


Ericson Elementary

106216660062171

Principal's Name: Tina Rodriguez

Principal's Signature: 

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

Title I SWP

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

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

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

Consolidated Program Assurances

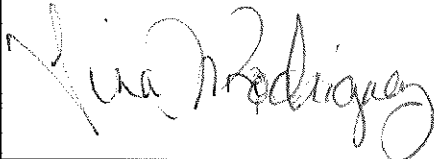

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>
<p>The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>
<p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>
<p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.</p>
<p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p>
<p>The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Tina Rodriguez	X				
2. Chairperson – Chad Hudson			X		
3. Christopher Von Bieberstein		X			
4. Sherry Champ		X			
5. Leslie Godia		X			
6. Marisol Moran				X	
7. Elise Vartanian				X	
8. Cristelle Holland				X	
9. Vaa Her				X	
10. Pang Foua Vang				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Ericson Elementary School			
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	Tina Rodriguez		3/15/18
SSC Chairperson	Chad Hudson		3/15/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$54,995 *
7090	LCFF Supplemental & Concentration	\$227,639
7091	LCFF for English Learners	\$63,627
TOTAL 2018/19 ON-SITE ALLOCATION		\$346,261

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,294
Remaining Title I funds are at the discretion of the School Site Council	\$53,701
Total Title I Allocation	\$54,995

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

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	15.217	22.217
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.88	38.88
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	31.335	38.335

Needs Assessment

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

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

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

- Accountable Community work
- Goal setting
- Data analysis and planning
- Common Formative Assessments
- Intervention based on CFA analysis for identifying misconceptions

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

- Accountable Community work
- Goal setting
- Data analysis and planning
- Common Formative Assessments
- Intervention based on CFA analysis for identifying misconceptions

EL Reclassification Rate (All grade levels)

- Accountable Community work
- Goal Setting
- Data Analysis and planning
- Common Formative Assessment
- Targeted Interventions

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

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

All significant subgroups have increased or significantly increased in achievement based on current actions and interventions in place.

Data analysis of CFA/Interim data needs to be refined to identify individual student academic needs

ILT will continue to monitor disproportionality as part of the CCI process

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

All significant subgroups have increased or significantly increased in achievement based on current actions and interventions in place.

Data analysis of CFA/Interim data needs to be refined to identify individual student academic needs

EL Reclassification Rate (All grade levels)

Data analysis of CFA/Interim data needs to be refined to identify individual student academic needs

- Saturday School

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. Current academic data was shared at this meeting. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA. SSC met on 3/15/18 to review and finalize 18-19 SPSA and budget.

2 ELAC:

An ELAC Meeting was held on 2/23/18 and parents were informed of current goals, student academic data and progress towards goals and parents also completed a needs survey. Parents requested the following:

- Information on how to help my child with homework and study habits
- Information about the services provided in my school and the district
- High Staff Expectations
- Motivation to be successful academically.

The final draft was reviewed by ELAC during a meeting on 3/14/18

3 Staff:

SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA

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

Title 1 actions supported significant academic growth last year in ELA and Math. Funds will continue to support student academic achievement.

Action 1

Title: K-6 Comprehensive Reading Program

Action Details:

Ericson will implement a K-6 comprehensive reading program and intervention opportunities, with an emphasis on Early Literacy in grades K-2. The school will implement school-wide reading strategies and interventions to reach our goal of all students reading by 3rd grade. Ericson will address teaching strategies 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. Utilize CFAs to progress monitor student learning and plan student interventions

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

Explain the Progress Monitoring and data used for this Action

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

Administrative team will meet with Lead Teachers monthly to monitor student learning:

- Review school wide and grade level data
- 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
- Determine Professional Learning

Owner(s):

Admin Team, Lead Teachers, Students

Timeline:

Monthly Lead Teacher Meetings

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

AC Teams will collaborate the Common Formative Assessment Cycle:

- Analyze Data - Grade Level Data Profile (Interim, DRP, BAS, KAIG, SBAC)
- Target Standards and Instruction
- Create and administer Common Formative Assessments
- Analyze Results (Illuminate, KAIG, CFA's, Interim)
- Respond to Results by Reteaching or Enrichment
- fAC Teams will store all Common Formative/Summative Assessments in a grade level AC binder/folder

Owner(s):

AC Teams, Students

Timeline:

Calendared AC Meetings-Monthly

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

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):

Administrative Team, Students

Timeline:

