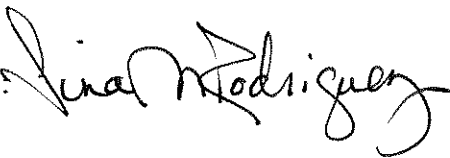


Ericson Elementary

10621666006217

Principal's Name: Tina Rodriguez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<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 School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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>

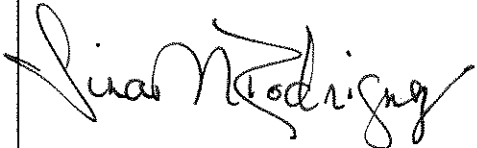

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School Site Council

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. Tracy Grubb		X			
5. Bai Chang		X			
6. Perla Aguiera				X	
7. Alejandrina Arreguin				X	
8. Marisol Moran				X	
9. Everlener Smith				X	
10. Carmen Bettancourt				X	

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			
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		3/21/19
SSC Chairperson	Chad Hudson		3/21/19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$62,792 *
7090	LCFF Supplemental & Concentration	\$229,748
7091	LCFF for English Learners	\$53,721
TOTAL 2019/20 ON-SITE ALLOCATION		\$346,261

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,004
Remaining Title I funds are at the discretion of the School Site Council	\$60,788
Total Title I Allocation	\$62,792

Ericson Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.88 %	32.471 %	2017-2018	39.471 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.335 %	37.931 %	2017-2018	44.931 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Ericson Elementary implemented a comprehensive and balanced English Language Arts and Intervention program in grades TK-6 to support the mastery of grade level skills in reading, writing, speaking and listening. The following actions have contributed to PLC Teams making stable progress in ELA with a 15.7% gain in student proficiency levels over the last 3 years;

- PLC Work-data analysis, instructional planning, and development of common formative assessments
- Grade level/teacher/student goal-setting
- Daily intervention block based on CFA results
- 3 Certificated Tutors with a specific focus on K-2 foundational skills and EL Redesignation
- Teaching Fellow instructional support in grades 3-6, RSP, and Kindergarten
- Leadership Team monitoring of student disproportionality data

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

Ericson Elementary implemented a comprehensive and balanced math and Intervention program in grades TK-6 to support the mastery of grade level skills in math. The following actions have contributed to PLC Teams making significant progress in Math with a 28% gain in student proficiency levels over the last 3 years

- PLC Work-data analysis, developing and administering CFAs and instructional planning
- Grade level/teacher/student goal-setting
- Daily intervention block based on CFA results

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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

Based on data analysis of current student progress in ELA following are key factors that contributed to the disproportionality of low performing students groups:

English Learners

- 53% (66/124) of our English Learners are at risk and are not making progress in ELD
- 15% (19/124) of our English Learners are long term and are not making progress in ELD. All of our long term English Learners are in 5th and 6th grade

Hispanic-

- Chronic Absenteeism

Socioeconomically Disadvantaged

Students with Disabilities

- Chronic absenteeism
- Suspension rates

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

- Teaching Fellow instructional support in RSP, Kindergarten, and grades 3-6
- Leadership Team monitoring of student disproportionality data

Based on data analysis of current student progress in Math following are key factors that contributed to the disproportionality of low performing students groups:

English Learners

- 53% (66/124) of our English Learners are at risk and are not making progress in ELD
- 15% (19/124) of our English Learners are long term and are not making progress in ELD, all of these students are in 5th and 6th grade

Students with Disabilities

- Chronic absenteeism
- Suspension rates

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

The actions implemented align with the allocation of budget expenditures for the 2018-19 school year. Allocations for Lead Teachers to attend conferences for professional learning were not utilized and were re-allocated to extra pay contracts for student supports and instructional supplies.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Professional Learning will be implemented to further address student disproportionality and actions will specifically address disproportional student groups.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

The Ericson SSC met on January 10, 2019 and delegated the writing of the 2019-20 SPSA to the site leadership team.

Current academic progress was shared at the January 10, 2019 meeting, and at the February 28, 2019 meeting.

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead teachers met with PLC teams again on March 12, 2019 for final review and feedback of SPSA.

2 ELAC:

An ELAC Meeting was held on January 10, 2019 and parents were informed of current data, goals and student academic progress towards goals. All English Learner parents were sent a needs survey to complete and give feedback.

A second ELAC Meeting was held on February 21, 2019 and no parents attended this meeting.

Parents submitted the following requests based on the needs assessment: (7 needs assessments were returned)

- Help with homework
- Information on how to help my child with homework and

3 Staff:

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead Teachers reviewed updated plan with staff feedback on March 6, 2019.

Lead teachers met again with PLC teams again on March 12, 2019 for final review and feedback of SPSA

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

- study habits
- Encouragement and high expectations from school personnel
 - Additional learning opportunities

An ELAC Meeting was held on March 13, 2019 to review the proposed SPSA actions for the 2019-20 school year with parents.

