

Ericson Elementary

10621666006068

Principal's Name: Tina Rodriguez

Principal's Signature:

A handwritten signature in blue ink, appearing to read "Tina Rodriguez", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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Centralized Services	N/A
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School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	<ul style="list-style-type: none">Needs Assessment: Data Analysis and identification of needs and goalsActions designed to meet needs and targeted goalsBudget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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

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

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.

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.

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.

The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.

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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

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.

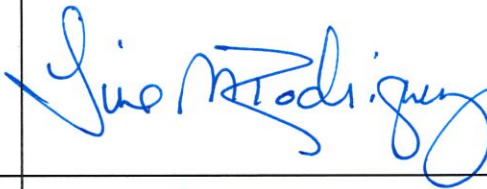

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

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 – Jeffrey Poindexter		X			
3. Claudia Estrada		X			
4. Cynthia Badger		X			
5. Leticia Marrufo			X		
6. Bobette Varela				X	
7. Sylvia Rodriguez				X	
8. Jose Muniz				X	
9. Maria Munoz				X	
10. Tomika Savere				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			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Tina Rodriguez		March 20, 2024
SSC Chairperson	Jeffrey Poindexter		March 20, 2024

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Ericson - 0150

ON-SITE ALLOCATION

3010	Title I	\$97,875 *
7090	LCFF Supplemental & Concentration	\$305,032
7091	LCFF for English Learners	\$63,072

TOTAL 2024/25 ON-SITE ALLOCATION

\$465,979

* 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	\$2,900
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Remaining Title I funds are at the discretion of the School Site Council	\$94,975
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Total Title I Allocation	\$97,875
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Ericson Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4			16.2 %	2023-2024	21.3 %
SBAC ELA - Average distance from standard	✓	-47 pts	-59.7 pts	2023-2024	-32 pts
SBAC ELA - percentage of students met/exceeded standard	✓	38 %	30.8 %	2023-2024	43 %
SBAC Math - Average distance from standard	✓	-66 pts	-74.3 pts	2023-2024	51 pts
SBAC Math - percentage of students met/exceeded standard	✓	29 %	23.9 %	2023-2024	34 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

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

iReady ELA D2 On Level

Ericson 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 progress in ELA with a 22% gain in student proficiency levels from i-Ready D1-D2 during the 2023-24 school year. Our SBAC projected proficiency level for ELA for grades 3-6 is 36% which is in alignment of our 5% growth goal from 2022-23 SBAC

- PLC Work-data analysis and instructional planning,
- Administration and development of common formative assessments and FIABs/IAB
- School-wide/grade level/teacher/student goal-setting
- Daily interventions based on CFA results and 6 CA Teaching Fellows for extra classroom support
- 3 Certificated Tutors with a specific focus on English Learners, and EL Reclassification
- Leadership team monitoring of student group data

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

iReady ELA and Math D2 On Level

Based on data analysis of current student progress in ELA and Math following are key factors that contributed to the dis-proportionality of low performing student groups as identified by ASTI status for 2021-22. These groups are no longer considered ATSI status for 2022-23 but will continue to receive supports to maintain academic growth. Following is data based on 2022-23 California Dashboard results:

- Absenteeism is a key factor contributing to student disproportionality:** Students enrolled at Ericson: 19.9% or 149 students are chronically absent with attendance rates between 80%- 90%. 9.2% or 69 students have severe chronic attendance with a less than 80% attendance rate.
- African American students have** a chronic absenteeism rate of 20% (80%-90% attendance) and 14% have severely chronic absenteeism rate (80% or less). Chronic Absenteeism continues to increase with the student group. *This student group is no longer in ATSI status for chronic absenteeism (2021-22 data).*
- Students with Disabilities** have a chronic absenteeism rate of 23.8% (80%-90% attendance) and

- SEL Supports (Tier 2 IS, 4 Hand to Hand Mentors, .875 Resource Counselor)
- Regional Professional Learning in ELA
- Professional Learning focus on K-2 Foundational Skills
- Professional Learning focus on SBAC readiness skills
- A4 After School Tutoring Program (Fall/Spring Sessions)

iReady Math D2 On Level

Ericson implemented a comprehensive and balanced math and intervention program in grades TK-6 to support the mastery of grade level skills .

The following actions have contributed to PLC Teams making progress in Math with a 15%gain in iReady from D1-D2 during the 2023-24 school year. Our SBAC projected proficiency level for Math for grades 3-6 is 33%which is in alignment and exceeds our 5%growth goal from 2022-23 SBAC.

- PLC Work-data analysis and instructional planning
- Administration and development of common formative assessments and FIABs/IAB
- School-wide/grade level/teacher/student goal-setting
- Daily interventions based on CFA results Leadership team monitoring of student group data
- Professional Learning focus on Math/MLD Strategies

EL Reclassification Rate

Ericson implemented focused actions aligned with current English Learner Data. 16.2%of English Learners were reclassified during the 2023-24 school year based on actions in place. During the administration of iReady there were 21.4%of English Learner students on/above grade level.

- Professional Development in supporting English Learners
- Integrated and designated English Language Development instruction
- Small group instruction
- Lesson planning based on English Learner needs
- Certificated Tutors with a specific focus on working with TK-3rd grade English Learner students.

14.2% have severely chronic absenteeism rate (80% or less). *This student group is no longer in ATSI status for chronic absenteeism.*

- **Students with Disabilities**
- Staffing issues related to Special Education Paraprofessionals-Lack of qualified candidates to fill open positions.
- Large caseloads in SPED classrooms
- Excessive initial referrals for Special Education testing have reduced available time to service students currently on IEPs.
- **Suspension rate is a key factor contributing to student disproportionality:** Students enrolled at Ericson have a 5.5% or 48/866 of students suspended at least 1 day. Current 2023-24 data shows that suspension rates are decreasing,
- The following student groups have suspension performance levels in the red based on 22-23 Ca Dashboard results. African American (ASTI), English Learners, Hispanic, Socioeconomically disadvantaged and Students with Disabilities.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

The actions implemented align with the allocation of budget expenditures for the 2023-24 school year. Remaining allocations that were not fully used (technology, maintenance funds, conferences, after school tutoring) were reallocated for the purchase of instructional materials. FUSD covered the cost of after-school tutoring this year. The funds we had set aside for tutoring were repurposed towards materials and supplies for classroom use.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Changes for the upcoming 24-25 SPSA would be a reallocation of funds for our Certificated Tutors. This will now be funded using Ericson Literacy Grant. Additional funds will be allocated to further support teacher planning time (substitutes and extra pay contracts) Corwin will provide PLC+ training for all teachers during the 24-25 school year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>The Ericson SSC met on January 17, 2024 and delegated the writing of the 24-25 SPSA to the site leadership team.</p><p>Current academic progress was shared with SSC on January 17, 2024.</p><p>During the SSC Meeting on February 21, 2024 Goals for 24-25 SPSA were shared and a feedback link was shared with SSC Team to elicit feedback for leadership team planning.</p><p>24-25 SPSA was shared with SSC on March 20, 2024 to review and finalize.</p><p>The following input was shared by 1 SSC Member through the input link.</p><p>Extra paras with additional training for children with disabilities. Incentive/awards for them. Buddysystem with older students.</p><p>Asking the children how they could be better supported.</p><p>Have the students set attendance goal and reward when they meet that goal.</p><p>Provide extra activities of interest for students. Workshop on healthy relationships and how to communication.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>An ELAC Meeting was held to inform parents on current data and a needs assessment was given at the ELAC Meeting on February 22, 2024.</p><p>10 parents provided the following input regarding 24-25 SPSA Actions:</p><p>ATSI Student Groups</p><ul style="list-style-type: none">• Don't make any difference regarding ethnicities or disabilities.• N/A• Staff with knowledge regarding those groups of students• Good teachers and tutors• Have an after-school program for these group of students.• Tutoring Incentives for established objectives<p>Supporting Academic Achievement</p><ul style="list-style-type: none">• It's important to help students that have issues with other students. If the teachers don't take care of those issues, students won't focus in class. The principal should pay attention to these cases as well.• More programs for students like A4 Reading Program and have room for more students- it's space limited• More tutors• During ELPAC don't let the students without help from CT's• Set up goals for them to reach• Have more support from teachers• It's important to pay attention to students and give them some advice about avoiding any kind of issue• Focus on the students that learns in a different pace of time, so they can be on their grade level• More programs for students<p>Addressing Chronic Attendance issues:</p><ul style="list-style-type: none">• Find out the reasons why the students don't want to come to school. There are teachers that could intimidate the students or teachers that don't listen to them• Specific area where they can move around• Find out the problem• Create the habit of responsibility for the student</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Current academic progress was shared with staff on January 23, 2024 during professional learning.</p><p>All certificated staff members were given the opportunity to provide feedback through an online survey that was presented during staff professional learning on February 27, 2024. Current SPSA goals were also reviewed with staff.</p><p>19 staff members responded and provided the following input:</p><p>ATSI Student Groups:</p><p>More support for students in the inclusion program with behaviors, high functioning students, and one on one needs.</p><p>Fun Field trip incentives</p><p>Hire more coaches who look like them, more clubs for excellence where they can study and research people who look like them to see that they can succeed</p><p>Intensive academic and behavioral supports starting in TK/kinder. Parent partnerships are critical to establishing accountability in students. Regular meetings with parents to review expectations, progress and challenges for individual students is key.</p><p>After school tutoring or social skills club.</p><p>After school tutoring or social skills clubs</p><p>Positive role models, expectations clearly explained and followed through consistently. Individual empowerment of who they are and where they fit in.</p><p>Tutoring, peer grouping with a buddy</p><p>Academic Tutoring Groups.</p><p>Provide extra support, tutoring after school for these students who are struggling. Aides in the classroom.</p><p>a4, clubs, mentors</p><p>Students need to feel like they are valued on our campus, and they don't. Find African American male organization to mentor students.</p><p>SEL coaching. Individualized coaching on how to work through challenges/talking and strategizing when meeting with mentors.</p></div>
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- Find out the reason why they're missing school and work together parents and teachers
- More supervision for students

Addressing decreases in student suspension rate

- Ask for parent opinion and options to improve students' issues, make them think on their future
- Parents and teachers working together
- Try to find out the problem between parents and students
- Make them see the consequences from being late
- Support from parents in anything we can do, for our students' success
- More control with these groups of students

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 Technology
- 5 Goal Setting Incentives
- 6 Tutoring Contracts
- 7 Behavior Incentives
- 8 Fresno State Teaching Fellows for academic support
- 9 Substitutes for Academic Planning Time
- 10 Substitutes for SPED IEPs

Boost family engagement opportunities, tap into clubs that connect to their collective interest, and nurture their sense of belonging.

Supporting Academic Achievement:

Full time aides that are here in both morning and afternoon. Students need more stability in the classroom with aides which will help with behaviors.

Substitute teachers 3 times a year, so teachers can BAS test

Progress reports/report card celebrations for merit list to principal honor roll

Continued focus of K2 foundational skills (ELA and math). More opportunities for kids and families to connect with the school on a positive way. Parent/teacher conferences and goal setting talks are not enough to get buy in from families or kids. If we can get parent buy in and enthusiasm, that will improve student buy-in as well.

Tutoring.

tutoring

Differentiation for lower students, rti implemented to target both struggling and on grade students

Medals to receive as they reach or advance to a certain variety of level, peers to buddy with a higher grade and a lower grade

After school tutoring programs.