On going

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

1. ATLAS and SQII Data Dashboard
2. KAIG
3. BAS
 - Kinder EOY Target Level D
 - First Grade EOY Target Level J
4. DRP
5. Interim
6. High Frequency Words
7. Fluency
8. D's & F
9. Common Formative Assessment Data
10. IPG Report
11. Goal Setting

Owner(s):

Administrative Team/Teachers, Students

Timeline:

Quarterly

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: **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

- 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.):
 - o Kindergarten
 - o Targeting EL students-based on data and student needs
 - o Teacher-directed skill-focused lessons provided to differentiated and flexible groups
 - o Grouping is based on assessment data findings
 - o 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 -**(Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

An additional Intervention 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

Specify enhanced services for EL students:

1. Teachers will provide designated and integrated instruction for EL's utilizing GVC
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
4. Parents will be invited to ELAC and SSC meetings to inform them of current data related to the academic progress of their children

3. Technology Standards and Common Core Standards will be taught weekly using tablets. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

a. Instructional Support Technology will be purchased as funds allow. Funds will also be utilized for technology repairs, software, and new technology.

b. 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

4. Certificated Tutors and Vice Principal will collaborate to provide reading support to struggling students: **(Tier 2/3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

a. Grades K-2 (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 3-6 (Teaching Fellows-3) Reading comprehension standards aligned to unmastered skills according to CFA's and Benchmark Assessments.

c. Kinder (Teaching Fellows-2) will support early learning and student foundational skills

d. RSP (Teaching Fellow-1) will support student foundational skills

7. Supplies and materials including supplementary materials to support the teaching of CCSS, 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. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

8. Non-Identified students will participate in reading groups with RSP and/or SDC Aides or Teachers as space is available **(Tier 3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

9. Goal Setting: **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

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

c. Funds will be provided to give incentives to those students achieving academic goals

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. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or**

specific grade levels will be utilized to inform instructional decisions)

12. Before school and After school 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. **(Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

13. Substitutes will be provided for instructional talks to analyze and debrief benchmark assessments. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

14. Substitutes will be provided for Kinder KAIG and BAS testing in grades K-2. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

15. As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

16. Refreshments will be provided during professional learning: Buyback and Designated days for staff. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

Explain the 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 1-6)

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 on the first day of school. The meeting will provide information to parents concerning the academic expectations, classroom rules, intervention opportunities, and field trips. 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 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. Educational resources for parents to support student learning in grades TK-6 will be purchased as funds allow

9. Materials/supplies/graphics/translation/childcare

Describe Professional Learning related to this action:

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:

Developing lessons

- Effective Instructional Strategies
- Embedding foundational skills

3. Professional Learning:

- Close Reading Strategies of Complex Text, Task, and Talk - Focus: RI & RL
- Common Formative Assessments/Analysis-Illuminate
- ELA/ELD standards integrating reading, writing, listening and speaking during small group
- IPG data reflection and analysis will drive professional learning needs

4. As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Action 2

Title: Math Strategies in Grades K-6 to Improve Academic Skills

Action Details:

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

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

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

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

1. CFA Data
2. Interim Data
3. SBAC Data
4. Report Card D and F Data
5. IPG Report
6. Goal Setting

Owner(s):

Administrative Team
Teachers, Students

Timeline:

Quarterly

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

1. Math Block - Grades K-6: **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

Aligned to Common Core State Standards

- Components: Problem of the Day, Number Talks, Unlock the Problem-Interactive Learning, Focus on solving math tasks, Small Group Instruction, Consensus Building, Presentation, Closure
- Small Group Instruction/Intervention Block: Students who have not mastered the Math skills will be pulled for small group instruction
- Timed test of basic math facts may be utilized to promote automaticity and math fluency. 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-

Specify enhanced services for EL students:

1. Teachers will provide integrated and designated instruction for EL's.
 - Academic Math Vocabulary
 - 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
4. Parents will be invited to ELAC and SSC meetings to inform them of current data related to the academic progress of their children.

going basis. The Math tasks are balanced assessments that consists of 3 parts:(**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

- Computation/Procedural
- Written Explanation: Making Thinking Visible
- Illustration: How students solved the problems

3. Use formative assessments to provide instruction that is differentiated. (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

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 (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

5. Math technology and software will be purchased as funds allow (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

6. Goal Setting:(**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

- Prior to Interim and SBAC testing
- Discuss with students their current status and areas of needed growth and set goals
- Incentives will be purchased for students that meet goals