Current data charts were posted on January 28, 2019 through February 25, 2019 outside the Principal's office for feedback and ideas to address SPSA actions. The following feedback was given for ELA/Math Performance.

- Implement a reading accountability program in ELA
- Implement resources for GATE students
- Implement steps to eliminate gaps in grades 4-6 ELA foundational skills and comprehension

Action 1

Title: TK-6 Comprehensive Reading and Intervention Program

Action Details:

Ericson PLCs (Professional Learning Communities) will implement a TK-6 comprehensive reading program and intervention opportunities with an emphasis on early literacy in grades TK-2.

PLCs will utilize the GVC (Guaranteed Viable Curriculum) to implement school-wide reading strategies and interventions to achieve our goal of all students reading by 3rd grade.

The focus of ELA instruction and PLC work in grades K-6 will address IPG (Instructional Practice Guide) tenets 2B, 2C and 3.

- 2B Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- 2C Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?
- 3 Ownership: Are students responsible for doing the thinking in this classroom?

During the 2019-20 school year professional learning will continue with an added focus area of IPG Tenet 4.

- 4 When students are working to overcome reading gaps, does the lesson address what students need?

Differentiation and supports will be in place for English Learner students to achieve Redesignation.

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 and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA data to district assessment data (BAS, DRP, Interim, and SBAC)
- Utilize data trends to determine professional learning

Owner(s):

Administrative Team, Lead Teachers

Timeline:

Monthly Scheduled Lead Teacher Meetings

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

PLC teams will collaborate and implement a data driven process utilizing State, District, and Site common formative assessment (CFA) data to monitor and implement actions to support student academic achievement:

- Frequent data analysis (KAIG, DRP, Interim, SBAC, IABs, and CFAs)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment with District/State assessment data

Owner(s):

PLC Teams, Administrative Team, Students

Timeline:

Calendared PLC Meetings (45 hours and Designated School Hours)

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

Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.

- State, District, and CFA data analysis
- Classroom walk through data
- IPG data and callibration
- PLC meeting protocols and data
- Site, Grade Level and Student goal setting results

Owner(s):

Administrative Team, TSA, Teachers, Students

Timeline:

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Survey Data
- Resource Counselor Data
- Tier 2 Intervention Specialist Data
- Climate and Culture team data analysis

Owner(s):

Administrative Team, Resource Counselor, Intervention Specialist, Climate and Culture Team

Timeline:

During monthly Targeted Support Team Meetings
During monthly Climate and Culture Team Meetings

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

Tier 1- Teachers in grades K-6 will implement the following supports for all students.

- Core reading block using Guaranteed Viable Curriculum-GVC
- 30-45 minute intervention block
 - Interventions will be based on formative assessment data of student progress
 - English learner student needs for re-designation
- Technology will be utilized to support student learning of the Common Core State Standards
 - Instructional support technology will be purchased as funds allow
 - Funds will also be utilized for technology repairs, and software
- Supplies and materials, including supplementary materials to support the teaching of CCSS in ELA and Math
- Goal-setting incentives will be purchased to support academic goal setting based on district and state assessments
- Classroom incentives will be purchased for meeting behavior and academic goals
- ELD Re-designation Celebrations will be provided to students and families who meet the Redesignation status
- Substitutes will be provided for instructional talks
- Substitutes will be provided for teachers to work with district coaches on ELA professional development
- Substitutes will be provided for Kindergarten teachers for quarterly assessments
- Refreshments will be provided during professional learning

- Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
 - Materials/Supplies
 - Refreshments
 - Babysitting
 - Translators
- Climate and Culture Specialist will support teachers with classroom management, observations, and feedback
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Tier 2-

- 3 Certificated tutors (.4375) will focus on K-2 foundational skills support and English Learner support in ELA
 - Certificated Tutors will receive supplemental contracts to administer student State and District assessments and for additional training
- 8 Teaching Fellows @ 3 hours per day/4 days per week will support students in the following areas:
 - (4) push-in student extra support for ELA or Math based on grade level needs grades 3-6
 - (1) RSP support in ELA for non-identified student foundational skills support
 - (3) Kindergarten push-in support for ELA and Math foundational skills
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in ELA Standards
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - Supplemental contracts will be provided for TST members
 - A .8750 Resource Counselor will provide social-emotional supports for students
 - District provided Restorative Practice Counselor will provide intervention for students with behavioral issues
 - An Intervention Specialist will support student social emotional needs through social skills groups and individual supports
 - Certificated Staff will provide ELD Saturday School for English Language Development Support prior to ELPAC testing
 - Supplemental contracts will be provided to administer ELPAC and other EL assessments to English learners

Tier 3-

- Student Success Team (SST)
 - Students will be referred when they are not responding to tier 1 and 2 interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues may be referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

Specify enhanced services for EL students:

- Teachers will provide designated and integrated instruction for EL's utilizing GVC by implementation of ELA/ELD State Standards
- Students will receive daily ELD instruction for 30 minutes according to their English proficiency levels
- LTEL's (Long Term English Learners) will be targeted for reading intervention opportunities
- 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
- Teachers will utilize the **Redesignation Goal Setting report: EL status** and set goals in areas of needed growth
- Certificated Tutors, TSA, and teaching fellows will collaborate to provide additional intervention to EL students in the areas of Reading, Writing, Speaking, and Listening
- Parents will be invited to Parent Coffee Hours, ELAC, and SSC meetings to inform them of current data related to the academic progress of their children
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math for English Learners

Specify enhanced services for low-performing student groups:

Based on 2017-18 end of year data the following subgroups require additional supports for achievement in ELA:

- **English Learners**
- **Socioeconomically Disadvantaged**
- **Students with Disabilities**
- **Hispanic**
 - Prior to the EL Assessments, ELPAC, and DRP testing 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.
 - Certificated Staff will provide ELD Saturday School for English Language Development Support prior to ELPAC testing
 - Supplemental contracts will be provided to administer ELPAC and other EL assessments to EL learners
 - Goal setting and student incentives for academic progress

- Staff identification of students and learning gaps
- Priority for after school tutoring opportunities
- Staff professional development in addressing gaps and disproportionality
- Data analysis and action plans aligned to support these specific subgroups

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

- 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
- Teachers may use "Remind", or other text based communication system for parent updates and classroom information
- Quarterly progress reports will be provided to parents specific to student achievement (Grades 1-6)
- Monthly newsletter will update parents on current programs
- Students will be referred to SST team when not responding to Tier 1 and 2 interventions
- 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
- A0.4375 FTE HSL will provide parents and community communication around student progress and various community-building activities
- 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
- Educational resources for parents to support student learning in grades TK-6 will be purchased as funds allow
- Funds will be allocated for materials/supplies/graphics/translation/childcare
- Parent Education Classes will be offered to engage and support parents in their child's educational process

Describe Professional Learning related to this action:

- Provide ongoing staff development of ELA/ELD state standards and effective instruction strategies for English Learners
- Principal and Vice Principal will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Continued professional learning to support IPG tenets 2a and 2b questioning and planning questions in a progression to support all students
- Continued professional learning in creating/analyzing and determining the validity of CFAs
- Opportunities for PLC teams or individual teachers to work with district instructional coaches to develop plans aligned with supporting student academic achievement
- Individual and grade level chats with Administrative team to analyze results and plan next steps.
- Professional development focused on IPG tenet 4 -addressing reading gaps
- Professional Learning using book studies:
 - Culturally Responsive Teaching And The Brain
 - Professional Reading on Growth Mindset
- As funding allows, conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Action 2

Title: TK-6 Math Strategies and Interventions

Action Details:

Ericson PLCs will implement TK-6 instructional math strategies, and intervention opportunities with an emphasis on interactive activities, real-life application, and problem solving

PLCs will utilize the GVC to implement school-wide math strategies and interventions, to achieve our goal of all students achieving academic proficiency

The focus of math instruction and work in PLCs in grades TK-6 will address IPG Tenets 2A, 2B and 3

- 2A Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
- 2B Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?
- 3 Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?

During the 2019-20 school year, professional learning will continue with an added focus area of IPG Tenet 4.

- When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?

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 and progress towards set goals
- Analyze data related to student disproportionality
- Analyze alignment of CFA data to district assessment data (Interim and SBAC)
- Utilize data trends to determine professional learning

Owner(s):

Administrative Team, Lead Teachers

Timeline:

Monthly Scheduled Lead Teacher Meetings

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

PLC teams will collaborate and implement a data driven process utilizing State, District and Site common formative assessment (CFA) data to monitor and implement actions to support student academic achievement:

- Frequent data analysis (KAIG, Interim, SBAC, IABs, CFAs)
- Focus standards and instruction
- Create and administer CFAs
- Respond to results by reteaching or enrichment during intervention
- All CFA and IAB data will be tracked for alignment with District/State assessments data

Owner(s):

PLC Teams, Administrative Team, Students

Timeline:

Calendared PLC Meetings (45 hours and Designated School Hours)

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

Administrative team will analyze trends in State, District, and PLC data for implementation of professional learning and actions to support student achievement.

- State, District, and CFA data analysis
- Classroom walk through data
- IPG data and calibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

Owner(s):

Administrative Team, TSA, Teachers, Students

Timeline:

Weekly Administrative Instructional Support Team Meetings

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

Student Social Emotional Data will be analyzed for targeted support in making sure students are available for learning:

- Student/Staff/Parent Survey Data
- Resource Counselor Data
- Tier 2 Intervention Specialist Data
- Climate and Culture team data analysis

Owner(s):

Administrative Team, Resource Counselor, Intervention Specialist, Climate and Culture Team

Timeline:

During monthly Targeted Support Team Meetings
During monthly Climate and Culture Team Meetings

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

Tier 1- Teachers in grades K-6 will implement the following supports for all students.

