock the Problem-Interactive Learning, Focus on solving math tasks, Small Group Instruction, Consensus Building, Presentation, Closure
 - c. Small Group Instruction: Students who have not mastered the Math skills will be pulled for small group instruction
 - d. Timed test of basic math facts may be utilized to promote automaticity and math fluency
 - e. Tablets utilized weekly for solving math tasks, formative assessments, and practicing math related technology skills. Software will be purchased as funds allow

2. Math Performance Tasks / Common formative assessments will be given to students in grades K-6 on and on-going basis. The Math tasks are balanced assessments that consists of 3 parts:
 - a. Computation
 - b. Written Explanation: Making Thinking Visible
 - c. Illustration: How students solved the problems

3. Use formative assessments to provide instruction that is differentiated

4. Teachers in grades K-6 will integrate Writing into the Math block to ensure that students are able to communicate effectively using math vocabulary appropriately

5. Technology math on-line and print subscriptions, and software will be purchased as funds allow

6. Goal Setting:
 - a. Prior to Interim and SBAC testing
 - b. Discuss with students their current status and areas of needed growth and set goals

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. Teachers will provide small group instruction for EL's as well as EO's who require more support with embedded math skills:
 - a. Academic Math Vocabulary
 - b. Understanding the Problem
 - State the problem in your own words?
 - What is it asking you to do or find?
 - What are the unknowns?
 - What information is in the problem?
 - What information is missing or not needed?

2. Opportunities to Improve Test Scores

3. Reteach and provide make-up tests

7. Non-Identified students will participate in math groups with RSP and/or SDC Aides or Teachers as space is available

8. Supplies and materials including manipulatives, books, notebooks, journals, paper, pencil, pens, markers, crayons, and other associated items to support math instruction needed throughout the year will be provided as funds allow

9. An additional Teaching Fellow will provide technology-integrated intervention to support reading and math instruction

10. Before school and Afterschool Intervention maybe provided to identified struggling students in grades K-6 focusing on Math, and Remediation. SRA materials, and other standards-based intervention materials will be utilized to provide instruction. Classroom teachers will be provided with supplemental pay contracts as funds allow.

Ericson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Graphics	\$	3,000.00
								Total	\$	3,000.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	93.88	95	Other - Please specify within action
5942 - Chronic absenteeism rate	17.25	12.25	Other - Please specify within action
4849 - Truancy rate	34.9	24.9	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

The school will implement positive attendance supports, behavior modification plans, and academic supports to increase our attendance rate and reduce D's & F's and suspensions. We will build a positive school climate and encourage attendance through community projects and hosting a variety of family activities: Parent Coffee Hour, Donuts with Dad, Muffins in May with Mom, Sundaes on Mondays, Kona Ice, Pastries with Parents, Awards Assemblies, Winter and Spring Programs, Open School, Open House, and Book Fairs.

Character education instruction will be taught in the classroom and provided at assemblies to encourage positive relationships: Class Meetings and Second Step.

The school will strengthen their connection with parents through positive communication and a commitment to students to learn: newsletters, phone calls, e-mails, flyers, student goal setting reports, parent conferences to keep parents informed of academic goals, behavioral expectations, and attendance progress.

SMART Goals

By the end of the 2017-2018 school year, students who are chronically absent will decrease 5% from 17.25% to 12.25%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. Data Chats/Instructional Talks
2. Attendance
3. Goal 2
4. Suspension/Msbehaviors

Owner(s):

- Teachers/VP/Principal

Timeline:

- On-going

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

- SST meetings

Owner(s):

- SST Coordinator
- Classroom Teachers
- Vice Principal

Timeline:

- Monthly

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

- Behavior Support Plans

Owner(s):

- Classroom Teacher
- School Psychologist

Timeline:

- On-going

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

- Culture and Climate Team

Owner(s):

- Climate/Culture Team

Timeline:

- Quarterly

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

- SQI

Owner(s):