7. Non-Identified students will participate in math groups with RSP and/or SDC Aides or Teachers as space is available (**Tier 2/3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

8. Supplies and materials including supplemental materials, 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 (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

9. An additional Teaching Fellow will provide technology-integrated intervention to support reading and math instruction(**Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions**)

10. Before school and After school Intervention may be 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. **(Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

11. Substitutes will be provided for instructional talks to analyze and debrief benchmark assessments. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

12. As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

13. Refreshments will be provided during professional learning: Buyback and Designated days for staff. **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, African American, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

Explain the 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 1-6)
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 on the first day of school. The meeting will provide information to parents concerning the academic expectations, classroom rules, intervention opportunities, and field trips. 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 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

Action 3

Title: English Learner Redesignation

Action Details:

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,

Describe Professional Learning related to this action:

1. Site professional learning of math strategies including trainings based on current data analysis and instructional needs
2. Differentiated professional learnings according to the data and needs of grade level team
3. Cycle of Continuous Learning – Instructional Talks
 - On-going discussions
 - Determine Problem of Practice
 - Instructional strategies, test results, gaps, and trends
 - Differentiated instruction
 - Create targets for Interim, and SBAC
 - Classroom Observations, Feedback, and Next Steps
 - Substitutes will be provided to teachers for Instructional Talks, Math training, and Peer Observations as funds allow
4. Administrative team will meet with Lead Teachers monthly to monitor student learning:
 - Review school wide and grade level data
 - Analyze grade level common formative assessments and prescriptive actions
5. As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math

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, 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 administrative and AC teams to accelerate student progress and reclassification
 - Coaching Cycle for teachers
 - Provide staff development of state standards and effective instruction

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

Explain the Progress Monitoring and data used for this Action

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

1. ELPAC Data
2. Interim Data
3. SBAC Data
4. Redesignation Monitoring Data
5. CFA data

Owner(s):

Administration and Teachers, Students

Timeline:

Quarterly

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

1. EL Instructional Talks: **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

Prior to the EL Assessments, ELPAC, and DRP testing **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

- Discuss with individual students their current DRP status and areas of needed growth in Reading and set goals for the DRP assessment, ELPAC, SBAC and EL Assessments
- Utilize Redesignation Goal Setting report: EL status and set goals in areas of needed growth in Reading, Writing, Speaking, and Listening.
- Substitutes will be provided as funds allow
- Student incentives

2. Teachers will use ELA/ELD State Standards Framework Vignettes:**(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

TK: Retelling Stories, Past Tense Verbs and Expanded Sentences

- Kindergarten: Academic Vocabulary Instruction

Specify enhanced services for EL students:

This action addresses specific English Learner Supports.

- First Grade: Unpacking grammatically complex sentences
- Second Grade: Verb analysis
- Third Grade: Complex sentences
- Fourth Grade: Academic vocabulary
- Fifth Grade: Using Text Connectives to build text cohesion
- Sixth Grade: Language analysis

4. Three Certificated Tutors and three Teaching Fellows will provide ELD Saturday School for English Language Development Support through pull-out intervention to EL students in grades 1-6 **(Tier 2/3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

a. Levels 1/2, 3, and 4/5 will be grouped together for smaller group instruction with same learning gaps) b. Saturday 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 ELPAC and other EL assessments to EL learners **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

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. **(Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

7. Extra Pay/Supplemental contracts will be available to staff providing primarily EL students after-school 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. **(Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

8. CT's will be provided with extra pay/supplemental contracts to administer ELPAC, and EL assessments **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform instructional decisions)**

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

1. ELD Re-designation Celebrations 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

Describe Professional Learning related to this action:

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

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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 7-Teaching Fellows @ 3 hours-4 days per week	50,320.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			translators: SST, Parent Conferences, as needed for parent meetings	1,223.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	306.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement (No incentives or food)	978.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		36,128.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		32,693.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		27,813.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEPs, Instructional Talks, Testing, Teacher observation and coaching	11,713.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			SST coordinator contract	4,788.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies- ELA and Math	22,279.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Conferences and/or Professional Learning Opportunities	20,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	2,314.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			Food for parent meetings/PL	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		12,060.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		10,914.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		9,284.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for coaching/planning time	2,168.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Saturday School/contracts for ELPAC support and assessment	3,592.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student Incentives	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies- Saturday School/ELPAC/Goalsetting/Incentives/Instructional support	3,551.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Parent Meetings /Redesignation celebrations	1,500.00