- Core math block using Guaranteed Viable Curriculum-GVC
- 30-45 minute intervention block
 - Interventions will be based on formative assessment data of student progress
- Technology will be utilized to support student learning of the Common Core State Standards
 - Instructional support technology will be purchased as funds allow
 - Funds will also be utilized for technology repairs, and software
- Supplies and materials, including supplementary materials to support the teaching of CCSS in ELA and Math
- Goal-setting incentives will be purchased to support academic goal-setting based on district and state assessments
- Substitutes will be provided for instructional talks
- Substitutes will be provided for teachers to work with district coaches on Math professional development
- Substitutes will be provided for Kindergarten teachers for quarterly assessments
- Refreshments will be provided during professional learning
- Parents will be informed of student progress (see parent engagement actions) funds will be allocated for:
 - Materials/Supplies
 - Refreshments
 - Babysitting
 - Translators
- Climate and Culture Specialist will support teachers with classroom management, observations and feedback
- As funding allows conferences and professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Tier 2-

- 8 Teaching Fellows @ 3 hours per day/4 days per week will support students in the following areas:
 - (4) push-in student extra support for ELA or Math based on grade level needs grades 3-6
 - (1) RSP support in ELA or Math for non-identified student foundational skills support
 - (3) Kindergarten push-in support for ELA and Math foundational skills
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in Math standards
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - Supplemental contracts will be provided for TST members
 - A .8750 Resource Counselor will provide social emotional supports for students
 - An Intervention Specialist will support student social emotional needs through social skills groups and individual supports

Tier 3-

- Student Success Team (SST)
 - Students will be referred when they are not responding to tier 1 and 2 interventions
 - Students may be referred for 504 accommodations or Special Education Testing based on data analysis of current progress with Tier 1 and 2 interventions
 - Students with ongoing behavior issues may be referred to district ICET-Inter-agency Child Empowerment Team
 - District assigned Behavior Intervention Specialists will support students with individual behavior plans and teacher support
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

Specify enhanced services for EL students:

- 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?
- Students will be given opportunities to improve test scores
- Reteach and provide make-up tests

Specify enhanced services for low-performing student groups:

Based on 2017-18 end of year data the following subgroups require additional supports for achievement in Math:

- **English Learners**
- **Students with Disabilities**
 - Prior to the EL Assessments, ELPAC, and DRP testing:
 - 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

- Parents will be invited to ELAC and SSC meetings to inform them of current data related to the academic progress of their children.

- Utilize Redesignation Goal Setting report to set goals in areas of needed growth in Reading, Writing, Speaking, and Listening.
- Certificated Staff will provide ELD Saturday School for English Language Development Support prior to ELPAC testing
- Supplemental contracts will be provided to administer ELPAC and other EL assessments to EL learners
- Goal setting and student incentives for academic progress
- Staff identification of students and learning gaps
- Priority for after school tutoring opportunities
- Staff professional development in addressing gaps and disproportionality
- Data analysis and action plans aligned to support these specific subgroups

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

- 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 EDUTEX information
- Teachers may use "Remind", or other text based communication system for parent updates and classroom information
- Quarterly progress reports will be provided to parents specific to student achievement (Grades 1-6)
- Monthly newsletter will update parents on current programs
- Students will be referred to SST team when not responding to Tier 1 and 2 interventions
- 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
- A 0.4375 FTE HSL will provide parents and community communication around student progress and various community-building activities
- 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
- Educational resources for parents to support student learning in grades TK-6 will be purchased as funds allow
- Funds will be allocated for materials/supplies/graphics/translation/childcare
- Parent Education Classes will be offered to engage and support parents in their child's educational process

Describe Professional Learning related to this action:

- Site professional learning of math strategies including training based on current data analysis and instructional needs
- Principal and Vice Principal will attend Instructional Practice Walks (IPW) meetings and share instructional content with site during professional learning
- Professional Learning on procedures for referring students to TST, SST, and for Special Education testing
- Differentiated professional learning according to the data and needs of grade level team
- Cycle of Continuous Learning – Instructional Talks
- Continued professional development focused on:
 - 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
- Administrative team will meet with Lead Teachers monthly to monitor student learning:
 - Review school-wide, grade level data, and analyze grade level common formative assessments and prescriptive actions
- As funding allows, conferences and professional learning opportunities, will be explored to support ongoing professional development in ELA and Math

2019-2020 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	Teacher-Regu	Tutor	0.4375		37,713.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SST Coordinator Contract 32 hours	1,543.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies (No Food/Incentives)	3,098.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators for: SST meetings, parent conferences and as needed for parent meetings	1,249.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby Sitting for Parent Meetings	313.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		36,148.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		33,213.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers to support SST/IEP Meetings, CCI Instructional Talks, Testing(Kinder), teacher observations and coaching	14,118.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support ELA/Interventions	11,343.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows- Estimated amount	61,768.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Materials and Supplies	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning/Conferences	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		12,067.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		11,089.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Saturday School Contracts for EL support	3,617.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Saturday School Materials and Supplies Classroom Materials and Supplies	2,474.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support EL students	5,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support EL students	4,438.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to support Math/Interventions	4,126.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Funds for Technology	6,000.00