Different incentives for students that are based on students' interest. For example if they met their iready goals, an incentive that is related to student's interest. (other options)

We need an intensive reading intervention possibly pull out using CTs.

Hire more tutors to help ELs and non-readers in all grade levels. Or, train teaching fellows to do so instead of putting them in the classrooms.

Peer mentors. Talk through or work through challenges with someone their age or older depending on grade level.

Students need to be engaged in academics and extra curriculars. That would include joining clubs, volunteering, rewards and incentives, etc. School needs to be engaging and fun! A 6 week elective course (students rank their choices) each quarter/semester. Teachers choose a course topic. Students rank their electives. Students must be up to date on their coursework to attend the elective. One teacher could hold a work room/study all for students with missing work to help them catch up.

Reading fairs, extracurricular activities that are connected to their interest, and clubs (Minecraft, lego building, etc.)

Addressing Chronic Attendance Issues:

School lunch with principal, VP, or staff of their choosing. Class party for the classroom with the best attendance. Weekly announcement with a door wreath that states, "Best Attendance" that all can see.

Fun field trips, John's incredible pizza, Playland ect.

Quarterly extra fun recess time for students with great attendance

Same as answer #6. Students and parents will make the effort to be at school if it is a place they love and feel proud of.

Home visits by school liaison.

home visits, hold parents more accountable for their students absences

Reward system that will be empowering and meaningful.. Water day, bubble guy, light up dance

Career Day that emphasis attendance, Schoolwide attendance graphing in the cafeteria either by grade level or by classes, parents that have increased their attendance ex. movie tickets, dinner tickets, grocery ticket, Kona Ice, etc. or get a census of what ...

Adopt systems where the parents are held accountable for their children's attendance.

More follow ups, home visits, providing incentives to students

perfect attendance picnics

Bring back Attendance Picnic.

rapport with families/parents

Incentive tiers/Student store. Attendance at desired rates can get tickets to visit.

Attendance incentives for students and parents. Kona ice coupons. Family AttenDANCE with snacks. Accountability for absences and tardies.

Expect the SARB board to actually do something to hold parents accountable.

Making home visits, meeting with families to see where support is needed.

Addressing Decreases in Suspension Rates:

Have consequences for students.

Smaller class sizes, no backpacks allowed

Mandatory school beautification cleanups instead of suspension, Incorporate mandatory parent student meetings to discuss behavior plans and check in, ensure coaches/mentors are

being fair and serious not just buddy buddy with students then send them back to class so they don't think they can act up in class then go play with mentors

All previous answers apply to this. It would be helpful if staff could be given a clearer picture of what Tier 3 supports look like. That would possibly help change the perception that not enough is being done to support chronic behavior issues.

Social skill class for parents.

Social skills classes for parents

Accountability with students, parent involvement during and after school, school store for 95% or above give tickets, drawings for big items, bikes donated. Games. Etc.

pairing up students with other students who have turned around or just almost there, visit of our police campus officers - this should be their presence to all of Ericson, a FSU football-basketball, volleyball player etc.

After school detention where the students are required to write a reflection about their behavior and have the parent sign it.

Provide more social emotional supports for students.

mentors, building rapport with student

Suspend student that need to be suspended. I much rather have a safe school for all students.

Bring back negative reinforcements of taking away field trips and class parties if students are constantly misbehaving.

positive incentives

Goal setting for behavior modification and work towards large/exciting incentives. Having to earn them over time creating a sense of pride and accomplishment.

Kids who are engaged and enjoying themselves might just want to behave. Putting fun activities in place and holding kids accountable to behavior standards could get some kids to want to participate.

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 Substitutes for Academic Planning Time
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 5 Technology/Technology Software
- 6 Goal Setting Incentives

7 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team)

8 Behavior Incentives

9 Fresno State Teaching Fellows for academic support

10 Tutoring Contracts

Lead Teachers met on 2/28 to review current SPSA and provide input on updates and changes to current actions. The following input was discussed:

Goal 1:

- Continue current supports with an emphasis on building PK-2 literacy skills
- Shift funds for Certificated Tutors for literacy grant to ensure funding is available to cover current resources and supports
- Add planning days for PLCs (subs)
- Weekly SST/IEP meeting days
- CIPL will end ESSER funding of Nearpod/Scholastic/Reflex math-Determine priorities for funding
- Look at possible funding of additional paras for Kinder-look at costs
- Include and align actions with Regional Goals for Early Literacy

Goal 2

- Continue to build Goal 2 engagement activities for students.
- Utilize Prop 28 funds for cultural dance/theater opportunities
- Continue to add engaging activities that give students real world experiences

Goal 3

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.
- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.
- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Goal 4

- Current Action does not include language related to building

staff relationships and a sense of belonging among all staff members

Goal 5

- Ensure funding is available for live translators to attend parent teacher conferences

Classified staff were sent an online survey on March 4, 2024 for their input. There were 3 responses from staff.

ATSI Student Groups:

One in one

Supporting Academic Achievement:

Definitely learning support
in upper grades 4-6

Addressing Chronic Attendance Issues:

Home visits

Addressing Decreases in Suspension Rates:

Need more suspensions

Current investments were ranked by the following results:

- 1 Goal Setting Incentives
- 2 SEL (Social Emotional Learning) Support Staff:
Mentors/Coaches/Resource Counselor
- 3 Behavior Incentives
- 4 Supplemental Materials and Supplies for classroom instruction
- 5 Certificated Tutors for Foundational Skills and English Learner support
- 6 Technology/Technology Software
- 7 Tutoring Contracts
- 8 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team) Meetings
- 9 Fresno State Teaching Fellows for academic support
- 10Substitutes for Academic Planning Time

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 and foundational skills in grades PK-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 TK-6 will address IPG (Instructional Practice Guide) Tenets 2B, 2C, 3 and 4.

- **Tenet 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?
- **Tenet 2C Challenging Content:** During foundational skills lessons, does instruction develop skills in service of comprehension?
- **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom?
- **Tenet 4 Every Student:** 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 Reclassification.

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, iReady, and SBAC)
- Utilize data trends to determine professional learning
- Monitor McLane Regional Goals for ELA and Math

Owner(s):

Administrative Team, Lead Teachers, McLane Regional Principals

Timeline:

Monthly Scheduled Lead Teacher Meetings, Regional Principal 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 (iReady, SBAC, FIABs/IABs, and CFAs)
- Progress Monitoring of PS-2nd Foundational Skills data(DRDP, FSA, BAS, iReady)
- 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
Monthly Lead Teacher Meetings
Quarterly progress monitoring

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, Instructional Coach, 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
- Analysis of DESSA results
- Climate and Culture team data analysis
- Tiered Support Team Data and Referrals
- Admin will monitor Tier 1 implementation of Second Step GVC use

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
- 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 will 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 Reclassification recognition will be provided to students and families who meet the Reclassification status
- Substitutes will be provided for instructional talks, data analysis and coaching as needed
- Substitutes will be provided for 1 planning day for PLC Teams
- Funds will be allocated for PLC teams to have 1 planning day or 8 hours outside of the instructional day for instructional planning
- TSA and Instructional coach will support professional learning in ELA and Math based on current data
- **Substitutes will be provided for teachers to work with district coaches on ELA professional development**
- 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 professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Tier 2-

- 30-45 minute intervention block
 - Interventions will be based on formative assessment data of student progress
 - English learner student needs for reclassification (Wonders ELD Curriculum)
- 3 Certificated tutors (.4375) will focus on TK-2 foundational skills support and English Learner support in ELA (funded by Ericson Literacy Grant)
 - Certificated tutors will administer ELPAC assessment
- 4 Teaching Fellows @ 3 hours per day/5 days per week will provide extra support in ELA and Math instruction. Tutors will be placed based on academic data
- Regional Literacy funds will support 3 additional Teaching Fellows
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in ELA Standards with a focus on supporting EL students
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - A.8750 Resource Counselor will provide social-emotional supports for students

- 4 Hand in Hand Mentors 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
- A .75 site funded Campus Safety Assistant will provide safety support during the instructional day and during our After School Program

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
 - Substitutes will be provided for classroom coverage during SST meetings
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- Teachers will provide designated and integrated instruction for ELs utilizing GVC by implementation of ELA/ELD State Standards
- Students will receive designated ELD instruction according to their English proficiency levels during intervention block.
- 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 PLC teams to accelerate student progress and reclassification
- Teachers will utilize the **Reclassification Goal Setting report: EL status** and set goals in areas of needed growth
- Parents will be invited to Parent Engagement Meetings, 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
- Home School Liaison will support communication to families regarding attendance and academic progress

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Enhanced services will be provided for low performing student groups based on data analysis of 2024 assessment results. Current data indicates that the following student groups require enhanced services: SWD, AA students, and English learners.

2. Using Title I funds Only: What are the planned expenses to support this student group?

Tier 2-

- 3 Certificated tutors (.4375) will focus on TK-2 foundational skills support and English Learner support in ELA (funded by Ericson Literacy Grant)
 - Certificated tutors will administer ELPAC assessment
- 4 Teaching Fellows @ 3 hours per day/5 days per week will provide extra support in ELA and Math instruction. Tutors will be placed based on academic data
- - A .8750 Resource Counselor will provide social-emotional supports for students
 - 4 Hand in Hand Mentors will provide social-emotional supports for students
 - A .75 site funded Campus Safety Assistant will provide safety support during the instructional day and during our After School Program

Tier 3-

- Student Success Team (SST)
 - Substitutes will be provided for classroom coverage during SST meetings
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

4. As a site: What are planned actions to support this student group?

Tier 2-

- 30-45 minute intervention block
 - Interventions will be based on formative assessment data of student progress
 - English learner student needs for reclassification (Wonders ELD Curriculum)
- 3 Certificated tutors (.4375) will focus on TK-2 foundational skills support and English Learner support in ELA (funded by Ericson Literacy Grant)
 - Certificated tutors will administer ELPAC assessment
- 4 Teaching Fellows @ 3 hours per day/5 days per week will provide extra support in ELA and Math instruction. Tutors will be placed based on academic data
- Regional Literacy funds will support 3 additional Teaching Fellows
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in ELA Standards with a focus on supporting EL students
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - A.8750 Resource Counselor will provide social-emotional supports for students
 - 4 Hand in Hand Mentors 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
 - A.75 site funded Campus Safety Assistant will provide safety support during the instructional day and during our After School Program

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
 - Substitutes will be provided for classroom coverage during SST meetings
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

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, 3 and 4

- **Tenet 2A Challenging Content:** Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?
- **Tenet 2B Challenging Content:** Does this lesson employ instructional practices that allow all students to learn the content of the lesson?