\$271,624.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	37.621	44.621

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> All Goal 2 Data not entered as of 2/28/18 Goal 2 activities will continue to grow as structures are put into place to support student engagement. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Chronic Absenteeism</p> <p>Student by Student data analysis needs to be in place for individualized recruitment of students</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA. SSC met on 3/15/18 to review and finalize 18-19 SPSA and budget.</p>	<p>2 ELAC:</p> <p>An ELAC Meeting was held on 2/23/18 and parents were informed of current goals, student academic data and progress towards goals and parents also completed a needs survey. Parents requested the following:</p> <p>Information on how to help my child with homework and study habits</p> <p>Information about the services provided in my school and the district</p> <p>High Staff Expectations</p> <p>Motivation to be successful academically.</p> <p>The final draft was reviewed by ELAC during a meeting on 3/14/18</p>	<p>3 Staff:</p> <p>SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA</p>
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Action 1

Title: Establishing a Positive Culture through Student Engagement

Action Details:

Ericson is committed to aligning efforts to District Goal 2. Ericson will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities such as athletics, clubs, academic competitions, leadership, music/band, service projects, field trips and other school wide activities.

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

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

Goal 2 data monitoring

Owner(s):

Administration/Teachers, Students

Timeline:

Quarterly

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

(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions)

Students will be encouraged to participate in extra curricular engagement activities

All students will have opportunities to participate in school assemblies, presentations, and fieldtrips to foster school participation, interest, and connectedness to school, their community, and future careers.

Students in grades 3-6 will have opportunities to participate in music classes

Students in grades 3-6 will be encouraged to participate in after school athletics (3rd and 4th grade students cross country and track only)

Students will have opportunities to participate in Student Clubs during and after the school day

All students will receive awards and incentives to encourage participation and attendance in various school activities

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

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

Communications will be sent home via monthly parent newsletter regarding engagement opportunities for students

Parent meetings will include Goal 2 information for parents

Specify enhanced services for EL students:

Home School Liaison will communicate with parents available opportunities for engagement and encourage English Learner participation in Goal 2 activities that are offered

Describe Professional Learning related to this action:

Climate and culture team will determine Goal 2 professional development needs based on survey data and goal 2 performance data

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	97.321	100
Exposure to Careers - 4th Grade	92.308	99.308
Exposure to Careers - 6th Grade	95.455	100

Needs Assessment

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

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

Exposure to Careers - 3rd Grade

- Student Attendance
- Student behavior resulting in suspensions during Career exposure activities

Exposure to Careers - 4th Grade

- Student Attendance
- Student behavior resulting in suspensions during Career exposure activities

Exposure to Careers - 6th Grade

- Student Attendance
- Student behavior resulting in suspensions during Career exposure activities

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

Exposure to Careers - 3rd Grade

Key factors that have contributed to dis-proportionality for significant subgroups-African American and Hispanic was chronic attendance issues during career events planned.

Supports for behavior interventions for significant subgroups mainly: English Learners, Socioeconomically disadvantaged, foster youth

Data analysis of needs to be refined to identify individual student academic needs

Climate and Culture and ILT will continue to monitor disproportionality as part of the CCI process

Exposure to Careers - 4th Grade

Key factors that have contributed to dis-proportionality for significant subgroups-African American and Hispanic was chronic attendance issues during career events planned.

Supports for behavior interventions for significant subgroups mainly: English Learners, Socioeconomically disadvantaged, foster youth

Data analysis of needs to be refined to identify individual student academic needs

Climate and Culture and ILT will continue to monitor disproportionality as part of the CCI process

Exposure to Careers - 6th Grade

Key factors that have contributed to dis-proportionality for significant subgroups-African American and Hispanic was chronic attendance issues during career events planned.

Supports for behavior interventions for significant subgroups mainly: English Learners, Socioeconomically disadvantaged, foster youth

Data analysis of needs to be refined to identify individual student academic needs

Climate and Culture and ILT will continue to monitor dis-proportionality as part of the CCI process

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA. SSC met on 3/15/18 to review and finalize 18-19 SPSA and budget.

2 ELAC:

An ELAC Meeting was held on 2/23/18 and parents were informed of current goals, student academic data and progress towards goals and parents also completed a needs survey. Parents requested the following:

Information on how to help my child with homework and study habits
Information about the services provided in my school and the district
High Staff Expectations
Motivation to be successful academically.