\$265,317.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	44.621 %	84.375 %	2017-2018	91.375 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

Current data indicates that 91.6% of Ericson students are engaged in a Goal 2 activity.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

All grade levels and subgroups currently have participation rates above 90% with the exception of

- Kindergarten 85.6%
- Students With Disabilities 88.6%

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Ericson continues to build our Goal 2 program to ensure that every student is given the opportunity to engage in extra curricular arts, activities and athletics. Site goals have been met based on consistent input and monitoring of Goal 2 data.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Ericson will continue current work on ensuring all students are engaged in Goal 2 activities.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

The Ericson SSC met on January 10, 2019 and delegated the writing of the 2019-20 SPSA to the site leadership team.

Current academic progress was shared at the January 10, 2019 meeting, and at the February 28, 2019 meeting.

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead teachers met with PLC teams again on March 12, 2019 for final review and feedback of SPSA.

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

An ELAC Meeting was held on January 10, 2019 and parents were informed of current data, goals and student academic progress towards goals. All English Learner parents were sent a needs survey to complete and give feedback.

A second ELAC Meeting was held on February 21, 2019 and no parents attended this meeting.

Parents submitted the following requests based on the needs assessment: (7 needs assessments were returned)

- Help with homework
- Information on how to help my child with homework and study habits
- Encouragement and high expectations from school personnel
- Additional learning opportunities

An ELAC Meeting was held on March 13, 2019 to review the proposed SPSA actions for the 2019-20 school year with parents.

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead Teachers reviewed updated plan with staff feedback on March 6, 2019.

Lead teachers met again with PLC teams again on March 12, 2019 for final review and feedback of SPSA.

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

Current data charts were posted on January 28, 2019 through February 25, 2019 outside the Principal's office for feedback and ideas to address SPSA actions. The following feedback was given for ELA/Math Performance.

- Implement a reading accountability program in ELA
- Implement resources for GATE students
- Implement steps to eliminate gaps in grades 4-6 ELA foundational skills and comprehension

Action 1

Title: Establishing a Positive Culture Through Student Engagement

Action Details:

Ericson is committed to aligning efforts to District Goal 2 engagements. 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:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly monitoring of Student Engagement Data

Monthly monitoring of student attendance rates

Owner(s):

Administrative Team, Targeted Support Team, Climate and Culture Team, Home School Liaison and Attendance Clerk

Timeline:

Quarterly monitoring of student engagement data

ATLAS Attendance Reports

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

Tier 1

Students will be encouraged to participate in all extra curricular engagement activities

All students will have the opportunity to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connectedness to school, their community and future careers.

Students in grades 2-6 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 engage in student clubs before, during, and after the school day

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

Supplemental and Extra Pay contracts will be provided to staff to organize and lead school clubs and activities for students: Peach Blossom, Science Olympiad, Athletics, reading clubs, student clubs that support both academic and social emotional student needs

Materials and supplies will be provided to support Goal 2 engagement activities

Tier 2 and 3

Social Emotional Tier 2 and 3 supports will include Goal 2 engagements as a structure for supporting student behavior, attendance or grades.

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

Saturday School will be offered and funded specifically to engage English Learner Students in academic work to reach their redesignation targets

During ELAC, SSC and Parent Coffee Meetings Parents will be informed of current student engagement data and Goal 2 opportunities for students

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

Communications will be sent home in our monthly newsletter and through School Messenger regarding engagement opportunities

Opportunities will be shared with parents during SSC, ELAC and Parent Coffee Hours

HSL will provide translations of notes to be sent home and provide information to parents

Specify enhanced services for low-performing student groups:

Disproportionate engagement grade levels and groups will be identified during monthly review of engagement data on PowerBi. This data will inform Climate and Culture team in their planning of structures and supports for all students.

Describe Professional Learning related to this action:

The site Climate and Culture team will determine Goal 2 professional development and develop structures for supporting student engagement activities

Social Emotional Tier 2 and 3 supports will include Goal 2 engagements as a structure for supporting student behavior, attendance or grades

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	100 %	2017-2018	100 %
Exposure to Careers - 4th Grade	99.308 %	100 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	98.81 %	2017-2018	100 %

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

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Exposure to Careers - 3rd Grade</p> <p>Field Trip</p> <ul style="list-style-type: none"> • Fresno Art Museum • Scout Island <p>School</p> <ul style="list-style-type: none"> • Bricks for Kids (2 visits) <p>Exposure to Careers - 4th Grade</p> <p>Field Trip</p> <ul style="list-style-type: none"> • Fresno Chaffee Zoo • 4th grade Link Up Concert • Monterey Bay Aquarium <p>Exposure to Careers - 6th Grade</p> <p>Field Trip</p> <ul style="list-style-type: none"> • 6th Grade Camp • McLane/Scandanavian Music Program Visit • Reedley Community College 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 3rd Grade</p> <p>No disproportionality in subgroups</p> <p>Exposure to Careers - 4th Grade</p> <p>No disproportionality in subgroups</p> <p>Exposure to Careers - 6th Grade</p> <p>No disproportionality in subgroups</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No changes on site-These events are district funded

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

No changes on site-These events are district funded

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

The Ericson SSC met on January 10, 2019 and delegated the writing of the 2019-20 SPSA to the site leadership team.