- **Tenet 3 Ownership:** Are students responsible for doing the thinking in this classroom through the mathematical practices?
- **Tenet 4 Every Student:** Overcome gaps in skills 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 (iReady and SBAC, IABs/FIABs)
- 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 (FSA, iReady, 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 callibration
- PLC meeting protocols and data
- Site, Grade Level, and Student goal setting results

Owner(s):

Administrative Team, TSA, Instructional Coach, 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

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

PLCs will focus on aligning instruction to Claims and Targets:

- FCOE PL being offered to PLC teams
- TSA and Instructional coach to offer PL

Owner(s):

Administrative Team, Teachers, FCOE, TSA,
Instructional coach

Timeline:

FCOE PL being offered currently
Professional Learning as calendared

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
- 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
- Substitutes will be provided for instructional talks, data analysis and coaching as needed
- Substitutes will be provided for 1 planning day for PLC Teams
- Funds will be allocated for PLC teams to have 1 planning day or 8 hours outside of the instructional day for instructional planning
- TSA and Instructional coach will support professional learning in ELA and Math based on current data
- **Substitutes will be provided for teachers to work with district coaches on ELA and Math professional development**
- 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 professional learning opportunities will be explored to support ongoing professional development in ELA and Math

Tier 2-

- 30-45 minute intervention block
 - Math Interventions will be based on formative assessment data of student progress
- 4 Teaching Fellows @ 3 hours per day/5 days per week will provide extra support in ELA and Math instruction. Tutors will be placed based on academic data
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in Math Standards with a focus on supporting EL students
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - A.8750 Resource Counselor will provide social-emotional supports for students
 - 4 Hand in Hand Mentors 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
 - A.75 site funded Campus Safety Assistant will provide safety support during the instructional day and during our After School Program

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

- Substitutes will be provided for classroom coverage during SST meetings
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- 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
- Parents will be invited to ELAC and SSC meetings to inform them of current data related to the academic progress of their children.
- Students will receive designated ELD instruction according to their English proficiency levels during intervention block.
- 1.0 Home School Liaison will support communication to families regarding attendance and academic progress
- As funding allows 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. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

The following enhanced services will be provided for low performing student groups.

Tier 2-

- 30-45 minute intervention block
 - Math Interventions will be based on formative assessment data of student progress
- 4 Teaching Fellows @ 3 hours per day/5 days per week will provide extra support in ELA and Math instruction. Tutors will be placed based on academic data
- After school tutoring contracts will be provided for teachers to provide additional support and intervention towards proficiency in Math Standards with a focus on supporting EL students
- Students with ongoing issues related to academics, health issues, attendance, behavior referrals or suspensions may be referred to Targeted Support Team (TST)
 - A.8750 Resource Counselor will provide social-emotional supports for students
 - 4 Hand in Hand Mentors 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
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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
 - Substitutes will be provided for classroom coverage during SST meetings
- A supplemental contract will be provided to a certificated staff member to manage and plan SST meetings

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			These subs will cover classrooms during quarter 4 planning time. **No IEPs**	4,086.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	61,184.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Nearpod license	6,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	50,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning contracts and after school tutoring. **No IEPs**	23,305.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to provide instruction to students in math and ELA	25,545.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,320.00

\$192,840.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	90 %	83.5 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Students in grades TK-6 engaged during the 23-24 school year in a variety of district funded field trips, clubs based on student interest and leadership opportunities to expand real world learning opportunities.

ASP enrichment and engagement opportunities were also provided for students in grades K-6.

2

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

Multiple opportunities during the 2023-24 school year were available for student engagement. Students with chronic attendance issues may not have been present at school to participate in Goal 2 engagement activities that were available to all students.

Due to limited space and staffing requirements ASP was limited to about 175 students enrolled on average during the 23-24 school year.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

All Goal 2 funding this year was expended as more staff engaged in supporting Goal 2 activities this year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Ericson will continue to plan and advocate for students participation in student centered/real would experiences and recruit staff members to support these goals to further engage students.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The Ericson SSC met on January 17, 2024 and delegated the writing of the 24-25 SPSA to the site leadership team.

Current academic progress was shared with SSC on January 17, 2024.

During the SSC Meeting on February 21, 2024 Goals for 24-25 SPSA were shared and a feedback link was shared with SSC Team to elicit feedback for leadership team planning.

24-25 SPSA was shared with SSC on March 20, 2024 to review and finalize.

The following input was shared by 1 SSC Member through the input link.

Extra paras with additional training for children with disabilities. Incentive/awards for them. Buddysystem with older students.

Asking the children how they could be better supported.

Have the students set attendance goal and reward when they meet that goal.

Provide extra activities of interest for students. Workshop on healthy relationships and how to communication.

2 ELAC:

An ELAC Meeting was held to inform parents on current data and a needs assessment was given at the ELAC Meeting on February 22, 2024.

10 parents provided the following input regarding 24-25 SPSA Actions:

ATSI Student Groups

- Don't make any difference regarding ethnicities or disabilities.
- N/A
- Staff with knowledge regarding those groups of students
- Good teachers and tutors
- Have an after-school program for these group of students.
- Tutoring Incentives for established objectives

Supporting Academic Achievement

- It's important to help students that have issues with other students. If the teachers don't take care of those issues, students won't focus in class. The principal should pay attention to these cases as well.
- More programs for students like A4 Reading Program and have room for more students- it's space limited
- More tutors
- During ELPAC don't let the students without help from CT's
- Set up goals for them to reach
- Have more support from teachers
- It's important to pay attention to students and give them some advice about avoiding any kind of issue
- Focus on the students that learns in a different pace of time, so they can be on their grade level
- More programs for students

Addressing Chronic Attendance issues:

- Find out the reasons why the students don't want to come to school. There are teachers that could intimidate the students or teachers that don't listen to them
- Specific area where they can move around
- Find out the problem
- Create the habit of responsibility for the student
- Find out the reason why they're missing school and work together parents and teachers
- More supervision for students

Addressing decreases in student suspension rate

- Ask for parent opinion and options to improve students'

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

Current academic progress was shared with staff on January 23, 2024 during professional learning.

All certificated staff members were given the opportunity to provide feedback through an online survey that was presented during staff professional learning on February 27, 2024. Current SPSA goals were also reviewed with staff.

19 staff members responded and provided the following input:

ATSI Student Groups:

More support for students in the inclusion program with behaviors, high functioning students, and one on one needs.

Fun Field trip incentives

Hire more coaches who look like them, more clubs for excellence where they can study and research people who look like them to see that they can succeed

Intensive academic and behavioral supports starting in TK/kinder. Parent partnerships are critical to establishing accountability in students. Regular meetings with parents to review expectations, progress and challenges for individual students is key.

After school tutoring or social skills club.

After school tutoring or social skills clubs

Positive role models, expectations clearly explained and followed through consistently. Individual empowerment of who they are and where they fit in.

Tutoring, peer grouping with a buddy

Academic Tutoring Groups.

Provide extra support, tutoring after school for these students who are struggling. Aides in the classroom.

a4, clubs, mentors

Students need to feel like they are valued on our campus, and they don't. Find African American male organization to mentor students.

SEL coaching. Individualized coaching on how to work through challenges/talking and strategizing when meeting with mentors.

Boost family engagement opportunities, tap into clubs that connect to their collective interest, and nurture their sense of belonging.

Supporting Academic Achievement:

Full time aides that are here in both morning and afternoon.

- issues, make them think on their future
- Parents and teachers working together
 - Try to find out the problem between parents and students
 - Make them see the consequences from being late
 - Support from parents in anything we can do, for our students' success
 - More control with these groups of students

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 Technology
- 5 Goal Setting Incentives
- 6 Tutoring Contracts
- 7 Behavior Incentives
- 8 Fresno State Teaching Fellows for academic support
- 9 Substitutes for Academic Planning Time
- 10 Substitutes for SPED IEPs

Students need more stability in the classroom with aides which will help with behaviors.

Substitute teachers 3 times a year, so teachers can BAS test

Progress reports/report card celebrations for merit list to principal honor roll

Continued focus of K2 foundational skills (ELA and math). More opportunities for kids and families to connect with the school on a positive way. Parent/teacher conferences and goal setting talks are not enough to get buy in from families or kids. If we can get parent buy in and enthusiasm, that will improve student buy-in as well.

Tutoring.

tutoring

Differentiation for lower students, rti implemented to target both struggling and on grade students

Medals to receive as they reach or advance to a certain variety of level, peers to buddy with a higher grade and a lower grade

After school tutoring programs.

Different incentives for students that are based on students' interest. For example if they met their iready goals, an incentive that is related to student's interest. (other options)

We need an intensive reading intervention possibly pull out using CTs.

Hire more tutors to help ELs and non-readers in all grade levels. Or, train teaching fellows to do so instead of putting them in the classrooms.

Peer mentors. Talk through or work through challenges with someone their age or older depending on grade level.

Students need to be engaged in academics and extra curriculars. That would include joining clubs, volunteering, rewards and incentives, etc. School needs to be engaging and fun! A 6 week elective course (students rank their choices) each quarter/semester. Teachers choose a course topic. Students rank their electives. Students must be up to date on their coursework to attend the elective. One teacher could hold a work room/study all for students with missing work to help them catch up.

Reading fairs, extracurricular activities that are connected to their interest, and clubs (Minecraft, lego building, etc.)

Addressing Chronic Attendance Issues:

School lunch with principal, VP, or staff of their choosing. Class party for the classroom with the best attendance. Weekly announcement with a door wreath that states, "Best Attendance" that all can see.

Fun field trips, John's incredible pizza, Playland ect.

Quarterly extra fun recess time for students with great attendance

Same as answer #6. Students and parents will make the effort to be at school if it is a place they love and feel proud of.

Home visits by school liaison.

home visits, hold parents more accountable for their students absences

Reward system that will be empowering and meaningful.. Water day, bubble guy, light up dance

Career Day that emphasis attendance, Schoolwide attendance graphing in the cafeteria either by grade level or by classes, parents that have increased their attendance ex. movie tickets, dinner tickets, grocery ticket, Kona Ice, etc. or get a census of what ...

Adopt systems where the parents are held accountable for their children's attendance.

More follow ups, home visits, providing incentives to students

perfect attendance picnics

Bring back Attendance Picnic.

rapport with families/parents

Incentive tiers/Student store. Attendance at desired rates can get tickets to visit.

Attendance incentives for students and parents. Kona ice coupons. Family AttenDANCE with snacks. Accountability for absences and tardies.

Expect the SARB board to actually do something to hold parents accountable.

Making home visits, meeting with families to see where support is needed.

Addressing Decreases in Suspension Rates:

Have consequences for students.

Smaller class sizes, no backpacks allowed

Mandatory school beautification cleanups instead of suspension, Incorporate mandatory parent student meetings to discuss behavior plans and check in, ensure coaches/mentors are being fair and serious not just buddy buddy with students then send them back to class so they don't think they can act up in class then go play with mentors

All previous answers apply to this. It would be helpful if staff could be given a clearer picture of what Tier 3 supports look like. That would

possibly help change the perception that not enough is being done to support chronic behavior issues.

Social skill class for parents.

Social skills classes for parents

Accountability with students, parent involvement during and after school, school store for 95% or above give tickets, drawings for big items, bikes donated. Games. Etc.

pairing up students with other students who have turned around or just almost there, visit of our police campus officers - this should be their presence to all of Ericson, a FSU football-basketball, volleyball player etc.

After school detention where the students are required to write a reflection about their behavior and have the parent sign it.

Provide more social emotional supports for students.

mentors, building rapport with student

Suspend student that need to be suspended. I much rather have a safe school for all students.

Bring back negative reinforcements of taking away field trips and class parties if students are constantly misbehaving.

positive incentives

Goal setting for behavior modification and work towards large/exciting incentives. Having to earn them over time creating a sense of pride and accomplishment.

Kids who are engaged and enjoying themselves might just want to behave. Putting fun activities in place and holding kids accountable to behavior standards could get some kids to want to participate.