The final draft was reviewed by ELAC during a meeting on 3/14/18

3 Staff:

SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA

Action 1

Title: Student Career Opportunities

Action Details:

Ericson will expose students to a variety of career opportunities through field trips, career speakers, career fairs and research presentations.

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

Explain the Progress Monitoring and data used for this Action

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

Owner(s):
Attendance , Students

Timeline:
as needed for events

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

Specify enhanced services for EL students:
Home School Liaison will assist in communicating Career and readiness activities that are offered at Ericson.

Students will engage in a variety of opportunities to expose them to different career fields: **(Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions)**

- TK-6th Grade Read Across America-Volunteer Readers from the community

- TK-6th Grade Character Counts/Student of the Month Awards
- 1st grade Police Chaplin opportunities
- 2nd grade partnership with Junior League-community/career program
- District funded career engagement opportunities
- College and Career Readiness (CCR) elementary grade-level curriculum and experiences for grades 3 – 6 that support the District's mission of "Preparing Career Ready Graduates."
- 3rd grade-Bricks 4 Kidz
- 4th grade- FUSD Career Partner Field Trip Experience
- 5th grade- Kids Invent Hands on Science Activities
- 6th grade- Kids Invent Hands on Science Activities, Community College Visit

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

Parent information will be shared during ELAC, SSC, Parent Coffee Meetings, Monthly Newsletter

Describe Professional Learning related to this action:

Professional learning for staff will be provided based on needs determined by Climate and Culture team planning and initiatives.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	20.491	18.491
Suspensions Per 100	8.795	7.795

Needs Assessment

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

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Meetings with parents/CWA/District Attorney • Parent communications related to the importance of attendance • Home visits and communications to families by CWA • Attendance incentives <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • Support of Resource Counselor • Positive Behavior Supports-Classroom Management, CHAMPS, School-wide structures • Climate and Culture team Initiatives • Positive behavior support incentives 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Attendance issues are more significant in Primary grades K-2 • Chronic absenteeism is higher than district rate • All significant subgroups have high absenteeism rates • Climate and Culture Team analysis of data <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • Significant subgroups: African American, and Students with Disabilities have shown decreases in suspension rates with current interventions in place • Climate and Culture Team analysis of data of significant subgroups
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA. SSC met on 3/15/18 to review and finalize 18-19 SPSA and budget.</p>	<p>2 ELAC:</p> <p>An ELAC Meeting was held on 2/23/18 and parents were informed of current goals, student academic data and progress towards goals and parents also completed a needs survey. Parents requested the following:</p> <p>Information on how to help my child with homework and study habits</p> <p>Information about the services provided in my school and the district</p> <p>High Staff Expectations</p>	<p>3 Staff:</p> <p>SSC met on 2/8/18 and delegated the writing of the 18-19 SPSA to the site leadership team. The leadership team met on 2/15/18 and reviewed the current 17/18 plan and progress towards current goals. Lead teachers met with AC Teams for teacher feedback on 2/20/18. Lead teachers met again to review feedback and write 18/19 SPSA based on AC team feedback from each grade level and SPED team. On 3/6/18 Lead Teachers again worked with AC teams to provide final feedback of SPSA.</p>
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Motivation to be successful academically.
The final draft was reviewed by ELAC during a meeting on 3/14/18

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

Title 1 actions supported significant academic growth last year in ELA and Math. Funds will continue to support student academic achievement.

Action 1

Title: Attendance and Positive Behavior Supports

Action Details:

Ericson will implement positive attendance supports and academic supports to increase our attendance rate. We will build a positive school climate and encourage attendance through community projects and hosting a variety of family activities. Character education instruction will be taught in the classroom and provided at assemblies to encourage positive relationships. Ericson will strengthen their connection with parents through positive communication and a commitment to students to learn.