- Vice Principal/Principal

Timeline:

- Monthly

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

- ATLAS

Owner(s):

- Classroom Teachers
- Attendance Counselor
- HSL
- Attendance Clerk

Timeline:

- Monthly

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

- School Culture/Climate: Parent & Student Survey

Owner(s):

- Culture/Climate Team Vice Principal

Timeline:

- Monthly

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

- Office Referrals

Owner(s):

- Classroom Teacher
- Vice Principal
- Principal

Timeline:

- Quarterly

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

1. District Attendance Counselor (CWA) and Home School Liaison will use ATLAS list of "Manageably Absent" and "Chronically Absent" students to do the following:
 - a. Make calls home to parents of "Chronically Absent" and "Manageably Absent" students to encourage attendance
 - b. Make home visits to truant students to encourage attendance
 - c. Hold monthly meetings with parents of "Chronically Tardy" or "Absent" students

Describe Related Professional Learning:

1. The Culture and Climate team will meet quarterly to review student data regarding chronic behaviors that impede learning in the classroom to determine possible interventions to support appropriate school behavior. Suspension and office referral data will be utilized. (Second Step, EPEC Teambuilding curriculum, and Character Counts)
2. Professional Learning all year will provide support in Social/Emotional Domain: Suspensions attendance, OLWEUS Bullying Prevention, CHAMPS, Capturing Kids Hearts, Social Contracts, Class Meetings, and

Second Step

2. A0.75 FTE HSL will organize various community building activities including: Parent Coffee Hour, Parent Coffee Hours, Father-Daughter Dance, Mother-Son Dance, Pastries with Parents, Sundaes on Mondays, Carnival, Kona Ice, Winter/Spring Program, Awards Assembly, Open House, Open School, Book Fairs, Parent training, SSC/ELAC, and other opportunities to increase community and family involvement
3. A0.875 FTE Resource Counseling Assistant will be utilized to work with students having social/emotional and behavioral difficulties in the classroom in grades TK-6:
 - a. Proactive & Preventative Circles: mediation, problem-solving, side by side work with students,
 - b. Re-Entry & Welcome Circles: students return from suspension, transfers from Phoenix, and/or a history of behavioral and social/emotional concerns
 - c. Facilitate Recess Alternative Room: students are able to maintain school connectedness outside of the classroom through positive play during recess hours: board game, mediation, and other meaningful work
 - d. De-Escalation: Intervene with students who have difficulty staying in their seats or leave the classroom, prepare student to re-enter the classroom from a safe place
 - e. Counsel with students throughout the day so they can re-enter the classroom and refocus on the work
 - f. Materials and supplies to encourage student compliance, connectedness, social/emotional and behavioral support, board games, and incentives will be purchased as funds allow
4. Materials, food, and incentives may be purchased to promote various parent involvement events including but not limited to: parent coffee hour, SSC/ELAC, parent meetings and trainings, recognition/celebration dinners, and programs as funds allow.
5. Translators and babysitting provided for SSC/ELAC, Parent-Teacher Conferences, Parent Meetings, SST's, IEP's, and Parent University Training sessions, newsletters, flyers, and other parents notices
6. Providing translations for parent meetings, conferences, newsletters, flyers and other notices to parents
7. SST's: Teacher will provide work samples, grades, attendance, behavior records/logs, BAS assessments, in addition to KAIG, DIBELS, BPST, and or SBAC tests, to highlight the student's potential area of need

Specify additional targeted actions for EL students:

1. The Home School Liaison will contact the parents of EL students and do home visits, as necessary, to promote positive attendance, behavior and parent communication

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

3. Teachers will attend all required district Restorative Practice training
4. Site Culture and Climate team will attend all district required trainings

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

1. District Restorative Practice Counselor, Resource Counseling Assistant, CWA Attendance Counselor, and Home School Liaison:

- a. OLWEUS
- b. CHAMPS
- c. Focus on disproportionality of Males of Color
- d. Expectation posters and graphics will be displayed and reviewed as needed
- e. Materials and supplies to support the Resource Counseling Assistant program including student incentives, T-shirts, social/emotional programs, manipulatives, board games, technology, and other supplies will be purchased as funds allow
- f. Restorative Practice strategies implemented daily

2. Students in need of intensive support will be referred for potential services through SST meetings. SST meetings will be conducted after all classroom and school wide interventions have been utilized

3. A supplemental contract will be provided to a teacher to schedule and facilitate SST meetings, and manage the site IEP Yearly Calendar

4. Student of the Month Luncheons will be provided monthly

5. Perfect Attendance certificates are given out quarterly. All Year Perfect Attendance awards will be given at the end of the year assembly

6. Perfect Attendance Picnics will be held at the end of each month for students who have no tardies and no absences for each month

7. School Wide Quarterly Assemblies will be held for students in grades K-6 to review school wide rules, routines, and procedures

8. School Wide and grade level incentives for students meeting their academic, behavior, and attendance goals: KAIG, DRP, Common Assessments, Interim, EL Assessments, and SBAC:

Some Examples:

- a. School wide Popcorn parties with extra recess (K-6)
- b. Grade level team incentives for students (K-6)
- c. Pizza parties
- d. Valley Christian Center and Valley Dream Center-based activities and incentives available for students in grade TK-6

1. The Home School Liaison will contact the parents of EL students and do home visits, as necessary, to promote positive attendance, behavior and parent communication

e. School incentives will be provided as funds allow

9. Student Store will be available to students to redeem snack incentives based on students meeting a specific criterion such as: grades, behavior, student results, etc. Materials and supplies will be purchased as funds allow

10. Teacher will review the rules and expectations of the common areas and playgrounds at the beginning of every quarter

11. Referrals to counseling services, including but not limited to school restorative counselor, psychologist, McLane Region social worker, Attendance Counselor, Families First Mental Health, CYS Counseling, and Life Arrow may be provided

12. Individualized Educational Plans, 504 plans, Multidisciplinary Teams, and behavior plans will be established for students as needed Behavior Support Plans will be written and implemented, as needed, to support students, parents, and teachers.

a. The team will engage in discussions around developing strategies and utilizing resources in order to create an environment that will support effective and positive behavioral changes.

b. School Psychologist will meet with students, when appropriate, to develop strategies that will enable them to be successful at school

c. Referrals to outside agencies, such as CPS and County Mental Health, will be made when appropriate

d. Multidisciplinary and ICET Team meeting will be held when appropriate

e. Supplemental materials and supplies will be provided as funds are available

13. Office Referrals will be monitored and data will be provided quarterly to grade level teams and individual teachers to discuss intervention strategies

14. Extra pay/supplemental contracts will be provided to staff to organize and run before and/or afterschool clubs and activities for students: Peach Blossom, boys and girls athletics, reading clubs, student clubs, data collection, and other activities

Ericson Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.6250		Budget Resource Counseling	\$	32,620.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.2500		Budget Resource Counseling	\$	13,048.00
3	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				SST/IEP Coordinator Contract	\$	4,736.00
3	2	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Roving Teacher Substitutes for Instructional Talks, SSTs	\$	5,124.00
3	2	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Translators (Parent/Teacher Conferences)	\$	904.00
3	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Babysitting (SSC/ELAC)	\$	602.00
3	2	Sup & Conc	Parent Participation	Materials & Supplies				Parent Involvement (Savemart, Costco, etc.: Food)	\$	3,000.00
3	2	Sup & Conc	Attendance & Social Work Services	Local Mileage				Home Visits Mileage	\$	475.00
3	2	Sup & Conc	Parent Participation	Direct-Food Services (Dr)				Parent Involvement (Parent Coffee Hour, Parent Workshops, etc.)	\$	1,500.00
								Total	\$	62,009.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
863 - EL's attaining English proficiency in less than five years	18.68	28.68	Other - Please specify within action
917 - EL's Re-designated	12.85	15	Other - Please specify within action
2358 - EL's not advancing at least one proficiency level in Re-designation	36.77	31.77	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Implement a school wide plan to decrease Long-Term English Learners (LTEL's) and increase the number of students moving up a level by providing ongoing support that aligns ELL instruction with State Standards through integrated, designated, and extended learning opportunities. Teachers will use ELA/ELD State Standards to guide instruction in literacy with integrated ELD:

1. Monitoring the implementation of ELA/ELD State Standards, Vignette Frameworks, and instruction
2. Students will receive daily ELD instruction for 30 minutes according to their English proficiency level
3. LTEL's will be targeted for reading intervention opportunities
4. District EL Coaches will provide support in monitoring student progress in ELD proficiency levels, and will collaborate with admin/teacher teams to accelerate student progress and reclassification
 - a. Coaching Cycle for teachers
 - b. Provide staff development of state standards and effective instruction

SMART Goals

By the end of the 2017-2018 school year, the number and percentage of current English Learner students not advancing at least one proficiency level on the current EL Assessment will show a 5% decrease of 36.77% to 31.77%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ol style="list-style-type: none"> 1. Data Chats <ul style="list-style-type: none"> • Prior to EL Assessments-September • Prior to each DRP 	<p>Owner(s):</p> <ul style="list-style-type: none"> • Classroom Teachers • Vice Principal • Principal 	<p>Timeline:</p> <ul style="list-style-type: none"> • On-going
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Details: Explain the data which will specially monitor progress toward each indicator target

- EL Assessments, DRP, Interim, SBAC

Owner(s):

- Classroom Teachers
- TSA
- CT's

Timeline:

- Quarterly

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

- SQII and ATLAS

Owner(s):

- Vice Principal
- Principal/
- District EL Coach

Timeline:

- Monthly

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

1. ELD Re-designation Celebration Dinners will be provided to students and families who meet the Redesignation status
2. Parents will be encouraged to attend SSC/ELAC. Parents will be informed on school wide academic achievement and pertinent school information.
3. Materials, food, and incentives may be purchased to promote various parent involvement events including but not limited to: parent coffee hour, SSC/ELAC, parent meetings and trainings, recognition/celebration dinners, and programs as funds allow
4. Provide translators for parent meetings, conferences, newsletters, flyers and other notices to parents
5. Take home curriculum materials (tool kits), manipulatives and other educational resources for Parents to support EL student learning in grades TK-6 will be purchased as funds allow

Describe Related Professional Learning:

1. Teachers will receive professional learning concerning ELD standards that target specific skills according to EL Assessments results
2. Coaching Cycle will be provided by district ELD coaching for grade level teams. They will provide support in developing lessons, and implementation with corresponding ELD/ELA standards
3. AC teams will develop specific plans for integrating ELD standards within Common Core instruction

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. EL Instructional Talks:
 - a. Prior to the EL Assessments, ELDA, and DRP testing
 - b. Discuss with individual students their current DRP status and areas of needed growth in Reading and set goals for the DRP assessment, ELDA, SBAC and EL Assessments
 - c. Utilize Redesignation Goal Setting report: EL status and set goals in areas of needed growth in Reading, Writing, Speaking, and Listening.
 - d. Substitutes will be provided as funds allow
2. Teachers will use ELA/ELD State Standards Framework Vignettes:
 - a. TK: Retelling Stories, Past Tense Verbs and Expanded Sentences

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Action 4 addresses EL supports