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 Substitutes for Academic Planning Time
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 5 Technology/Technology Software
- 6 Goal Setting Incentives
- 7 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team)
- 8 Behavior Incentives
- 9 Fresno State Teaching Fellows for academic support
- 10 Tutoring Contracts

Lead Teachers met on 2/28 to review current SPSA and provide input on updates and changes to current actions. The following input was

discussed:

Goal 1:

- Continue current supports with an emphasis on building PK-2 literacy skills
- Shift funds for Certificated Tutors for literacy grant to ensure funding is available to cover current resources and supports
- Add planning days for PLCs (subs)
- Weekly SST/IEP meeting days
- CIPL will end ESSER funding of Nearpod/Scholastic/Reflex math-Determine priorities for funding
- Look at possible funding of additional paras for Kinder-look at costs
- Include and align actions with Regional Goals for Early Literacy

Goal 2

- Continue to build Goal 2 engagement activities for students.
- Utilize Prop 28 funds for cultural dance/theater opportunities
- Continue to add engaging activities that give students real world experiences

Goal 3

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.
- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.
- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Goal 4

- Current Action does not include language related to building staff relationships and a sense of belonging among all staff members

Goal 5

- Ensure funding is available for live translators to attend parent teacher conferences

Classified staff were sent an online survey on March 4, 2024 for their

input. There were 3 responses from staff.

ATSI Student Groups:

One in one

Supporting Academic Achievement:

Definitely learning support
in upper grades 4-6

Addressing Chronic Attendance Issues:

Home visits

Addressing Decreases in Suspension Rates:

Need more suspensions

Current investments were ranked by the following results:

- 1 Goal Setting Incentives
- 2 SEL (Social Emotional Learning) Support Staff:
Mentors/Coaches/Resource Counselor
- 3 Behavior Incentives
- 4 Supplemental Materials and Supplies for classroom instruction
- 5 Certificated Tutors for Foundational Skills and English Learner support
- 6 Technology/Technology Software
- 7 Tutoring Contracts
- 8 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team) Meetings
- 9 Fresno State Teaching Fellows for academic support
- 10Substitutes for Academic Planning Time

Action 1

Title: Student Character and Career Opportunities

Action Details:

Ericson will expose students to a variety of career opportunities through field trips, career-related activities, and research presentations. Opportunities for community service and student leadership will be provided through student council activities. Students will be recognized for demonstrating character and promoting a positive climate at Ericson.

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

Progress Monitoring of Fall/Spring Student survey data

Owner(s):

Administration, Lead Teachers and CCT

Timeline:

Fall/Spring progress monitoring of current data

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
- Kindergarten-2nd grade partnership with Junior League-community/career program
- District funded career engagement opportunities for grades 3-6
- Continued work on Second Step class meetings and lessons on Growth Mindset and Goal Setting
- Red Ribbon Week
- Partnership with Fresno Air Terminal
- Community Volunteer/Service Opportunities
- Student Council Leadership Opportunities
- Spelling Bee
- Peach Blossom Festival
- After school clubs based on staffing interest
- Quarterly Cultural Events to expose students to a variety of cultures that reflect our school community

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.
- Extra pay contracts will be provided using Goal 2 funds to support student engagement opportunities.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- Parent information regarding Goal 3 will be shared during ELAC, SSC and Parent Engagement meetings
- Communications will be sent out in all languages via ParentSquare via monthly newsletter and Weekly Update announcements
- Student engagement data of EL students will be monitored for disproportionality

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

There are no student groups that are in Red for this goal.

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		31.7 %	2023-2024	26.7 %
Suspension Rate - Semester 1	✓	2.11 %	2 %	2023-2024	1 %
Suspension Rate - Semester 1 (African American)	✓		8.5 %	2023-2024	4.5 %
Suspension Rate - Semester 1 (English Learner)	✓		0.7 %	2023-2024	0 %
Suspension Rate - Semester 1 (Hispanic)	✓		1.8 %	2023-2024	1 %
Suspension Rate - Semester 1 (Socioeconomically Disadvantaged)	✓		1.9 %	2023-2024	1 %
Suspension Rate - Semester 1 (Students w/ Disabilities)	✓		2.8 %	2023-2024	1.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Chronic Absenteeism Current data trends indicate a decrease in chronic absences when compared to the 2022-23 school year. All students with the exception of the African American student group have shown a decrease in the number of students with chronic absences when comparing 22-23 data to 23-24 data.

Though results are decreasing chronic absences are still high with our African American Subgroup is in ATSI status based on 22-23 chronic attendance rates.

Decreases in chronic absences from 23-24 current data when compared to 22-23 data.

- All Students 37.1%-27.1%
- SWD 43.6%-37.4%
- AA 26.8%-34.7% -this is an area that needs additional attention.
- Asian 18.1%-13.8%
- Hispanic 42.8%-29.5%

Current Actions in place that support these decreases in chronic attendance rates are:

Key factors supporting the current decrease in chronic absence rate can be contributed to the following actions:

2

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

Chronic Absenteeism

- Currently 27.1% students continue to have chronic absenteeism:
- Factors contributing to chronic absences are:
- Student illness
- Parent transportation issues
- Parent personal reasons
- Lack of resources for parent follow-up to support family needs (homelessness, transiency)

Suspensions

- Lack of social skills and coping strategies
- Chronic attendance issues
- Lack of space to continue improvement of our SEL program supports
- Instability in living situations for foster students

- Intervention Specialist support
 - Implementation-Complete and consistent
 - Effectiveness-Very Effective
- Attendance Clerk consistently communicating with families regarding attendance expectations.
 - Implementation-Complete and consistent Effectiveness-Very Effective
- Home visits Implementation-Complete and consistent Effectiveness-Moderately Effective
- Incentives for attendance Implementation No Implementation Effectiveness-No Effectiveness
- Goal 2 Field Trips Implementation Complete and consistent Effectiveness-Moderately Effective
- A2AMeetings with HSL and Attendance Clerk Implementation- Complete and consistent moderately effective
- TST Meetings- case manager assignment Implementation Complete and consistent Effectiveness-Very Effective
- School-wide Engagement (see Goal 3) Implementation-complete and consistent Effectiveness-Moderately Effective

Suspension Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates. The following groups were identified as Red based on the 22-23 California Dashboard

- All Students 5.5%-2.1%
- African American 15%-9% this student group is currently in ATSI
- English Learners 5.3%-.74%
- Hispanic 5.9%-2%
- Students with Disabilities 10.9%-4.1%
- Asian .6%-0%

Suspensions: Actions to support decreases in attendance.

- Climate and Culture Team/Levels of Behavior/SEL Lessons Implementation Consistent Effectiveness Decreased behaviors
- Weekly class meetings Implementation-Complete and consistent Effectiveness-Unknown
- Re-Engagement Strategies utilized by support staff
- Restorative Practice Counselor Implementation Complete and consistent Effectiveness-Unknown
- Clubs Implementation Partial and inconsistent Effectiveness-Unknown Positive Incentives Implementation-Complete and consistent Effectiveness-motivational
- Resource Counselor Implementation-Complete and consistent Effectiveness-Highly effective
- Student Assemblies and Presentations (Expectations, Guidelines for Success, etc...) Implementation-Complete and consistent Effectiveness-Decreased misbehaviors in hallways and on the playground
- 4 Hand-in-hand Mentors assisted with SEL and behavior needs Implementation- incomplete and inconsistent

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

With expanded SEL programs and a growing student population during the 23-24 school year space was limited for all SEL staff and supports. Programs were implemented with space available.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Continue to build our SEL support program for students using current resources. Develop supports specifically for African American students to address chronic attendance issues.

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.
- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.
- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div><p>The Ericson SSC met on January 17, 2024 and delegated the writing of the 24-25 SPSA to the site leadership team.</p><p>Current academic progress was shared with SSC on January 17, 2024.</p><p>During the SSC Meeting on February 21, 2024 Goals for 24-25 SPSA were shared and a feedback link was shared with SSC Team to elicit feedback for leadership team planning.</p><p>24-25 SPSA was shared with SSC on March 20, 2024 to review and finalize.</p><p>The following input was shared by 1 SSC Member through the input link.</p><p>Extra paras with additional training for children with disabilities. Incentive/awards for them. Buddy system with older students.</p><p>Asking the children how they could be better supported.</p><p>Have the students set attendance goal and reward when they meet that goal.</p><p>Provide extra activities of interest for students. Workshop on healthy relationships and how to communication.</p></div>	<div>2 ELAC:</div> <div><p>An ELAC Meeting was held to inform parents on current data and a needs assessment was given at the ELAC Meeting on February 22, 2024.</p><p>10 parents provided the following input regarding 24-25 SPSA Actions:</p><p>ATSI Student Groups</p><ul style="list-style-type: none">• Don't make any difference regarding ethnicities or disabilities.• N/A• Staff with knowledge regarding those groups of students• Good teachers and tutors• Have an after-school program for these group of students.• Tutoring Incentives for established objectives<p>Supporting Academic Achievement</p><ul style="list-style-type: none">• It's important to help students that have issues with other students. If the teachers don't take care of those issues, students won't focus in class. The principal should pay attention to these cases as well.• More programs for students like A4 Reading Program and have room for more students- it's space limited• More tutors• During ELPAC don't let the students without help from CT's</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div><p>Current academic progress was shared with staff on January 23, 2024 during professional learning.</p><p>All certificated staff members were given the opportunity to provide feedback through an online survey that was presented during staff professional learning on February 27, 2024. Current SPSA goals were also reviewed with staff.</p><p>19 staff members responded and provided the following input:</p><p>ATSI Student Groups:</p><p>More support for students in the inclusion program with behaviors, high functioning students, and one on one needs.</p><p>Fun Field trip incentives</p><p>Hire more coaches who look like them, more clubs for excellence where they can study and research people who look like them to see that they can succeed</p><p>Intensive academic and behavioral supports starting in TK/kinder. Parent partnerships are critical to establishing accountability in students. Regular meetings with parents to review expectations, progress and challenges for individual students is key.</p><p>After school tutoring or social skills club.</p><p>After school tutoring or social skills clubs</p></div>
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- Set up goals for them to reach
- Have more support from teachers
- It's important to pay attention to students and give them some advice about avoiding any kind of issue
- Focus on the students that learn in a different pace of time, so they can be on their grade level
- More programs for students

Addressing Chronic Attendance issues:

- Find out the reasons why the students don't want to come to school. There are teachers that could intimidate the students or teachers that don't listen to them
- Specific area where they can move around
- Find out the problem
- Create the habit of responsibility for the student
- Find out the reason why they're missing school and work together parents and teachers
- More supervision for students

Addressing decreases in student suspension rate

- Ask for parent opinion and options to improve students' issues, make them think on their future
- Parents and teachers working together
- Try to find out the problem between parents and students
- Make them see the consequences from being late
- Support from parents in anything we can do, for our students' success
- More control with these groups of students

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 Technology
- 5 Goal Setting Incentives
- 6 Tutoring Contracts
- 7 Behavior Incentives
- 8 Fresno State Teaching Fellows for academic support
- 9 Substitutes for Academic Planning Time
- 10 Substitutes for SPED IEPs

Positive role models, expectations clearly explained and followed through consistently. Individual empowerment of who they are and where they fit in.

Tutoring, peer grouping with a buddy

Academic Tutoring Groups.

Provide extra support, tutoring after school for these students who are struggling. Aides in the classroom.

a4, clubs, mentors

Students need to feel like they are valued on our campus, and they don't. Find African American male organization to mentor students.