Current academic progress was shared at the January 10, 2019 meeting, and at the February 28, 2019 meeting.

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead teachers met with PLC teams again on March 12, 2019 for final review and feedback of SPSA.

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held on January 10, 2019 and parents were informed of current data, goals and student academic progress towards goals. All English Learner parents were sent a needs survey to complete and give feedback.

A second ELAC Meeting was held on February 21, 2019 and no parents attended this meeting.

Parents submitted the following requests based on the needs assessment: (7 needs assessments were returned)

- Help with homework
- Information on how to help my child with homework and study habits
- Encouragement and high expectations from school personnel
- Additional learning opportunities

An ELAC Meeting was held on March 13, 2019 to review the proposed SPSA actions for the 2019-20 school year with parents.

3 Staff:

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead Teachers reviewed updated plan with staff feedback on March 6, 2019.

Lead teachers met again with PLC teams again on March 12, 2019 for final review and feedback of SPSA.

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

Current data charts were posted on January 28, 2019 through February 25, 2019 outside the Principal's office for feedback and ideas to address SPSA actions. The following feedback was given for ELA/Math Performance.

- Implement a reading accountability program in ELA
- Implement resources for GATE students
- Implement steps to eliminate gaps in grades 4-6 ELA foundational skills and comprehension

Action 1

Title: Student Character and Career Opportunities

[Action Details:](#)

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

Students will be recognized for demonstrating character and promoting a positive climate at Ericson.

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

Student Participation Rates

Owner(s):

Attendance

Timeline:

As needed for events

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

Tier 1

Students will engage in a variety of opportunities to expose them to different career goals.

- TK-6th Grade-Read Across America : Community Volunteers
- TK-6th Grade-Character Counts/Student of the month awards
- 1st grade Police Chaplain opportunities
- 2nd grade partnership with Junior League-community/career program
- District funded career engagement opportunities for grades 3-6
- Continued work on class meetings and lessons on Growth Mindset and Goal Setting
- Red Ribbon Week
- Sea King Tickets
- Community Volunteer/Service Opportunities: Pennies for Patients, Poverello House, Local pet shelter
- Spelling Bee
- Peach Blossom Festival
- Class Meetings

Tier 2 and 3

- Specific behavior supports for students will be put in place to build relationships, character and career skills.

Materials and supplies will be provided to support student engagement in character building and career opportunities.

Specify enhanced services for EL students:

Parent information regarding Goal 3 will be shared during ELAC, SSC and Parent Coffee meetings

Communications will be sent out in English and Spanish via monthly newsletter and Sunday School Messenger announcements

Student engagement data of EL students will be monitored for disproportionality

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

Parent information regarding Goal 3 will be shared during ELAC, SSC, and Parent Coffee Hours

Communications will be sent out in English and Spanish via monthly newsletter and Sunday School Messenger announcements

Specify enhanced services for low-performing student groups:

Student engagement will be monitored to address any student groups that may not be engaging in Goal 3 activities

Describe Professional Learning related to this action:

Professional learning will be provided based on needs determined by Climate and Culture Team planning and initiatives

Restorative practice training and coaching by on-site RP coach

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives/Engagement/Character Building and Careers	2,000.00

\$2,000.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	18.491 %	20.781 %	2017-2018	18.781 %
Suspensions Per 100	7.795 %	8.159 %	2017-2018	7.159 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism

Current data trends indicate a decrease in chronic absences due to the following actions:

- Bi-Weekly parent meetings with administration
- Monthly meetings with CWA and District Attorney
- HSL communication to parents and home visits
- Attendance incentives
- Tier 2 structures in place to support students with chronic absences

Suspensions Per 100

Current data trends indicate a decrease in suspensions due to the following actions:

- Resource Counselor support
- Positive Behavior Supports-Classroom Management, CHAMPs, School Wide Structures
- Climate and Culture Team initiatives:
 - Utilizing the Growth Mindset Coach lessons during monthly class meetings
 - Goal Setting opportunities for students
- District implementation of Tier 2 and 3 supports:
 - Restorative Practice Counselor
 - Tier 2 Intervention Support Specialist
 - Behavior Intervention Specialists
 - Site Social Worker-Intern

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism

Current data shows a decrease in chronic absences from 19.9% at the end of the 2017-18 school year to a current rate of 12.9% near the end of the 3rd quarter of the 2018-19 school year.