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

Explain the Progress Monitoring and data used for this Action

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

- 1. Suspension/Referral Data
- 2. Attendance Data
- 3. SST/COST Team Referrals
- 4. Positive Behavior Support Participation Data
- 5. Survey Data- Parent/Staff/Student
- 6. Student SEL Data

Owner(s):

- Administrative Team
- Climate and Culture Team
- Teachers, students and parents

Timeline:

Monthly CCI process with Climate and Culture Team with available data for planning next steps

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

1. District Restorative Practice Counselor, Resource Counseling Assistant, CWA Attendance Counselor, and Home School Liaison: **(Tier 2-3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions)**

Specify enhanced services 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
- 2, Parents will be invited to ELAC and SSC meetings to inform them of current data related to the academic progress of their children

- 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 (**Tier 2-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
3. A supplemental contract will be provided to a teacher to schedule and facilitate SST meetings, and manage the site IEP Yearly Calendar (**Tier 2-3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
4. Student of the Month/ Character Counts awards will be provided monthly (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
5. Perfect Attendance certificates are given out quarterly. All Year Perfect Attendance awards will be given at the end of the year assembly (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
6. Perfect Attendance Picnics will be held every 6 weeks for students who have no tardies and no absences for each month (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
7. School Wide Quarterly Assemblies will be held for students in grades K-6 to review school wide rules, routines, and procedures (**Tier 1 Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)
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 (**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

10. Teacher will review the rules and expectations of the common areas and playgrounds at the beginning of every quarter(**Tier 1 Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

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(**Tier 2-3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

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(**Tier 2-3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

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

- 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
- Multidisciplinary and ICET Team meeting will be held when appropriate
- Substitutes, 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(**Tier 2-3-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

14. Quarterly Positive Behavior Support Celebrations will be held for students that have perfect attendance and no office referrals. Incentives and materials will be purchased for these celebrations(**Tier 1-Disproportionality will be addressed using current data analysis/Significant subgroup data for SPED, African American, ELs, foster youth and/or specific grade levels will be utilized to inform program decisions**)

15. Refreshments will be provided during professional learning: Buyback and Designated days for staff.

Explain the 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:

- Make calls home to parents of "Chronically Absent" and "Manageably Absent" students to encourage attendance
- Make home visits to truant students to encourage attendance
- Hold monthly meetings with parents of "Chronically Tardy" or "Absent" student

2. A 0.75 FTE HSL will organize various community building activities including: Parent Coffee Hour, Parent training, SSC/ELAC, and other opportunities to increase community and family involvement

Describe Professional Learning related to this action:

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
3. Site Culture and Climate team will attend all district required trainings and provide training to staff as appropriate

3. A 0.875 FTE Resource Counseling Assistant will be utilized to work with students having social/emotional and behavioral difficulties in the classroom in grades TK-6:

- Proactive & Preventative Circles: mediation, problem-solving, side by side work with students,
- Re-Entry & Welcome Circles: students return from suspension, transfers from Phoenix, and/or a history of behavioral and social/emotional concerns
- 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
- 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
- Counsel with students throughout the day so they can re-enter the classroom and refocus on the work
- 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

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Extra Pay Contracts	3,592.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Care Connect/Student incentives	4,560.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Climate and Culture Extra Pay-Classified	366.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		36,517.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2200		7,201.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	475.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: mileage	200.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		14,607.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2175		7,119.00

\$74,637.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0150 Ericson Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : 7- Teaching Fellows @ 3 hours-4 days per week	50,320.00
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			translators: SST, Parent Conferences, as needed for parent meetings	1,223.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting	306.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement (No incentives or food)	978.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		36,128.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		32,693.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		27,813.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitutes for IEPs, Instructional Talks, Testing, Teacher observation and coaching	11,713.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			SST coordinator contract	4,788.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies- ELA and Math	22,279.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			: Conferences and/or Professional Learning Opportunities	20,000.00
G1A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Involvement	2,314.00
G1A1	Sup & Conc	Parent Participation	Direct-Food			Food for parent meetings/PL	1,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		12,060.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		10,914.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		9,284.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for coaching/planning time	2,168.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Saturday School/contracts for ELPAC support and assessment	3,592.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Student Incentives	1,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies- Saturday School/ELPAC/Goalsetting/Incentives/Instructional support	3,551.00
G1A3	LCFF: EL	Parent Participation	Direct-Food			Parent Meetings /Redesignation celebrations	1,500.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Extra Pay Contracts	3,592.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for Care Connect/Student incentives	4,560.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Climate and Culture Extra Pay-Classified	366.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		36,517.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2200		7,201.00
G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	475.00

G4A1	Sup & Conc	Attendance & Social Work Service	Local Mileag		: mileage	200.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500	14,607.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2175	7,119.00
						\$346,261.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,995.00
Sup & Conc	7090	\$227,639.00
LCFF: EL	7091	\$63,627.00
Grand Total		\$346,261.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$271,624.00
G4 - All students will stay in school on target to graduate	\$74,637.00
Grand Total	\$346,261.00