SEL coaching. Individualized coaching on how to work through challenges/talking and strategizing when meeting with mentors.

Boost family engagement opportunities, tap into clubs that connect to their collective interest, and nurture their sense of belonging.

Supporting Academic Achievement:

Full time aides that are here in both morning and afternoon. Students need more stability in the classroom with aides which will help with behaviors.

Substitute teachers 3 times a year, so teachers can BAS test

Progress reports/report card celebrations for merit list to principal honor roll

Continued focus of K2 foundational skills (ELA and math). More opportunities for kids and families to connect with the school on a positive way. Parent/teacher conferences and goal setting talks are not enough to get buy in from families or kids. If we can get parent buy in and enthusiasm, that will improve student buy-in as well.

Tutoring.

tutoring

Differentiation for lower students, rti implemented to target both struggling and on grade students

Medals to receive as they reach or advance to a certain variety of level, peers to buddy with a higher grade and a lower grade

After school tutoring programs.

Different incentives for students that are based on students' interest. For example if they met their iready goals, an incentive that is related to student's interest. (other options)

We need an intensive reading intervention possibly pull out using CTs.

Hire more tutors to help ELs and non-readers in all grade levels. Or,

train teaching fellows to do so instead of putting them in the classrooms.

Peer mentors. Talk through or work through challenges with someone their age or older depending on grade level.

Students need to be engaged in academics and extra curriculars. That would include joining clubs, volunteering, rewards and incentives, etc. School needs to be engaging and fun! A 6 week elective course (students rank their choices) each quarter/semester. Teachers choose a course topic. Students rank their electives. Students must be up to date on their coursework to attend the elective. One teacher could hold a work room/study all for students with missing work to help them catch up.

Reading fairs, extracurricular activities that are connected to their interest, and clubs (Minecraft, lego building, etc.)

Addressing Chronic Attendance Issues:

School lunch with principal, VP, or staff of their choosing. Class party for the classroom with the best attendance. Weekly announcement with a door wreath that states, "Best Attendance" that all can see.

Fun field trips, John's incredible pizza, Playland ect.

Quarterly extra fun recess time for students with great attendance

Same as answer #6. Students and parents will make the effort to be at school if it is a place they love and feel proud of.

Home visits by school liaison.

home visits, hold parents more accountable for their students absences

Reward system that will be empowering and meaningful.. Water day, bubble guy, light up dance

Career Day that emphasis attendance, Schoolwide attendance graphing in the cafeteria either by grade level or by classes, parents that have increased their attendance ex. movie tickets, dinner tickets, grocery ticket, Kona Ice, etc. or get a census of what ...

Adopt systems where the parents are held accountable for their children's attendance.

More follow ups, home visits, providing incentives to students

perfect attendance picnics

Bring back Attendance Picnic.

rapport with families/parents

Incentive tiers/Student store. Attendance at desired rates can get tickets to visit.

Attendance incentives for students and parents. Kona ice coupons. Family AttenDANCE with snacks. Accountability for absences and tardies.

Expect the SARB board to actually do something to hold parents accountable.

Making home visits, meeting with families to see where support is needed.

Addressing Decreases in Suspension Rates:

Have consequences for students.

Smaller class sizes, no backpacks allowed

Mandatory school beautification cleanups instead of suspension, Incorporate mandatory parent student meetings to discuss behavior plans and check in, ensure coaches/mentors are being fair and serious not just buddy buddy with students then send them back to class so they don't think they can act up in class then go play with mentors

All previous answers apply to this. It would be helpful if staff could be given a clearer picture of what Tier 3 supports look like. That would possibly help change the perception that not enough is being done to support chronic behavior issues.

Social skill class for parents.

Social skills classes for parents

Accountability with students, parent involvement during and after school, school store for 95% or above give tickets, drawings for big items, bikes donated. Games. Etc.

pairing up students with other students who have turned around or just almost there, visit of our police campus officers - this should be their presence to all of Ericson, a FSU football-basketball, volleyball player etc.

After school detention where the students are required to write a reflection about their behavior and have the parent sign it.

Provide more social emotional supports for students.

mentors, building rapport with student

Suspend student that need to be suspended. I much rather have a safe school for all students.

Bring back negative reinforcements of taking away field trips and class parties if students are constantly misbehaving.

positive incentives

Goal setting for behavior modification and work towards large/exciting incentives. Having to earn them over time creating a

sense of pride and accomplishment.

Kids who are engaged and enjoying themselves might just want to behave. Putting fun activities in place and holding kids accountable to behavior standards could get some kids to want to participate.

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 Substitutes for Academic Planning Time
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 5 Technology/Technology Software
- 6 Goal Setting Incentives
- 7 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team)
- 8 Behavior Incentives
- 9 Fresno State Teaching Fellows for academic support
- 10 Tutoring Contracts

Lead Teachers met on 2/28 to review current SPSA and provide input on updates and changes to current actions. The following input was discussed:

Goal 1:

- Continue current supports with an emphasis on building PK-2 literacy skills
- Shift funds for Certificated Tutors for literacy grant to ensure funding is available to cover current resources and supports
- Add planning days for PLCs (subs)
- Weekly SST/IEP meeting days
- CIPL will end ESSER funding of Nearpod/Scholastic/Reflex math-Determine priorities for funding
- Look at possible funding of additional paras for Kinder-look at costs
- Include and align actions with Regional Goals for Early Literacy

Goal 2

- Continue to build Goal 2 engagement activities for students.
- Utilize Prop 28 funds for cultural dance/theater opportunities
- Continue to add engaging activities that give students real world experiences

Goal 3

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good

attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.

- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.
- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Goal 4

- Current Action does not include language related to building staff relationships and a sense of belonging among all staff members

Goal 5

- Ensure funding is available for live translators to attend parent teacher conferences

Classified staff were sent an online survey on March 4, 2024 for their input. There were 3 responses from staff.

ATSI Student Groups:

One in one

Supporting Academic Achievement:

Definitely learning support
in upper grades 4-6

Addressing Chronic Attendance Issues:

Home visits

Addressing Decreases in Suspension Rates:

Need more suspensions

Current investments were ranked by the following results:

- 1 Goal Setting Incentives
- 2 SEL (Social Emotional Learning) Support Staff:
Mentors/Coaches/Resource Counselor
- 3 Behavior Incentives
- 4 Supplemental Materials and Supplies for classroom instruction
- 5 Certificated Tutors for Foundational Skills and English Learner support
- 6 Technology/Technology Software
- 7 Tutoring Contracts
- 8 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team) Meetings
- 9 Fresno State Teaching Fellows for academic support
- 10Substitutes for Academic Planning Time

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

Suspension Data

Monthly monitoring of student attendance rates

Owner(s):

Administrative Team, Targeted Support Team, Climate and Culture Team, and Attendance Clerk

Timeline:

Quarterly monitoring

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

Students in grades 1-6 will have opportunities to participate in music classes

Students will have opportunities to engage in the arts with the support of Prop. 28 funds

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

Students will have opportunities to engage in student clubs before, during, and after the school day

All students will be encouraged to participate in various school activities. A staff committee will support planning of these events for students.

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 and academics.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

Monthly newsletter and Sunday messages will update parents on current engagement opportunities for students.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Suspension Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates. The following groups were identified as Red based on the 22-23 California Dashboard

- English Learners 5.3%-74%
-

2. Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 funds are being utilized to support the following student groups: English Learners

The following resources are being funded with Title 1 funds to support these student groups: Student Success Team Coordinator Contract, Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time, sub-agreement for 4 California Teaching Fellows to support student learning and funds to support on-going technology software licensing.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

7090/7091 funds will be utilized to support technology and maintenance costs, mileage for home visits, substitutes for IEP/SST meetings with families, incentives for students and families, graphics, professional development, parent involvement meetings/events, .875 resource counselor for SEL support, school culture supplemental contracts, 1.0 CSA for student safety, and 4 Hand in Hand Mentors for student SEL support.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

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

Students with disabilities are offered many opportunities to build relationships with their G.E. peers through after school sports, Peach Blossom, dance, cheer, art, and other clubs. These inclusion opportunities improve student engagement and reduce absenteeism.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Suspension Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates. The following groups were identified as Red based on the 22-23 California Dashboard

- All Students 5.5%-2.1%
- African American 15%-9% this student group is currently in ATSI
- English Learners 5.3%-74%
- Hispanic 5.9%-2%
- Students with Disabilities 10.9%-4.1%
- Asian .6%-0%

2. Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

The following resources are being funded with Title 1 funds to support these student groups: Student Success Team Coordinator Contract, Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time, sub-agreement for 4 California Teaching Fellows to support student learning and funds to support on-going technology software licensing.

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

Students with disabilities are offered many opportunities to build relationships with their G.E. peers through after school sports, Peach Blossom, dance, cheer, art, and other clubs. These inclusion opportunities improve student engagement and reduce absenteeism.

Action 2

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:

☒ 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	Owner(s):	Timeline:
Suspension/Referral Data	Administrative Team	Ongoing weekly administrative meetings
Attendance Data	Climate and Culture Team	Monthly CCT, SST, TST Meetings
SST-Student Study Team (Tier 3) Referrals	SST -Student Study Team	
TST- Targeted Support Team (Tier 2) Referrals	TST-Targeted Support Team	
Positive Behavior Support Participation Data	Teachers, Students and Parents	
Survey Data-Parents/Staff/Students		
Student SEL Data		
Resource Counselor/Restorative Counselor		

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

- Tier 1
- School wide 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
 - Student SEL Skills
 - Student of the Month/Character Counts awards will be presented monthly
 - Sea King Tickets will be utilized to reinforce behavior expectations
 - Attendance Incentives will be ongoing to support students at all 3 tiers of attendance levels
 - Academic awards 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:
 - iReady
 - SBAC
 - EL Assessments
 - Reclassification
 - Attendance
 - Office Assistant and HSL will support daily attendance calls and documentation
 - A.75 site funded Campus Safety Assistant will provide safety support during the instructional day and during our After School Program

Tier 2

- .875 Resource Counselor will be utilized to work with students having social/emotional and behavioral difficulties in the classroom
- 4 Hand in Hand Mentors will support social/emotional difficulties in the classroom
- SEL Staff 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 social emotional counseling and classroom-based restorative interventions
- Adistrict provided Intervention Specialist- Tier II 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.

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 to support student academics and behaviors.
- A supplemental contract will be provided to schedule and facilitate SST meetings
- 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.
- Referrals for mental health will be available, including on-site AI For Youth services

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: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- Intervention Specialist/Home School Liaison or translator 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 Engagement Meetings for information related to academic and social emotional supports. Translators will be provided.
- 1.0 Home School Liaison will support communication to families regarding attendance and academic progress.
- **Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Suspension Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates based on current 23-24 data analysis. The following groups were identified as Red based on the 22-23 California Dashboard.

- English Learners 5.3%-74%

2. Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 funds are being utilized to support the following student groups: English Learners

The following resources are being funded with Title 1 funds to support these student groups: Student Success Team Coordinator Contract, Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time, sub-agreement for 4 California Teaching Fellows to support student learning and funds to support on-going technology software licensing.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

7090/7091 funds will be utilized to support technology and maintenance costs, mileage for home visits,

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Suspension Current data trends indicate a significant decrease in suspensions when compared to the 2022-23 school year. All student groups have had decreases in suspension rates based on current 23-24 data analysis. The following groups were identified as Red based on the 22-23 California Dashboard.