- b. Kindergarten: Academic Vocabulary Instruction
 - c. First Grade: Unpacking grammatically complex sentences
 - d. Second Grade: Verb analysis
 - e. Third Grade: Complex sentences
 - f. Fourth Grade: Academic vocabulary
 - g. Fifth Grade: Using Text Connectives to build text cohesion
 - h. Sixth Grade: Language analysis
3. Students who qualify, will have the opportunity to attend district migrant summer school, as implemented by the district
4. Three Certificated Tutors and three Teaching Fellows will provide ELD Camp for English Language Development Support through pull-out intervention to EL students in grades 1-6:
- a. Levels 1/2, 3, and 4/5 will be grouped together for smaller group instruction with same learning gaps.
 - b. ELD Camp will target Reading, Writing, Listening, and Speaking according to the EL Redesignation Goal Setting report
5. Extra Pay/Supplemental contracts will be provided to administer CELDT and other EL assessments to EL learners
6. Saturday School may be provided to primarily EL students who are **Redesignation Ready** and **On Track** to provide extra support in Reading, Writing, Listening and Speaking. Classes may be held prior to EL assessments, DRP, Interim, and SBAC and other formative/summative assessments.
7. Extra Pay/Supplemental contracts will be available to staff providing primarily EL students afterschool and or morning reading/math intervention, and Saturday School intervention. Supplemental material and supplies will be provided as needed. Technology, tablets, laptops, standards-based and other supplemental materials will be purchased as funds allow.
8. CT's will be provided with extra pay/supplemental contracts to administer CELDT, and EL assessments

Ericson Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.3500			\$ 20,998.00
4	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4000			\$ 23,998.00
4	2	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Saturday School Contracts/ELPAC-CELDT	\$ 3,552.00
4	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators	\$ 904.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Materials & Supplies for EL	\$ 5,816.00
4	1	LCFF: EL	Instruction	Non Capitalized Equipment				Purchase Technology Equipment/Software	\$ 1,500.00
4	2	LCFF: EL	Parent Participation	Direct-Food Services (Dr)				EL Parent Participation (ELAC, etc.)	\$ 2,000.00
								Total	\$ 58,768.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0150 Ericson Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies	11,800.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Purchase Technology	10,000.00
1	1	Title 1 Basic	Instruction	Subagreements			(4) Teaching Fellows: (3) Reading Intervention & (1) Computer Lab	31,749.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	CT Budget	34,164.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	CT Budget	29,516.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.375	CT Budget	38,339.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	23,708.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Purchase Technology	23,708.00
1	1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	2,500.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063	CT Budget	6,389.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063	CT Budget	4,918.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063	CT Budget	5,693.00
2	1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
3	2	Title 1 Basic	Instruction	Teacher-Subs			Roving Teacher Substitutes for Instructional Talks, SSTs	5,124.00
3	2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators (Parent/Teacher Conferences)	904.00
3	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting (SSC/ELAC)	602.00
3	2	Sup & Conc	Instruction	Teacher-Supp			SST/IEP Coordinator Contract	4,736.00
3	2	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement (Savemart, Costco, etc.: Food)	3,000.00
3	2	Sup & Conc	Parent Participation	Direct-Food			Parent Involvement (Parent Coffee Hour, Parent Workshops, etc.)	1,500.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.625	Budget Resource Counseling	32,620.00
3	2	Sup & Conc	Attendance & Social Work Service	Local Mileag			Home Visits Mileage	475.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.250	Budget Resource Counseling	13,048.00
4	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.350		20,998.00
4	2	LCFF: EL	Instruction	Teacher-Supp			Saturday School Contracts/ELPAC-CELDT	3,552.00
4	1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL	5,816.00
4	1	LCFF: EL	Instruction	Nc-Equipment			Purchase Technology Equipment/Software	1,500.00
4	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators	904.00
4	2	LCFF: EL	Parent Participation	Direct-Food			EL Parent Participation (ELAC, etc.)	2,000.00
4	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.400		23,998.00

\$346,261.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$60,179.00
Sup & Conc	7090	\$218,264.00
LCFF: EL	7091	\$67,818.00
Grand Total		\$346,261.00

Domain Totals	Budget Totals
Academic	\$232,800.00
SEL / Culture & Climate	\$113,461.00
Grand Total	\$346,261.00