All subgroups and grade levels also show a decrease in chronic absences.

2017-18 end of year data shows the highest absenteeism rates among our African American Students, Students With Disabilities and Hispanic Students

Suspensions Per 100

Current data indicates a decrease in suspensions from the 2017-18 school year:

2017-18 Data indicates a suspension rate of 8.29 per 100 students

Current 3rd quarter data shows a suspension rate of 4.71 per 100 students

End of year 2017-18 data indicated that the subgroups with the highest suspension rates are:

- African American
- Students with Disabilities

Current data indicates a significant decrease in suspension rates of African American students and a slight decrease in suspensions of Students with Disabilities

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

In addition to site implementation of 2017-18 actions. District supports in the implementation of Tier 2 structures (Intervention Specialist, Restorative Practice Counselor, Climate and Culture Support Specialist, Social Worker and Behavior Intervention Specialists) contributed to decreases in suspension rates.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Ericson will continue to implement current goals with the addition of Tier 2 and Tier 3 district supports to develop levels of support for students with different social emotional needs.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

The Ericson SSC met on January 10, 2019 and delegated the writing of the 2019-20 SPSA to the site leadership team.

Current academic progress was shared at the January 10, 2019 meeting, and at the February 28, 2019 meeting.

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead teachers met with PLC teams again on March 12, 2019 for final review and feedback of SPSA

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

2 ELAC:

An ELAC Meeting was held on January 10, 2019 and parents were informed of current data, goals and student academic progress towards goals. All English Learner parents were sent a needs survey to complete and give feedback.

A second ELAC Meeting was held on February 21, 2019 and no parents attended this meeting.

Parents submitted the following requests based on the needs assessment: (7 needs assessments were returned)

- Help with homework
- Information on how to help my child with homework and study habits
- Encouragement and high expectations from school personnel
- Additional learning opportunities

An ELAC Meeting was held on March 13, 2019 to review the proposed SPSA actions for the 2019-20 school year with parents.

3 Staff:

Lead Teachers met to write the 2019-20 SPSA on February 27, 2019 and on March 6, 2019.

Lead Teachers met with PLC teams for teacher feedback on March 4, 2019.

Lead Teachers reviewed updated plan with staff feedback on March 6, 2019.

Lead teachers met again with PLC teams again on March 12, 2019 for final review and feedback of SPSA

The SSC met on March 21, 2019 to review and finalize the 2019-20 SPSA and Budget.

Current data charts were posted on January 28, 2019 through February 25, 2019 outside the Principal's office for feedback and ideas to address SPSA actions. The following feedback was given for ELA/Math Performance.

- Implement a reading accountability program in ELA
- Implement resources for GATE students
- Implement steps to eliminate gaps in grades 4-6 ELA foundational skills and comprehension

Action 1

Title: Attendance and Positive Behavior Supports

Action Details:

Ericson will implement a tiered system of support for addressing our chronic attendance and suspension rates.

Positive attendance supports will be implemented for all students. Our goal is to continue our work in building a positive academic oriented culture and climate. Positive attendance rates will be encouraged through incentives, individual supports and positive relationships among students, staff and the community.

To support student positive behaviors school wide structures and practices will continue according to research based district adopted programs to address social skills, growth mindset, goal-setting, school wide safety, civility, and bully prevention.

Tiered levels will be implemented to support students with chronic attendance or suspension/behavioral issues.

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

- Suspension/Referral Data
- Attendance Data
- SST-Student Study Team (Tier 3) Referrals
- TST- Targeted Support Team (Tier 2) Referrals
- Positive Behavior Support Participation Data
- Survey Data-Parents/Staff/Students
- Student SEL Data
- Resource Counselor/Restorative Counselor

Owner(s):

- Administrative Team
- Climate and Culture Team
- SST -Student Study Team
- TST-Targeted Support Team
- Teachers, Students and Parents

Timeline:

- Ongoing weekly administrative meetings
- Monthly CCT, SST, TST Meetings

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

Tier 1

- School wide quarterly assemblies will be held for students in grades K-6 to review school wide expectations, structures and procedures
- CHAMPS classroom management will be implemented in all classrooms
- Class Meetings will be held at least 1 time per week in all classrooms and will support students with the following initiatives.
 - Weekly class meetings utilizing the Class Meetings that Matter Lessons
 - 10 Olweus Anti-Bullying Program Lessons
 - School wide structures and expectations
 - Growth Mindset
 - Goal setting
- Student of the Month/Character Counts awards will be presented monthly
- Sea King Tickets will be utilized to encourage attendance and reinforce behavior expectations
- Perfect Attendance Recognition and Incentives will be ongoing to support students at all 3 tiers of attendance levels
 - Quarterly awards
 - Perfect attendance picnics
- Academic awards assemblies will be held quarterly to recognize student achievement
- Goal setting reward parties and incentives will be held quarterly to recognize students in grades K-6 that have met goals set for:

- KAIG
- DRP
- Interim Assessments
- SBAC
- EL Assessments
- Redesignation
- Attendance

Tier 2

- .875 Resource Counselor will be utilized to work with students having social/emotional and behavioral difficulties in the classroom
- The Sea King Room will be utilized for supporting student relationships, behavioral goals and social emotional skills. Materials and supplies will be provided.
- Adistrict provided Restorative Practice Counselor will provide students with supports and lead social skills lessons with students
- .375 Home School Liaison will provide parents with resources that promote attendance and make home visits to students with chronic attendance issues
- Adistrict provided Tier 2 Intervention Specialist will provide student supports for attendance, behavior and social emotional issues
- A Targeted Support Team -TST will meet monthly to review student referrals and provide supports for students. Supplemental contracts will be provided for team members

Tier 3

- A Student Success Team will meet monthly to review and recommend potential services for students in need of intensive support. SST meetings will be conducted after all classroom and school wide interventions have been utilized
- A supplemental contract will be provided to schedule and facilitate SST meetings
- A supplemental contract will be provided to manage the site IEP calendar
- Individualized education plans (IEPs), 504 plans, ICET Referrals and behavior support plans will be established for students as needed based on student data analysis and team decision making.

Substitutes, materials, supplies, food and incentives will be provided as funding allows to support all levels of student tiered supports

Refreshments will be provided during professional learning for staff

Translator supplemental contracts will be provided for SST, IEP and 504 parent communications

Specify enhanced services for EL students:

- HSL will be utilized to provide translation during parent meetings, provide home visits as needed and promote positive attendance, behavior, and parent communication
- Parents of English learners will be invited to attend ELAC, SSC, and Parent Coffee Hours for information related to academic and social emotional supports

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

HSL and Intervention Specialist will identify students with chronic absences and do the following:

- Make calls home to encourage attendance
- Make home visits to truant students
- Provide incentives for truant students
- Hold meetings with parents of students that are chronically absent or tardy

HSL will organize various community engagement activities including: Parent Coffee Hour, Parent University classes, SSC/ELAC meetings and other opportunities to increase community and family involvement

Specify enhanced services for low-performing student groups:

Special Education and Kindergarten teachers will review the importance of good school attendance at Back to School Night, parent conferences, and weekly/monthly communications with parents

Describe Professional Learning related to this action:

The Culture and Climate team will meet quarterly to review student data regarding chronic behaviors that impede learning in the classroom and will determine possible interventions to support school wide expectations

Professional learning will focus on social/emotional supports, restorative practices and the development of skills to support academic success

Professional learning will continue in growth mindset and student goal-setting

2019-2020 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	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement (No Food/Incentives)	500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,626.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	250.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Team Contracts- 10 Hours	8,438.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Contract Culture and Climate Team	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies for Parent Meetings	1,000.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Food Services for parent meetings	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		37,594.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2500		15,036.00

\$78,944.00

2019-2020 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	Teacher-Regu	Tutor	0.4375		37,713.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			SST Coordinator Contract 32 hours	1,543.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies (No Food/Incentives)	3,098.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators for: SST meetings, parent conferences and as needed for parent meetings	1,249.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Baby Sitting for Parent Meetings	313.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		36,148.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.3280		33,213.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute Teachers to support SST/IEP Meetings, CCI Instructional Talks, Testing(Kinder), teacher observations and coaching	14,118.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to support ELA/Interventions	11,343.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows- Estimated amount	61,768.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics/Materials and Supplies	2,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Professional Learning/Conferences	10,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		12,067.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1095		11,089.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Saturday School Contracts for EL support	3,617.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Saturday School Materials and Supplies Classroom Materials and Supplies	2,474.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies to support EL students	5,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology to support EL students	4,438.00
G1A2	Title 1 Basic	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies to support Math/Interventions	4,126.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Funds for Technology	6,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Student Incentives/Engagement/Character Building and Careers	2,000.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parent Involvement (No Food/Incentives)	500.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		14,626.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Local Mileag			Mileage for home visits	250.00
G4A1	Sup & Conc	Instruction	Teacher-Supp			Climate and Culture Team Contracts- 10 Hours	8,438.00
G4A1	Sup & Conc	Parent Participation	Cls Sup-Sup			Classified Contract Culture and Climate Team	500.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials/Supplies for Parent Meetings	1,000.00
G4A1	Sup & Conc	Parent Participation	Direct-Food			Food Services for parent meetings	1,000.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6250		37,594.00

\$346,261.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$62,792.00
Sup & Conc	7090	\$229,748.00
LCFF: EL	7091	\$53,721.00
Grand Total		\$346,261.00

Goal Totals	Budget Totals	
G1 - All students will excel in reading, writing, and math	\$265,317.00	
G3 - All students will demonstrate the character and competencies for workplace success	\$2,000.00	
G4 - All students will stay in school on target to graduate	\$78,944.00	
Grand Total		\$346,261.00