- African American 15%-9% this student group is currently in ATSI
- English Learners 5.3%-74%
- Hispanic 5.9%-2%
- Students with Disabilities 10.9%-4.1%

2. Using Title I funds Only: What are the planned expenses to support this student group?

Title 1 funds are being utilized to support the following student groups: English Learners, African American, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic students.

The following resources are being funded with Title 1 funds to support these student groups: Student Success Team Coordinator Contract, Teacher academic planning time, Translator contracts and babysitters for parent meetings, Substitutes for teacher academic planning time, sub-agreement for 4 California Teaching Fellows to support student learning and funds to support on-going technology software licensing.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

7090/7091 funds will be utilized to support technology and maintenance costs, mileage for home visits, substitutes for IEP/SST meetings with families, incentives for students and families, graphics, professional development, parent involvement meetings/events, .875 resource counselor for SEL support, school culture supplemental contracts, 1.0 CSA for student safety, and 4 Hand in Hand Mentors for student SEL support.

4. As a site: What are planned actions to support this student group?

substitutes for IEP/SST meetings with families, incentives for students and families, graphics, professional development, parent involvement meetings/events, .875 resource counselor for SEL support, school culture supplemental contracts, 1.0 CSA for student safety, and 4 Hand in Hand Mentors for student SEL support.

4. As a site: What are planned actions to support this student group?

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

Based on current data, our student groups with the highest needs; families of African American students and Students with Disabilities will be contacted each time their child is absent from school, as part of our practice for all students. Additionally, our Home School Liaison will do home visits for chronic attendance concerns.

Tier 2

- .875 Resource Counselor will be utilized to work with students having social/emotional and behavioral difficulties in the classroom
- 4 Hand in Hand Mentors will support social/emotional difficulties in the classroom
- SEL Staff will be utilized for supporting student relationships, behavioral goals and social emotional skills. Materials and supplies will be provided.
- A district provided Restorative Practice Counselor will provide students with social emotional counseling and classroom-based restorative interventions
- A district provided Intervention Specialist- Tier II 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.

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 to support student academics and behaviors.
- A supplemental contract will be provided to schedule and facilitate SST meetings
- 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.
- **Referrals for mental health will be available, including on-site All For Youth services**

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

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Refreshments will be provided during professional learning for staff

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for planning school events and rallies	8,584.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1654	RCA	12,818.00
G3A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Home visits	250.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		60,594.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7096	RCA	54,993.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Climate/Culture (shirts, field trips, staff appreciation, etc.)	40,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentors	83,921.00
G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand mentors	8,079.00

\$269,239.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	94 %	80.5 %	2023-2024	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Staff Goal -Site Defined

Staff Survey–Overall Positive in Organizational Environment Domain

To promote a sense of belonging amongst the staff, Ericson elementary utilized a variety of collaborative teams, to solicit teacher input and voice. These communities included grade level Professional Learning Communities (PLCs), an Instructional Leadership Team (ILT), and the Climate and Culture Team (CCT). Our historical results of positive responses in our Staff Survey in the sense of belonging domain are as follows:

- 2019 Staff Survey- 74%
- 2020 Staff Survey- 84%*online learning
- 2021 Staff Survey- 94%
- 2022-23 Staff Survey- Fall 89%
- 2022-23 Staff Survey- Spring 92%
- 2023-24 Staff Survey-Fall 80%
- 2023-24 Staff Survey-Spring 91%

2

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

Staff Goal-Site Defined

Staff Survey- Overall results in Organizational Environment Domain remains positive at 91%

- SPED staffing shortages have contributed to a lack of supports for students.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

This goal has been rephrased to better align with Goal 4 Metrics with a focus on building collaborative teams through PLC work.

Committees were formed this year to plan inclusive activities for each quarter to further engage staff, students and our community in learning more about each other our different cultures.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Goal 4 phrasing has been updated to better align with metrics

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students).

The Ericson SSC met on January 17, 2024 and delegated the writing of the 24-25 SPSA to the site leadership team.

Current academic progress was shared with SSC on January 17, 2024.

During the SSC Meeting on February 21, 2024 Goals for 24-25 SPSA were shared and a feedback link was shared with SSC Team to elicit feedback for leadership team planning.

24-25 SPSA was shared with SSC on March 20, 2024 to review and finalize.

The following input was shared by 1 SSC Member through the input link.

Extra paras with additional training for children with disabilities. Incentive/awards for them. Buddysystem with older students.

Asking the children how they could be better supported.

Have the students set attendance goal and reward when they meet that goal.

Provide extra activities of interest for students. Workshop on healthy relationships and how to communication.

2

ELAC:

An ELAC Meeting was held to inform parents on current data and a needs assessment was given at the ELAC Meeting on February 22, 2024.

10 parents provided the following input regarding 24-25 SPSA Actions:

ATSI Student Groups

- Don't make any difference regarding ethnicities or disabilities.
- N/A
- Staff with knowledge regarding those groups of students
- Good teachers and tutors
- Have an after-school program for these group of students.
- Tutoring Incentives for established objectives

Supporting Academic Achievement

- It's important to help students that have issues with other students. If the teachers don't take care of those issues, students won't focus in class. The principal should pay attention to these cases as well.
- More programs for students like A4 Reading Program and have room for more students- it's space limited
- More tutors
- During ELPAC don't let the students without help from CT's
- Set up goals for them to reach
- Have more support from teachers
- It's important to pay attention to students and give them some advice about avoiding anykind of issue
- Focus on the students that learns in a different pace of time, so they can be on their grade level
- More programs for students

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

Current academic progress was shared with staff on January 23, 2024 during professional learning.

All certificated staff members were given the opportunity to provide feedback through an online survey that was presented during staff professional learning on February 27, 2024. Current SPSA goals were also reviewed with staff.

19 staff members responded and provided the following input:

ATSI Student Groups:

More support for students in the inclusion program with behaviors, high functioning students, and one on one needs.

Fun Field trip incentives

Hire more coaches who look like them, more clubs for excellence where they can study and research people who look like them to see that they can succeed

Intensive academic and behavioral supports starting in TK/kinder. Parent partnerships are critical to establishing accountability in students. Regular meetings with parents to review expectations, progress and challenges for individual students is key.

After school tutoring or social skills club.

After school tutoring or social skills clubs

Positive role models, expectations clearly explained and followed through consistently. Individual empowerment of who they are and where they fit in.

Tutoring, peer grouping with a buddy

Academic Tutoring Groups.

Addressing Chronic Attendance issues:

- Find out the reasons why the students don't want to come to school. There are teachers that could intimidate the students or teachers that don't listen to them
- Specific area where they can move around
- Find out the problem
- Create the habit of responsibility for the student
- Find out the reason why they're missing school and work together parents and teachers
- More supervision for students

Addressing decreases in student suspension rate

- Ask for parent opinion and options to improve students' issues, make them think on their future
- Parents and teachers working together
- Try to find out the problem between parents and students
- Make them see the consequences from being late
- Support from parents in anything we can do, for our students' success
- More control with these groups of students

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 Technology
- 5 Goal Setting Incentives
- 6 Tutoring Contracts
- 7 Behavior Incentives
- 8 Fresno State Teaching Fellows for academic support
- 9 Substitutes for Academic Planning Time
- 10 Substitutes for SPED IEPs

Provide extra support, tutoring after school for these students who are struggling. Aides in the classroom.

a4, clubs, mentors

Students need to feel like they are valued on our campus, and they don't. Find African American male organization to mentor students.

SEL coaching. Individualized coaching on how to work through challenges/talking and strategizing when meeting with mentors.

Boost family engagement opportunities, tap into clubs that connect to their collective interest, and nurture their sense of belonging.

Supporting Academic Achievement:

Full time aides that are here in both morning and afternoon. Students need more stability in the classroom with aides which will help with behaviors.

Substitute teachers 3 times a year, so teachers can BAS test

Progress reports/report card celebrations for merit list to principal honor roll

Continued focus of K2 foundational skills (ELA and math). More opportunities for kids and families to connect with the school on a positive way. Parent/teacher conferences and goal setting talks are not enough to get buy in from families or kids. If we can get parent buy in and enthusiasm, that will improve student buy-in as well.

Tutoring.

tutoring

Differentiation for lower students, rti implemented to target both struggling and on grade students

Medals to receive as they reach or advance to a certain variety of level, peers to buddy with a higher grade and a lower grade

After school tutoring programs.

Different incentives for students that are based on students' interest. For example if they met their iready goals, an incentive that is related to student's interest. (other options)

We need an intensive reading intervention possibly pull out using CTs.

Hire more tutors to help ELs and non-readers in all grade levels. Or, train teaching fellows to do so instead of putting them in the classrooms.

Peer mentors. Talk through or work through challenges with someone their age or older depending on grade level.

Students need to be engaged in academics and extra curriculars.

That would include joining clubs, volunteering, rewards and incentives, etc. School needs to be engaging and fun! A 6 week elective course (students rank their choices) each quarter/semester. Teachers choose a course topic. Students rank their electives. Students must be up to date on their coursework to attend the elective. One teacher could hold a work room/study all for students with missing work to help them catch up.

Reading fairs, extracurricular activities that are connected to their interest, and clubs (Minecraft, lego building, etc.)

Addressing Chronic Attendance Issues:

School lunch with principal, VP, or staff of their choosing. Class party for the classroom with the best attendance. Weekly announcement with a door wreath that states, "Best Attendance" that all can see.

Fun field trips, John's incredible pizza, Playland ect.

Quarterly extra fun recess time for students with great attendance

Same as answer #6. Students and parents will make the effort to be at school if it is a place they love and feel proud of.

Home visits by school liaison.

home visits, hold parents more accountable for their students absences

Reward system that will be empowering and meaningful.. Water day, bubble guy, light up dance

Career Day that emphasis attendance, Schoolwide attendance graphing in the cafeteria either by grade level or by classes, parents that have increased their attendance ex. movie tickets, dinner tickets, grocery ticket, Kona Ice, etc. or get a census of what ...

Adopt systems where the parents are held accountable for their children's attendance.

More follow ups, home visits, providing incentives to students
perfect attendance picnics

Bring back Attendance Picnic.

rapport with families/parents

Incentive tiers/Student store. Attendance at desired rates can get tickets to visit.

Attendance incentives for students and parents. Kona ice coupons. Family AttenDANCE with snacks. Accountability for absences and tardies.

Expect the SARB board to actually do something to hold parents accountable.

Making home visits, meeting with families to see where support is needed.

Addressing Decreases in Suspension Rates:

Have consequences for students.

Smaller class sizes, no backpacks allowed

Mandatory school beautification cleanups instead of suspension, Incorporate mandatory parent student meetings to discuss behavior plans and check in, ensure coaches/mentors are being fair and serious not just buddy buddy with students then send them back to class so they don't think they can act up in class then go play with mentors

All previous answers apply to this. It would be helpful if staff could be given a clearer picture of what Tier 3 supports look like. That would possibly help change the perception that not enough is being done to support chronic behavior issues.

Social skill class for parents.

Social skills classes for parents

Accountability with students, parent involvement during and after school, school store for 95% or above give tickets, drawings for big items, bikes donated. Games. Etc.

pairing up students with other students who have turned around or just almost there, visit of our police campus officers - this should be their presence to all of Ericson, a FSU football-basketball, volleyball player etc.

After school detention where the students are required to write a reflection about their behavior and have the parent sign it.

Provide more social emotional supports for students.

mentors, building rapport with student

Suspend student that need to be suspended. I much rather have a safe school for all students.

Bring back negative reinforcements of taking away field trips and class parties if students are constantly misbehaving.

positive incentives

Goal setting for behavior modification and work towards large/exciting incentives. Having to earn them over time creating a sense of pride and accomplishment.

Kids who are engaged and enjoying themselves might just want to behave. Putting fun activities in place and holding kids accountable to behavior standards could get some kids to want to participate.

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 Substitutes for Academic Planning Time
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 SEL (Social Emotional Learning) Support Staff:
- 4 Mentors/Coaches/Resource Counselor
- 5 Technology/Technology Software
- 6 Goal Setting Incentives
- 7 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team)
- 8 Behavior Incentives
- 9 Fresno State Teaching Fellows for academic support
- 10 Tutoring Contracts

Lead Teachers met on 2/28 to review current SPSA and provide input on updates and changes to current actions. The following input was discussed:

Goal 1:

- Continue current supports with an emphasis on building PK-2 literacy skills
- Shift funds for Certificated Tutors for literacy grant to ensure funding is available to cover current resources and supports
- Add planning days for PLCs (subs)
- Weekly SST/IEP meeting days
- CIPL will end ESSER funding of Nearpod/Scholastic/Reflex math-Determine priorities for funding
- Look at possible funding of additional paras for Kinder-look at costs
- Include and align actions with Regional Goals for Early Literacy

Goal 2

- Continue to build Goal 2 engagement activities for students.
- Utilize Prop 28 funds for cultural dance/theater opportunities
- Continue to add engaging activities that give students real world experiences

Goal 3

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.
- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.

- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Goal 4

- Current Action does not include language related to building staff relationships and a sense of belonging among all staff members

Goal 5

- Ensure funding is available for live translators to attend parent teacher conferences

Classified staff were sent an online survey on March 4, 2024 for their input. There were 3 responses from staff.

ATSI Student Groups:

One in one

Supporting Academic Achievement:

Definitely learning support
in upper grades 4-6

Addressing Chronic Attendance Issues:

Home visits

Addressing Decreases in Suspension Rates:

Need more suspensions

Current investments were ranked by the following results:

- 1 Goal Setting Incentives
- 2 SEL (Social Emotional Learning) Support Staff:
Mentors/Coaches/Resource Counselor
- 3 Behavior Incentives
- 4 Supplemental Materials and Supplies for classroom instruction
- 5 Certificated Tutors for Foundational Skills and English Learner support
- 6 Technology/Technology Software
- 7 Tutoring Contracts
- 8 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team) Meetings
- 9 Fresno State Teaching Fellows for academic support
- 10 Substitutes for Academic Planning Time

Action 1

Title: Building a Collaborative Staff Culture

Action Details:

Ericson aims to create a safe, and supportive environment that promotes inclusivity in building relationships, by honoring diversity and collaboration with all educational partners. Opportunities will be given to PLC Teams to increase teacher agency through collaborative planning, goal setting and aligning work with site goals and collective commitments. A collaborative approach will also give teacher voice in the recruitment of staff to reflect the diversity of our community. Professional learning needs will be planned collaboratively in alignment with district and site goals to increase student achievement.

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

- Teachers work in grade level PLCs focused on instructional goals.
- Professional development during Buyback Days and Staff PL Meetings, focused on district and site-level goals.
- TSA and Instructional Coach providing ongoing professional learning to teachers
- Teachers using technology and technology programs to support student engagement and learning
- Teachers coached by Instructional Coaches or TSA
- Student behavior data tied to SEL skills
- Committees work on quarterly inclusive activities

Owner(s):

Administrative Team
TSA
PLC Teams

Timeline:

Ongoing progress monitoring of:
Current student data
PLC Agendas and CFA Data
SEL data

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

- Student Academics: GVC Wonders and Go Math
- Student Centered and Real-World Learning: District-provided field trips geared toward college and career readiness
- Student Engagement: Clubs, sports, field trips, Science Olympiad, Peach Blossom provide opportunities for student engagement spanning grades TK-6.
- PLC's will focus on common formative assessments aligned to identified essential standards and protocol for analysis of student outcomes.
- Differentiated instruction based on results of assessments.
- Vertical articulation within subjects focused on focus skills needed.
- Aligned curriculum that vertically articulates and assesses progress uniformly
- Culturally aware literacy illustrated in classrooms which support a student-centered learning experience.
- Teaching fellows, after school program, supplemental contracts for teachers

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- Professional learning emphasizing access for EL students to the Common Core Literacy standards and Academic Language.
- Professional learning in response to site data for ELPAC, Site reclassification Goal, iReady, and SBAC data.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

No student groups are identified as Red for this goal.

- Professional learning on working with English Learners to break down complex sentence structures to increase comprehension of texts.
- Home School Liaison will continue to provide Spanish support at meetings and through parent communication

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	93 %	86.3 %	2023-2024	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

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

Family Goal - Site Defined

Ericson will continue to provide opportunities for parents to be actively involved in their child's education.

Parent Survey- Family Engagement To create an environment that made parents feel welcomed and respected, Ericson has historically provided several opportunities for parents to engage on activities and events.

Examples include the following:

- Back to School Night/Title 1 Meeting
- Parent Teacher Conferences
- Parent volunteer opportunities
- Chaperones for field trips
- Parent Engagement Meetings
- Winter/Spring Music Program
- SSC/ELAC

Our historical results of positive responses on our Parent Survey regarding feeling welcome and respected are as follows:

- 2019 Parent Survey 88%
- 2020 Parent Survey: 94%
- 2021 Parent Survey: 91%
- 2022 Parent Survey: 89%
- 2023 Parent Survey: 91%(Spring)
- 2024 Parent Survey 86% Fall Survey

2

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

Family Goal - Site Defined

This year we were able to provide monthly family engagement opportunities. Parent Survey goals were met in Family Engagement.

Key factors that contributed to disproportionality or lack of parent engagement were: Chronic absenteeism rates.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Ericson continues to make progress on this goal. During the 24-25 school year we will resume and continue to expand a range of parent engagement opportunities, to further engage parents in their child's education.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

During the 23-24 school year our Climate and Culture Team and a teacher planning committee will develop a calendar of a variety parent engagement activities for the year.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div><div>1</div><div>SSC - (Teacher/Staff, Parents, and Secondary Students).</div></div> <div><p>The Ericson SSC met on January 17, 2024 and delegated the writing of the 24-25 SPSA to the site leadership team.</p><p>Current academic progress was shared with SSC on January 17, 2024.</p><p>During the SSC Meeting on February 21, 2024 Goals for 24-25 SPSA were shared and a feedback link was shared with SSC Team to elicit feedback for leadership team planning.</p><p>24-25 SPSA was shared with SSC on March 20, 2024 to review and finalize.</p><p>The following input was shared by 1 SSC Member through the input link.</p><p>Extra paras with additional training for children with disabilities. Incentive/awards for them. Buddy system with older students.</p><p>Asking the children how they could be better supported.</p><p>Have the students set attendance goal and reward when they meet that goal.</p><p>Provide extra activities of interest for students. Workshop on healthy relationships and how to communication.</p></div>	<div><div>2</div><div>ELAC:</div></div> <div><p>An ELAC Meeting was held to inform parents on current data and a needs assessment was given at the ELAC Meeting on February 22, 2024.</p><p>10 parents provided the following input regarding 24-25 SPSA Actions:</p><p>ATSI Student Groups</p><ul style="list-style-type: none">• Don't make any difference regarding ethnicities or disabilities.• N/A• Staff with knowledge regarding those groups of students• Good teachers and tutors• Have an after-school program for these group of students.• Tutoring Incentives for established objectives<p>Supporting Academic Achievement</p><ul style="list-style-type: none">• It's important to help students that have issues with other students. If the teachers don't take care of those issues, students won't focus in class. The principal should pay attention to these cases as well.• More programs for students like A4 Reading Program and have room for more students- it's space limited• More tutors• During ELPAC don't let the students without help from CT's</div>	<div><div>3</div><div>Staff - (Credentialed Staff, Classified Staff, and Administrators):</div></div> <div><p>Current academic progress was shared with staff on January 23, 2024 during professional learning.</p><p>All certificated staff members were given the opportunity to provide feedback through an online survey that was presented during staff professional learning on February 27, 2024. Current SPSA goals were also reviewed with staff.</p><p>19 staff members responded and provided the following input:</p><p>ATSI Student Groups:</p><p>More support for students in the inclusion program with behaviors, high functioning students, and one on one needs.</p><p>Fun Field trip incentives</p><p>Hire more coaches who look like them, more clubs for excellence where they can study and research people who look like them to see that they can succeed</p><p>Intensive academic and behavioral supports starting in TK/kinder. Parent partnerships are critical to establishing accountability in students. Regular meetings with parents to review expectations, progress and challenges for individual students is key.</p><p>After school tutoring or social skills club.</p><p>After school tutoring or social skills clubs</p></div>
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- Set up goals for them to reach
- Have more support from teachers
- It's important to pay attention to students and give them some advice about avoiding any kind of issue
- Focus on the students that learn in a different pace of time, so they can be on their grade level
- More programs for students

Addressing Chronic Attendance issues:

- Find out the reasons why the students don't want to come to school. There are teachers that could intimidate the students or teachers that don't listen to them
- Specific area where they can move around
- Find out the problem
- Create the habit of responsibility for the student
- Find out the reason why they're missing school and work together parents and teachers
- More supervision for students

Addressing decreases in student suspension rate

- Ask for parent opinion and options to improve students' issues, make them think on their future
- Parents and teachers working together
- Try to find out the problem between parents and students
- Make them see the consequences from being late
- Support from parents in anything we can do, for our students' success
- More control with these groups of students

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 SEL (Social Emotional Learning) Support Staff: Mentors/Coaches/Resource Counselor
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 Technology
- 5 Goal Setting Incentives
- 6 Tutoring Contracts
- 7 Behavior Incentives
- 8 Fresno State Teaching Fellows for academic support
- 9 Substitutes for Academic Planning Time
- 10 Substitutes for SPED IEPs

Positive role models, expectations clearly explained and followed through consistently. Individual empowerment of who they are and where they fit in.

Tutoring, peer grouping with a buddy

Academic Tutoring Groups.

Provide extra support, tutoring after school for these students who are struggling. Aides in the classroom.

a4, clubs, mentors

Students need to feel like they are valued on our campus, and they don't. Find African American male organization to mentor students.

SEL coaching. Individualized coaching on how to work through challenges/talking and strategizing when meeting with mentors.

Boost family engagement opportunities, tap into clubs that connect to their collective interest, and nurture their sense of belonging.

Supporting Academic Achievement:

Full time aides that are here in both morning and afternoon. Students need more stability in the classroom with aides which will help with behaviors.

Substitute teachers 3 times a year, so teachers can BAS test

Progress reports/report card celebrations for merit list to principal honor roll

Continued focus of K2 foundational skills (ELA and math). More opportunities for kids and families to connect with the school on a positive way. Parent/teacher conferences and goal setting talks are not enough to get buy in from families or kids. If we can get parent buy in and enthusiasm, that will improve student buy-in as well.

Tutoring.

tutoring

Differentiation for lower students, rti implemented to target both struggling and on grade students

Medals to receive as they reach or advance to a certain variety of level, peers to buddy with a higher grade and a lower grade

After school tutoring programs.

Different incentives for students that are based on students' interest. For example if they met their iready goals, an incentive that is related to student's interest. (other options)

We need an intensive reading intervention possibly pull out using CTs.

Hire more tutors to help ELs and non-readers in all grade levels. Or,

train teaching fellows to do so instead of putting them in the classrooms.

Peer mentors. Talk through or work through challenges with someone their age or older depending on grade level.

Students need to be engaged in academics and extra curriculars. That would include joining clubs, volunteering, rewards and incentives, etc. School needs to be engaging and fun! A 6 week elective course (students rank their choices) each quarter/semester. Teachers choose a course topic. Students rank their electives. Students must be up to date on their coursework to attend the elective. One teacher could hold a work room/study all for students with missing work to help them catch up.

Reading fairs, extracurricular activities that are connected to their interest, and clubs (Minecraft, lego building, etc.)

Addressing Chronic Attendance Issues:

School lunch with principal, VP, or staff of their choosing. Class party for the classroom with the best attendance. Weekly announcement with a door wreath that states, "Best Attendance" that all can see.

Fun field trips, John's incredible pizza, Playland ect.

Quarterly extra fun recess time for students with great attendance

Same as answer #6. Students and parents will make the effort to be at school if it is a place they love and feel proud of.

Home visits by school liaison.

home visits, hold parents more accountable for their students absences

Reward system that will be empowering and meaningful.. Water day, bubble guy, light up dance

Career Day that emphasis attendance, Schoolwide attendance graphing in the cafeteria either by grade level or by classes, parents that have increased their attendance ex. movie tickets, dinner tickets, grocery ticket, Kona Ice, etc. or get a census of what ...

Adopt systems where the parents are held accountable for their children's attendance.

More follow ups, home visits, providing incentives to students

perfect attendance picnics

Bring back Attendance Picnic.

rapport with families/parents

Incentive tiers/Student store. Attendance at desired rates can get tickets to visit.

Attendance incentives for students and parents. Kona ice coupons. Family AttenDANCE with snacks. Accountability for absences and tardies.

Expect the SARB board to actually do something to hold parents accountable.

Making home visits, meeting with families to see where support is needed.

Addressing Decreases in Suspension Rates:

Have consequences for students.

Smaller class sizes, no backpacks allowed

Mandatory school beautification cleanups instead of suspension, Incorporate mandatory parent student meetings to discuss behavior plans and check in, ensure coaches/mentors are being fair and serious not just buddy buddy with students then send them back to class so they don't think they can act up in class then go play with mentors

All previous answers apply to this. It would be helpful if staff could be given a clearer picture of what Tier 3 supports look like. That would possibly help change the perception that not enough is being done to support chronic behavior issues.

Social skill class for parents.

Social skills classes for parents

Accountability with students, parent involvement during and after school, school store for 95% or above give tickets, drawings for big items, bikes donated. Games. Etc.

pairing up students with other students who have turned around or just almost there, visit of our police campus officers - this should be their presence to all of Ericson, a FSU football-basketball, volleyball player etc.

After school detention where the students are required to write a reflection about their behavior and have the parent sign it.

Provide more social emotional supports for students.

mentors, building rapport with student

Suspend student that need to be suspended. I much rather have a safe school for all students.

Bring back negative reinforcements of taking away field trips and class parties if students are constantly misbehaving.

positive incentives

Goal setting for behavior modification and work towards large/exciting incentives. Having to earn them over time creating a

sense of pride and accomplishment.

Kids who are engaged and enjoying themselves might just want to behave. Putting fun activities in place and holding kids accountable to behavior standards could get some kids to want to participate.

Current investments were ranked by the following results:

- 1 Certificated Tutors for Foundational Skills and English Learner support
- 2 Substitutes for Academic Planning Time
- 3 Supplemental Materials and Supplies for classroom instruction
- 4 SEL (Social Emotional Learning) Support Staff:
- 4 Mentors/Coaches/Resource Counselor
- 5 Technology/Technology Software
- 6 Goal Setting Incentives
- 7 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team)
- 8 Behavior Incentives
- 9 Fresno State Teaching Fellows for academic support
- 10 Tutoring Contracts

Lead Teachers met on 2/28 to review current SPSA and provide input on updates and changes to current actions. The following input was discussed:

Goal 1:

- Continue current supports with an emphasis on building PK-2 literacy skills
- Shift funds for Certificated Tutors for literacy grant to ensure funding is available to cover current resources and supports
- Add planning days for PLCs (subs)
- Weekly SST/IEP meeting days
- CIPL will end ESSER funding of Nearpod/Scholastic/Reflex math-Determine priorities for funding
- Look at possible funding of additional paras for Kinder-look at costs
- Include and align actions with Regional Goals for Early Literacy

Goal 2

- Continue to build Goal 2 engagement activities for students.
- Utilize Prop 28 funds for cultural dance/theater opportunities
- Continue to add engaging activities that give students real world experiences

Goal 3

- Continue to fund and build SEL structures for students
- Engage students in school with monthly community building activities lead by staff using extra pay contracts
- Develop a system of incentives to encourage good

attendance habits. Tier incentives to reward students with great attendance and support students with chronic attendance issues.

- Develop systems of positive behavior supports to address the social emotional needs of students. Continue to refine tiered support system for students.
- Address and ensure supports are in place for African American students before and/or after a suspension takes place
- Monitor suspension rates of different student groups to target supports

Goal 4

- Current Action does not include language related to building staff relationships and a sense of belonging among all staff members

Goal 5

- Ensure funding is available for live translators to attend parent teacher conferences

Classified staff were sent an online survey on March 4, 2024 for their input. There were 3 responses from staff.

ATSI Student Groups:

One in one

Supporting Academic Achievement:

Definitely learning support
in upper grades 4-6

Addressing Chronic Attendance Issues:

Home visits

Addressing Decreases in Suspension Rates:

Need more suspensions

Current investments were ranked by the following results:

- 1 Goal Setting Incentives
- 2 SEL (Social Emotional Learning) Support Staff:
Mentors/Coaches/Resource Counselor
- 3 Behavior Incentives
- 4 Supplemental Materials and Supplies for classroom instruction
- 5 Certificated Tutors for Foundational Skills and English Learner support
- 6 Technology/Technology Software
- 7 Tutoring Contracts
- 8 Substitutes for SPED IEP (Individual Education Plans)/SST (Student Study Team) Meetings
- 9 Fresno State Teaching Fellows for academic support
- 10Substitutes for Academic Planning Time



Action 1

Title: Parent Involvement at Ericson

Action Details:

Understanding that parents and guardians are important partners in the education of all children, Ericson will further develop its parent engagement model so that there is an increase in the amount of parent involvement at school; thereby, increasing attendance rates and ensuring a positive culture of academic achievement This model will ensure that parents and guardians are equipped with strategies to better support the academic and social-emotional needs of their students. Ericson will also implement a comprehensive parent communication and outreach program to develop greater parent attendance at school sponsored events, resulting in increased parent involvement.

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

Monitoring of parent attendance and participation in the following school structures:

- Parent Engagement Meetings
- Title 1 Parent Meeting
- SSC Meetings
- ELAC Meetings
- Informational Parent Meetings as needed
- Parent University Classes/Workshops
- Responses on the Parent Survey in the Spring of 2023 will be used as interim evidence.
- Parent Conferences
- Back to School Night
- Open House
- Monthly Family Newsletters
- Weekly updates via ParentSquare

Owner(s):

Administrative Team/TSA
Certificated Teachers
Intervention Specialist

Timeline:

Ongoing data collection on parent participation rates using a variety of sources:

- Attendance logs
- Survey Responses
- Meeting agendas and documents

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

- Student Centered and Real-World Learning: Parents are recruited to join as chaperones when students attend college and career-related field trips.
- Student Engagement: Parents will be welcome to come cheer their student on at sports games, and clubs, Peach Blossom, and Science Olympiad will be available as extra-curricular activities.
- Title I meetings will provide all educational partners the opportunity to understand the goals, allocation of funding sources, parent involvement, and parent rights under Title I.
- Parent emails, EduText, ParentSquare, phone calls, Peachjar, social media platforms, school site website, and school marquee will be utilized to inform all educational Partners of school events and activities. Parent communication may be translated through the ParentSquare app as needed.
- ELAC meetings will provide educational partners the opportunity to understand the process of initial/summative ELPAC scores, understand how to interpret the ELPAC summative score and how to prepare students of ELs to become proficient in reading, writing, listening and speaking.
- Students' academic performance, social emotional needs, and overall site program improvement plans will be evaluated quarterly with educational partners. SSC meetings will be scheduled during the most convenient time of day for the majority of families.
- Supplies/materials will be purchased to support site needs to host/supervise events and parent involvement
- Extra-pay/overtime and local mileage for employees to support events and parent involvement

- Translators/babysitting for parent meetings
- Intervention Specialist(district funded)
- Resource Counselor .875 to assist in translation and parent communications
- 4 Hand in Hand Tutors

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

English Learners

- Continue on-going support of ELAC
- Home School Liaison will continue to provide Spanish support at meetings and through parent communication
- Resource Counselor to assist with Hmong translation and communication to parents
- Increase parent involvement in SSC, ELAC, and DELAC
- Certificated Tutors will administer ELPAC.
- After school Tutoring available based on data for students who demonstrate need
- Materials and supplies provided to support family participation.
- Babysitting

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

?No student groups identified as Red for this goal.

Family surveys for 2023-24 reflected approximately 92% parent positivity.

Parents of African American students and students with disabilities will be informed of their child's progress through Atlas, parent teacher conferences, and back to school activities.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0150 Ericson Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and translation services for parent meetings.	2,900.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent involvement	1,000.00

\$3,900.00

2024-2025 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-Subs			These subs will cover classrooms during quarter 4 planning time. **No IEPs**	4,086.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching fellows	61,184.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Nearpod license	6,400.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies	50,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology Maintenance	3,500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	3,500.00
G1A1	Sup & Conc	In-House Instructional Staff Deve	Travel			Conferences	5,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Supp			Teacher planning contracts and after school tutoring. **No IEPs**	23,305.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitute teachers to provide instruction to students in math and ELA	25,545.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology	10,320.00
G3A1	Sup & Conc	Instruction	Teacher-Supp			Contracts for planning school events and rallies	8,584.00
G3A1	Sup & Conc	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg	0.1654	RCA	12,818.00
G3A1	Sup & Conc	Attendance & Social Work Servi	Local Mileag			Home visits	250.00
G3A1	Sup & Conc	Security	Cls Sup-Reg	Assistant,Campus Safety	0.7500		60,594.00
G3A1	LCFF: EL	Attendance & Social Work Servi	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7096	RCA	54,993.00
G3A2	Sup & Conc	Instruction	Mat & Supp			: Climate/Culture (shirts, field trips, staff appreciation, etc.)	40,000.00
G3A2	Sup & Conc	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand Mentors	83,921.00
G3A2	LCFF: EL	Guidance & Counseling Services	Subagreements			Hand in Hand Mentors : Hand in Hand mentors	8,079.00
G5A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			Babysitting and translation services for parent meetings.	2,900.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Food for parent involvement	1,000.00
							\$465,979.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$97,875.00
Sup & Conc	7090	\$305,032.00
LCFF: EL	7091	\$63,072.00
Grand Total		\$465,979.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$192,840.00
G3 - Increase student engagement in their school and community	\$269,239.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$3,900.00
Grand Total	\$465,979.00